



# ARGOSY UNIVERSITY

*Academic Catalog 2006–2007*

Effective September 1, 2006 – August 31, 2007

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# Introduction

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## STATEMENT OF MISSION

Argosy University is a private institution of higher education dedicated to providing high quality professional educational programs at the doctoral, master's, bachelor's, and associate's degree levels, as well as continuing education to individuals who seek to advance their professional and personal lives. Argosy University emphasizes programs in the behavioral sciences, business, education and the health care professions. A limited number of pre-professional programs, and general education offerings are provided to permit students to prepare for entry into these professional fields. The programs of Argosy University are designed to instill the knowledge, skills, and ethical values of professional practice and to foster values of social responsibility in a supportive learner-centered environment of mutual respect and professional excellence.

## STATEMENT OF PURPOSES

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

## HISTORY AND PHILOSOPHY

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

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

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

Argosy University's programs in allied healthcare were established in 1961, beginning with a certificate-level medical laboratory technician program. The Medical Institute of Minnesota, originally known as Park Medical Institute, was founded to provide skilled allied healthcare personnel to hospitals and clinics. In 1963, the school officially became the Medical Institute of Minnesota. In 1970, the Medical Institute of Minnesota was authorized by the state of Minnesota to grant an Associate of Science terminal degree. In 1971, the Medical Institute of

Minnesota entered into a collaborative agreement with the University of Minnesota, General College, which agreed to grant associate's degrees to students who had earned a certificate from the Medical Institute of Minnesota and had satisfied the degree requirements of the General College. New programs were added, and the Medical Institute of Minnesota began offering eight programs in the allied health fields, including veterinary technology, dental hygiene, and medical laboratory technology. In 1980, the school applied for and was granted initial institutional accreditation with the Accrediting Bureau of Health Education Schools (ABHES). With the merger in 2001, the school became Argosy University/Twin Cities. All allied health programs are at the associate's degree level, granting either as the Associate of Applied Science (AAS) or the Associate of Science (AS) degree.

## **ACCREDITATION**

### **Institutional Accreditation**

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

### **State Licensing**

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

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

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

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

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

Argosy University/Orange County, Argosy University/San Francisco Bay Area, Argosy University San Diego, Argosy University/Santa Monica, and Argosy University/Inland Empire have been granted approval to operate by the California Bureau for Private Postsecondary and Vocational Education (1625 North Market Boulevard, Suite S202, Sacramento, CA 95834, 1.916.574.7720, [www.bppve.ca.gov](http://www.bppve.ca.gov)).

Argosy University/Nashville is authorized by the Tennessee Higher Education Commission (Parkway Towers, Suite 1900, 404 James Robertson Parkway, Nashville, TN 37243, 1.615.741.6230). This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Argosy University/Phoenix is authorized by the Arizona State Board for Private Postsecondary Education (1400 West Washington Street, Room 2560, Phoenix, AZ 85007, 1.602.542.5709).

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

Argosy University/Seattle is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until November 20, 2007 and authorizes Argosy University/Seattle to offer the following degrees: Bachelor of Arts in Psychology; Bachelor of Science in Business Administration, E-Business, and Organization Management; Master of Arts in Clinical Psychology, Education (concentrations in Educational Leadership and Instructional Leadership), and Mental Health Counseling; Master of Business Administration, Doctor of Business Administration, Doctor of Education, and Doctor of Psychology in Clinical Psychology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430; Olympia, WA 98504-3430.

Argosy University/Twin Cities is registered with the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, 1.651.642.0533, [www.mheso.state.mn.us](http://www.mheso.state.mn.us)). Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to other institutions or that the quality of the educational programs would meet the standards of every student, educational institution, or employer.

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

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

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

### **Programmatic Accreditation**

The Committee on Accreditation of the American Psychological Association (APA) (750 First Street N.E., Washington, D.C. 20002-4242, 1.202.336.5510) has granted accreditation to the Doctor of Psychology in Clinical Psychology programs at the following Argosy University campuses:

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

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has granted accreditation to the following programs at Argosy University/Sarasota: Master of Arts in Mental Health Counseling. Council for Accreditation of Counseling and Related Educational Programs, 599 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800, www.cacrep.org.

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

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

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

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

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

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

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

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

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

### **OWNERSHIP**

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

### **GOVERNANCE**

#### **Board of Trustees**

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

#### **Argosy University Administration**

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



**Campus Administration**

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

**Advisory Boards**

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

# Institutional Policies

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## **ACADEMIC AND PROFESSIONAL STANDARDS**

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

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

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

## **OUTCOMES ASSESSMENT**

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

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

careers. Students are expected to enter into these procedures openly and honestly in an effort to assist Argosy University in its continuous improvement processes.

## **PHILOSOPHY OF INSTRUCTION**

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

## **COMMITMENT TO DIVERSITY**

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

## **NOTICE OF NONDISCRIMINATION**

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

## **STUDENT GRIEVANCE PROCEDURE FOR INTERNAL COMPLAINTS OF DISCRIMINATION AND HARASSMENT**

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

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

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

#### **RIGHT TO CHANGE REQUIREMENTS**

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

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

#### **LICENSING/REGISTERING/CERTIFICATION**

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

#### **DISABILITY SERVICES**

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

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

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

#### **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

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

### *I. Procedure to Inspect Education Records*

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

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

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

### *II. Disclosure of Educational Records*

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

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

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

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the school.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents or guardians of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another Argosy University school, upon request, in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator—not the name of any other student, including a victim or witness—without the prior written consent of the other student(s)).
12. To a parent or guardian regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see section IV on next page).

### *III. Record of Requests for Disclosure*

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

#### *IV. Directory Information*

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

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

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

#### *V. Correction of Educational Records*

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

1. A student must ask the campus director of Student Services to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. Argosy University may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, Argosy University will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of Argosy University. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.

4. Argosy University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, Argosy University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
6. If, as a result of the hearing, Argosy University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.
7. If a statement is placed in the education records of a student under paragraph 6 above, Argosy University will:
  - (a) maintain the statement with the contested part of the record for as long as the record is maintained; and
  - (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### *VI. Student Right to File Complaint*

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by Argosy University to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:  
Family Policy Compliance Office  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202 - 4605

#### **GRADUATION/COMPLETION RATES**

Information on graduation/completion rates for undergraduate first-time, full-time students is available through the Student Services Department. These rates are calculated according to guidelines provided in the Student-Right-To-Know Act.

#### **ARBITRATION AGREEMENT**

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

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

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

IF EITHER THE STUDENT OR ARGOSY UNIVERSITY CHOOSES ARBITRATION, NEITHER PARTY WILL HAVE THE RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY, EXCEPT AS PROVIDED IN THE APPLICABLE ARBITRATION RULES, OR OTHERWISE TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT (OTHER THAN IN SMALL CLAIMS OR SIMILAR COURT, AS SET FORTH IN THE PRECEDING PARAGRAPH, OR IN AN ACTION TO ENFORCE THE ARBITRATOR’S AWARD). FURTHER, THE STUDENT WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS OF CLAIMANTS PERTAINING TO ANY CLAIM SUBJECT TO ARBITRATION. THE ARBITRATOR’S DECISION WILL BE FINAL AND BINDING. OTHER RIGHTS THAT THE STUDENT OR ARGOSY UNIVERSITY WOULD HAVE IN COURT ALSO MAY NOT BE AVAILABLE IN ARBITRATION.

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

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

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

# Health/Safety Policies and Procedures

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## **PROFESSIONAL CONDUCT**

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

### **Definition of Sexual Harassment**

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

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

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

### **Other Forms of Harassment**

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

## **Anti-Hazing Policy**

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

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

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

### **Complaint Procedure**

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

## **REPORTING AN ASSAULT**

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

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

## **REPORTING HEALTH OR SAFETY HAZARDS**

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

## **NO SMOKING POLICY**

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

## **CAMPUS SECURITY REPORT**

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

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

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

## **HEALTH AND IMMUNIZATION**

### **Health Sciences Program Requirements**

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

## **Minnesota Requirements**

In an effort to control the spread of disease, Argosy University conforms to Minnesota state requirements that all students have the following current vaccinations: mantoux (within one year of starting date), measles, mumps, rubella and diphtheria/ tetanus booster. Hepatitis B vaccination is also required for all human allied health programs prior to clinical training. Rabies vaccination is required for all veterinary technician students prior to enrollment in the second semester.

## **Hawai'i Requirements**

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

## **MEDICAL RESPONSIBILITY AND RISKS**

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

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

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

### **Health Insurance**

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

### **Liability Insurance**

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

## **DRUG-FREE WORKPLACE AND CAMPUS**

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



## Effects of Drugs and Alcohol

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

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

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

## Health Risks Associated with the Use of Alcohol

### Short-Term Risks

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

### Long-Term Risks

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

## Health Risks Associated with the Use of Drugs

### Amphetamines (*Speed, Uppers*)

- Malnutrition
- Hallucinations
- Dependence, psychological and sometimes physical

### 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, death

## **Sanctions**

### *Argosy University Sanctions*

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

### *General State Laws*

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

### *Federal Sanctions*

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

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

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

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

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

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

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

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

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

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

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

## **Counseling, Treatment, or Rehabilitation Program**

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

## **Resources**

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

# Student Rights and Responsibilities

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## **STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES**

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

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

## **ARGOSY UNIVERSITY ETHICAL CODE OF CONDUCT**

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

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

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

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

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

## **ACADEMIC DISHONESTY/PLAGIARISM**

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

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

## **INSTITUTIONAL REVIEW BOARD**

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

## **DEPARTMENT COMMITTEE**

### **Student Professional Development Committee**

The Student Professional Development Committee (SPDC) is a standing academic department committee responsible for monitoring the academic progress, professional competence and

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

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

## **STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE POLICIES AND PROCEDURES**

### **I. Purpose and Scope**

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

#### *a) Monitoring Academic Progress*

- Academic difficulties that come before the committee may be managed in a number of ways including:
  - Written response to the student indicating concern and proposing methods of remediation. Copies of the letter are sent to the student's advisor and placed in the student's file.
  - Requiring student to develop a remediation plan with the advisor within a specified period of time. The remediation plan should (1) communicate specific desired improvements and (2) identify real consequences for failing to reach the

desired goals. The remediation plan is returned to the committee and a copy is placed in the student's file. The student's advisor is responsible for monitoring the remediation plan with the student, communicating with the student that the student is failing or has failed to reach desired improvements and for imposing the specific consequences identified in the plan. In addition, the advisor should provide the committee with written progress reports that specify the degree to which the student is making satisfactory progress.

- The committee may meet with the student if:
  - A student and advisor are unable to come up with a mutually acceptable remediation plan or if the student is unable to complete a remediation plan.
  - The occurrence of a single event or a continuing pattern exists suggesting the possibility of academic, professional or ethical unsuitability in the program and/or the need for major remediation.

#### *b) Monitoring Professional Competence and Conduct*

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

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

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

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

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

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

  - demonstrates a lack of awareness or inability to manage own limitations and responsibilities; for example, does not allow enough time to study, turns assignments in late with some regularity
  - avoids responsibility for situations by blaming others
- Openness to process of supervision; examples of which include the following:
  - Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.
  - Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback

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

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

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

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

## II. Procedures

### a) Referral Procedure

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

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

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

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

### b) Committee Procedures

The following procedures govern the actions of the SPDC:

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

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

*c) Requesting Additional Evaluation by Professionals*

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

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

*d) Appeal Process*

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

**III. Committee Membership**

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

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

**CAMPUS COMMITTEE  
Student Conduct Committee**

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

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

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

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

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

## **STUDENT CONDUCT COMMITTEE POLICIES AND PROCEDURES**

### **I. Purpose and Scope**

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

### **II. Procedures**

#### *a) Complaint Procedures*

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

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

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

#### *b) Committee Procedures*

The following procedures govern the actions of the SCC:

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

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

#### *c) Mandatory Evaluations*

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

#### *d) Administrative Leave of Absence*

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

#### *e) Violations of Law*

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

#### *f) Appeal Process*

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

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

### **III. Committee Membership**

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

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

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

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

### **STUDENT COMPLAINT PROCEDURE**

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

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

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

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

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

#### **Arizona Student Right to Appeal**

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

#### **California Student Right to Appeal**

If a complaint cannot be resolved after exhausting the institution’s complaint procedure, the student may file a complaint with the Bureau for Private and Postsecondary and Vocational Education (1625 North Market Boulevard, Suite S-202, Sacramento, CA 95834, 1.916.574.7720).



### **Tennessee Student Right to Appeal**

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

### **STUDENT RIGHT TO APPEAL**

#### **Appeal of Academic Probation, Disciplinary Action, Dismissal**

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

### **APPEALS COMMITTEE PROCEDURES**

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

### **APPEALS COMMITTEE MEMBERSHIP**

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

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

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

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

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

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

### **UNRESOLVED DISPUTES**

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

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

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

### **ADMINISTRATIVE LEAVE OF ABSENCE**

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

# Admission Policies

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## **ADMISSION PROCEDURES AND CONDITIONS**

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

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

### **Admissions Committee Decisions**

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

### **Applications to Multiple Campuses**

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

### **Late Admission**

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

### **Conditional Admission**

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

## **Exceptions to Admission Requirements**

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

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

## **Reapplication for Admission**

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

## **Readmission Process after Withdrawal**

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

## **Reinstatement**

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

## **Readmission after Extended Absence**

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

### **EARLY ACCEPTANCE**

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

### **DEFERRAL POLICY**

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

### **VETERANS ADMINISTRATION BENEFITS**

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

### **SERVICEMEMBERS OPPORTUNITY COLLEGES**

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

### **INTERNATIONAL ADMISSION POLICY**

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

#### **English Language Proficiency Policy**

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

Applicants should contact the Admissions Department to determine other examinations for which official scores, equivalent to TOEFL®, are acceptable as an alternative to TOEFL®.

The above stated English Language Proficiency Policy is effective July 1, 2006.

#### **Admission Requirements for Nonimmigrant Students**

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

- A completed and signed Application for Admission of International Students Form
- Original or official copies of all educational transcripts (high school and, if applicable, university-level academic records) and diplomas. These educational transcripts and diplomas must be prepared in English or include a complete and official English translation.
- Fee for official credential evaluation of non-American educational credentials
- Proof of English language proficiency (see English Language Proficiency Policy)
- A completed and signed Sponsor's Statement of Financial Support (this statement is not required if the student is self-sponsored)
- *Official Financial Statements* Financial statements (typically provided by a bank) must verify sufficient funds to cover the cost of the educational program as well as all living expenses
- Appropriate application fee and tuition deposit (see section 5, "Admission Policies")
- A photocopy of the student's passport to provide proof of birth date and citizenship (Students outside the United States who have not yet acquired a passport will need to submit a copy of their birth certificate);

- For all nonimmigrant applicants residing in the United States at the time of application: a photocopy of the visa page contained within the student's passport as well as a photocopy of the student's I/94 arrival departure record (both sides);
- For all nonimmigrant applicants residing in the United States at the time of application in either F, M, or J nonimmigrant classification: written confirmation of nonimmigrant status at previous school attended before transferring to Argosy University;
- *Proof of Health Insurance* Students who do not possess health insurance upon applying to Argosy University must be prepared to purchase health insurance through an approved provider upon commencement of studies.

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

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

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

# Financial Policies and Assistance

## TUITION AND FEES

A “Schedule of Tuition and Fees” is contained in appendix 4 of this catalog. Not all campuses share this tuition and fee schedule. Exceptions to this schedule are noted. For campus-specific tuition costs and fees, see the “Schedule of Tuition and Fees” in the *Academic Catalog Addendum* for that campus.

## PAYMENT POLICIES AND FINANCING OPTIONS

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

### Payment in Full

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

### Monthly Payment Plan

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

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

### Tuition Reimbursement

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

### Financial Aid

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

Students complete the Free Application for Federal Student Aid (FAFSA) and the Argosy University Institutional Application for Financial Aid to apply for financial assistance. Both documents are discussed in detail later in this section. Students will receive an award letter from Argosy University, describing their Financial Aid Package. All financial aid funds are sent directly to Argosy University. 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.

## COST OF ATTENDANCE BUDGET

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

Program	Cost Per Academic Year
Doctoral	\$ 35,000–49,000
Specialist	\$ 35,000–49,000
Master’s	\$36,000–44,000
Undergraduate	\$ 32,000–44,000
Internships/Clinical Research Projects*	\$ 29,000–38,000

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

<sup>1</sup> Costs are effective Fall 2006 and are subject to change.

## FINANCIAL ASSISTANCE

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

### Types of Financial Assistance

#### Grants

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

#### Federal Pell Grant

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

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

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

#### Federal Work-Study Program

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

#### State Aid Programs

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

#### Scholarships

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

The Argosy University campus you choose to attend will determine your eligibility for the scholarship. Since funds are limited, applicants are encouraged to apply early. Award amounts 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

- Academic Award
- Alumni Award
- Community College Award
- Community Service Award
- Diversity Award
- Leadership Award
- Returning Adult Award

#### Scholarship Awards for Students Currently Enrolled at Argosy University

- Argosy University Merit Award

#### Loans

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

#### Federal (Title IV) Loans

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

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

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

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

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

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

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

#### *Other Financial Assistance Resources*

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

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

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

#### **Applying for Financial Assistance**

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

#### *Eligibility Requirements*

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

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

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

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

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

#### *When to Apply*

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

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

<b>Semester</b>	<b>Priority Application Date</b>
Fall 2006	July 1, 2006
Spring 2007	November 1, 2006
Summer 2007	March 1, 2007

#### *How to Apply*

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

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

### What Happens Next?

The Department of Education processes the student's FAFSA, and sends the student a Student Aid Report (SAR). The Argosy University Office of Student Finance uses the student's SAR and Institutional Financial Aid Application to construct the student's Financial Aid Package.

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

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

Applications for the Minnesota SELF Loan and the Federal Parent PLUS Loan are available upon request.

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

### Applying for Scholarships

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

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

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

### Scholarship Limitations

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

<sup>1</sup> Scholarships are not available to EDMC employees, subsidiaries or affiliates.

## ARGOSY UNIVERSITY REFUND POLICIES

### Institutional Refund Policy

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

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

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

### Georgia State Refund Policy

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

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

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

### California State Pro Rata Refund Policy

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

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



5. The refund is the amount in excess of the figure derived in line four that was paid by the student.

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

**Calculations Used by the California State Pro Rata Refund Policy**

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

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

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

**Florida Cancellation Policy**

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

**COURSE ADD/DROP REFUND POLICY**

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

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

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

*15-Week Courses*

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

*7.5-Week Courses*

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

**Course Drop Refund Deadlines**

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

*Fall 2006 Deadlines*

Course Type	Deadline for Course Drop
Session I 7.5-week courses	September 12, 2006
Session I 15-week courses	September 15, 2006
Session II 7.5-week courses	November 2, 2006
Session II 15-week courses ( <i>Sarasota only</i> )	November 3, 2006

*Spring 2007 Deadlines*

Course Type	Deadline for Course Drop
Session I 7.5-week courses	January 15, 2007
Session I 15-week courses	January 19, 2007
Session II 7.5-week courses	March 8, 2007
Session II 15-week courses	March 9, 2007

*Summer 2007 Deadlines*

Course Type	Deadline for Course Drop
Session I 7.5-week courses	May 14, 2007
Session I 15-week courses	May 18, 2007
Session II 7.5-week courses	July 5, 2007
Session II 15-week courses	July 6, 2007

**Sarasota Intersession and Weekend Course Drop Refund Policy**

Courses begin at the official start dates that precede the on-campus component.

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

**Grades**

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

*Fall 2006 Deadlines*

Course Type	Grade of "W" Deadline
Session I 7.5-week courses	October 9, 2006
Session I 15-week courses	November 13, 2006
Session II 7.5-week courses	November 30, 2006
Session II 15-week courses ( <i>Sarasota only</i> )	January 4, 2007

*Spring 2007 Deadlines*

Course Type	Grade of "W" Deadline
Session I 7.5-week courses	February 12, 2007
Session I 15-week courses	March 19, 2007
Session II 7.5-week courses	April 5, 2007
Session II 15-week courses ( <i>Sarasota only</i> )	May 10, 2007

*Summer 2007 Deadlines*

Course Type	Grade of "W" Deadline
Session I 7.5-week courses	June 11, 2007
Session I 15-week courses	July 16, 2007
Session II 7.5-week courses	August 2, 2007
Session II 15-week courses ( <i>Sarasota only</i> )	September 6, 2007

### **FINANCIAL AID REFUND REDISTRIBUTION POLICY**

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

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Other federal, state, private, or institutional aid programs

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

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

### **Return of Title IV Funds Policy**

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

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

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

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Other federal, state, private, or institutional aid programs

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

### **FINANCIAL AID OVERAGE POLICY**

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

- The date on which the funds causing the overage are applied to the account
- The first day of classes for the enrollment period for which the funds are intended, or
- The date the student rescinds permission for the campus to retain the funds<sup>1</sup>

Students on federal financial aid who withdraw or drop below half-time will have any credit balance on their accounts returned to their lenders or to the appropriate financial aid program.

### **LOAN DEFERMENT**

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

### **STUDENT TUITION RECOVERY FUND — CALIFORNIA**

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

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

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

It is important to note the following:

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

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

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

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

<sup>1</sup> If the student gives written permission, Argosy University may hold funds on their account. Students may rescind this permission at any time.

# Academic Policies and Procedures

## ENROLLMENT POLICIES

### Continuous Enrollment Requirements

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

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

Students who do not register for the current semester, or who do not return from a leave of absence, will be considered withdrawn from the program.

### Additional Continuous Enrollment Requirements—Sarasota Campus

Enrollment as a regular student and adjunct enrollment can be used to satisfy the continuous enrollment requirement. Students are permitted to take only one semester of adjunct enrollment per academic year. Students who need to take more than one semester off should request an official leave of absence from Argosy University. Adjunct enrollment consists of registration in ADJ900, for which an administrative fee is charged. No credit is earned for adjunct enrollment, but it allows students to maintain their status in the degree program. Adjunct enrollment serves both students who have finished their coursework but have not yet met all degree requirements and those who choose not to enroll in regular classes for a given semester.

### Levels of Enrollment

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

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

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

### Other Graduate Programs

Level of Enrollment	Criteria
Full-Time	6 or more credit hours per semester, and/or registered for dissertation, or, for PsyD in Clinical Psychology students during the summer semester, 3 credit hours plus Clinical Research Project
Half-Time	3–5 credit hours per semester, or registered for half-time internship, practicum, or thesis
Less Than Half-Time	Fewer than 3 credit hours per semester

### Undergraduate Programs

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

## REGISTRATION

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

### Registration Priority

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

### Add/Drop Registration

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

Argosy University strongly urges all students to complete their entire course schedule during the official registration period. Most courses are closed by the end of that period. However, if students elect to add a course after the official registration period, they may do so by completing the Add/Drop Request Form. Adds after the

official start date of a course must have campus dean or program chair approval. No adds will be allowed after the end of the add/drop period.

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

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

#### **Late Registration**

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

#### **COURSE AVAILABILITY/CANCELLATION**

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

#### **COURSE TYPES AND DELIVERY METHODS**

Course offerings at Argosy University are categorized into the following course types and delivery methods. In each case, the course type or delivery method is defined as in-residence, blended delivery, distance learning, or fully online. Except for students enrolled in Argosy University's Online programs, students may not take more than 49 percent of their required program credit hours with Argosy University in a fully online learning format. Students enrolled in Argosy University Online programs at the bachelor's and master's level may participate in programs in which 100 percent of the courses are offered in fully online format. Students enrolled in Argosy University Online programs at the doctoral level participate in programs in which as many as 42 of the 60 credit hours required for graduation may be offered in fully online format.

In some cases, a single course may be offered in multiple delivery methods (e.g., lecture, blended, and fully online).

#### **Blended/In-Residence Courses**

Blended/in-residence courses are provided in part residentially and in part online. This mode of course delivery is considered in-residence since instruction is principally provided on-campus.

#### **Blended/Online Courses**

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

#### **Independent Study, Directed Independent Study**

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

#### **Intersession Courses**

An intersession course meets in a concentrated period of time during a semester, usually for one week.

They are blended courses that may be considered in-residence courses where instruction is provided principally on-campus, with some class preparation and report writing communicated via the Internet. Weekly instructional contact is required.

#### **Laboratory Courses**

An Argosy University laboratory course is generally provided on-campus, and is considered an in-residence course.

#### **Lecture**

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

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

#### **Off-Campus Courses**

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

#### **Online Courses**

Selected courses in many programs are offered via the Internet. These courses are taught by many of the same faculty members who teach other courses. Online courses carry the same credit load as the campus courses and are offered for differing session lengths, depending upon the program.

#### **Online Programs**

Students enrolled in Argosy University online programs may take 100 percent of their coursework in a fully online format at the bachelor's and master's level, and as many as 42 of their 60 credit hours in a fully online format at the doctoral level.

Although there are several differences in the structure of online and tutorial courses, the primary distinction from a student's point of view is that online courses are taken as a "class" providing for interaction with other registered students, whereas tutorial courses more closely resemble independent study courses.

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

There are restrictions on the amount of fully online course or distance learning credit hours allowed, unless a student is enrolled in one of the programs offered through Argosy University's Online programs. Students not enrolled in an online program may not take more than 49 percent of their required program credit hours with Argosy University in a fully online or distance learning format. Individual programs may have other restrictions.

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

Students must have reliable and consistent access to a Macintosh or PC with an Internet connection and modem speed of 28.8K or higher, CD-ROM drive, color monitor, sound card, and a personal email account. Microsoft Office Suite 97 or higher is required. Minimum Internet browser requirements are Internet Explorer 5.0 or higher, or Netscape Navigator 4.7 or higher. Some Argosy University online courses may require more recent software or additional plug-ins. Students will be informed at the time of registration of any other software requirements. Internet access via DSL, T-1, or cable is recommended.

#### **Practicum, Internships, and Clinical Training Courses**

Practicum, internship and clinical training courses are the supervised, out-of-class contact of students with a clinical population that takes place within a healthcare delivery system or a professional work environment. These courses are generally provided on-site at a specified facility with which Argosy University has a relationship, and therefore are considered in-residence courses.

#### **Tutorials**

Tutorial courses are categorized as distance learning courses. They are completed on a one-to-one basis with a faculty member. Students are allowed a set number of weeks, either 7.5 weeks or 15 weeks, depending on the program, to complete a course via tutorial format. Tutorial courses carry the same credit hour load as the on-campus courses and may be offered for 7.5-week or 15-week session lengths starting at the beginning or midpoint of each semester, depending on the program. Tutorial syllabi are made available to students approximately one week prior to the course start date. Students may contact the instructor via telecommunications or the internet. Students are required to maintain weekly contact with the instructor. The course syllabus contains specific instructions regarding weekly contact format and requirements. Students should consult the instructor regarding his/her required methods for submission of assignments. Methods of submission may include email, regular mail, in-person, and/or fax. Tutorials may also be considered in-residence if the majority of the course contact hours are on campus.

#### **Weekend Format Courses**

Some courses are taught in weekend format. Students attend classes in-residence during intensive weekend sessions over the duration of the semester. The number of weekend sessions varies by program, though weekly instructional contact is required. This mode of course delivery is considered in-residence since instruction is principally provided on-campus.

#### **WAIVER/COURSE SUBSTITUTION**

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

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

#### **COURSE/CREDIT TRANSFER**

##### **Courses Taken at Other Argosy University Campuses**

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

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

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

##### **Courses Taken via Distance Delivery**

There are restrictions on the amount of distance delivery course credit hours allowed. Students may not complete 50 percent or more of their required program credit hours in fully online or distance learning format, unless enrolled in an Argosy University Online program.

Individual programs may have other restrictions. Please consult the campus dean or program chair for details pertaining to your program of study.

### **Courses Taken at Other Institutions**

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

### **Transfer of Argosy University Credits to Other Institutions**

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

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

### **Undergraduate Transfer Credit Criteria**

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

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

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

### **Bachelor Degree Completion Programs**

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

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

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

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

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

### **Standardized Examinations**

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

### **Graduate Transfer Credit Criteria**

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

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

Transfer credit maximums are listed here by program:

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

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

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

### TRANSCRIPTS AND STUDENT RECORDS

The Student Services Department maintains academic records for each student. The department issues transcripts only upon receipt of a signed written request. The department will release official transcripts only when students have met all their financial obligations to Argosy University. Grade reports are mailed to students and/or made available via Student Link on the Internet. Students that meet the degree requirements of the program in which they are enrolled will receive an official diploma.

### TRANSFER TO ANOTHER ARGOSY UNIVERSITY CAMPUS

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

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

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

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

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

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

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

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

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

## **STUDENT-AT-LARGE STATUS**

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

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

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

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

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

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

### **Admission to Degree-Seeking Status**

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

## **ATTENDANCE**

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

Online courses offered at Argosy University require, at a minimum, weekly participation (not just weekly log-in) by the student unless granted a documented exception by the instructor. Online courses start on the first day of the semester or session. A student who does not log-in to the course within the first five days (including weekend days) of a 7.5-week session, or within the first 10 days (including weekend days) of a 15-week semester, and

has not submitted an official Add/Drop Form, will be dropped from the course automatically and receive a refund based on the applicable Argosy University refund policy.

## **FACULTY ADVISEMENT**

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

In the event that a student and his or her faculty advisor are unable to develop a harmonious working relationship, a student may request a new faculty advisor, without recrimination, upon written request in a letter directed to the campus dean or program chair or a designee. If the campus dean or program chair or a designee is the advisor for whom the student seeks a replacement, the written request should be directed to the campus vice president of Academic Affairs or designee.

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

## **WITHDRAWAL POLICY**

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

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

### **Withdrawal Date**

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

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

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

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

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

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



## GRADE LEVEL CLASSIFICATION

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

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

## CREDIT SYSTEM

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

## GRADE POINT SYSTEM

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

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

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

## Additional Grades

### *Audit (“AU”)*

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

### *Credit (“CR”)*

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

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

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

will include the length of time for completion and the consequences for failure to complete the requirements. A grade of “I” or “IP” is changed to the permanent grade once it is submitted by the faculty member.

### *No Credit (“NC”)*

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

### *Not Received (“N”)*

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

### *Progressing (“PR”)*

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

### *Withdrawn (“W”)*

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

## AUDIT POLICY

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

## REPEATING A COURSE

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

## GRADE APPEAL PROCEDURES

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

1. The first step is for the student to consult the faculty member who issued the grade or evaluative comment for reconsideration of the grade or the record. Optimally, this will be resolved through a consultative process with the faculty member and approved by the campus dean or program chair and the chief academic officer of the campus.
2. If, after consultation with the faculty member, the student wishes to pursue the issue, or if the faculty member is either unavailable or does not respond within fourteen days, the student should request in writing from the campus dean or program chair an investigation of the grade or evaluative comment. The campus

dean or program chair or designee may investigate the matter personally. The individual conducting the investigation should consult the parties involved, gather all pertinent information, and review the relevant facts. At the conclusion of the investigation, the campus dean or program chair shall issue a finding in writing that either concurs with the faculty member regarding the grade or evaluative comment, or in some instances requires the faculty member to revise the grade or evaluative comment. If, after consultation with the campus dean or program chair, the student wishes to pursue the issue, he/she must, within 14 days, request in writing further investigation from the campus vice president of Academic Affairs. The campus vice president of Academic Affairs will review the findings and either agree with the ruling or elect to investigate further. The final authority rests with the chief academic officer of the campus.

3. If the faculty member involved is the campus dean or program chair, then the campus vice president of Academic Affairs should be approached. If the faculty member involved is the campus vice president of Academic Affairs, then the campus president should be approached.
4. The result of the review will be summarized in writing by the campus official responsible for the final decision and placed in the student academic file. A copy of the report will be given to the student. If the student believes the evaluative comment to be inaccurate, misleading, or in violation of the privacy or other rights of the student, the student may insert a written statement in the record.

#### *Grade Changes*

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

#### **CRITERIA FOR UNDERGRADUATE HONOR DESIGNATION**

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

##### **Semester Honor Designation**

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

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

##### **Honor Designation at Graduation**

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

<b>Graduation Honor Designation</b>	<b>CGPA</b>
Summa Cum Laude	3.90–4.00
Magna Cum Laude	3.70–3.89
Cum Laude	3.50–3.69

#### **MINIMUM STANDARDS FOR ACADEMIC PROGRESS**

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

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

##### **Cumulative Grade Point Average**

To continue enrollment in an academic program, students must maintain a cumulative grade point average (CGPA) of 2.00 or above at the undergraduate level and 3.00 or above at the graduate level. CGPA is reviewed at the end of each semester.

##### **Incremental Completion Rate**

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

##### **Maximum Allowable Time Frame**

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

##### *Examples*

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

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

### **Factors Affecting Academic Progress**

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

#### *Repeating Courses*

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

#### *Incomplete Grades*

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

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

### **ACADEMIC WARNING**

#### **Clinical Psychology Students**

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

- Receipt of a grade of “F”
- Receipt of a second grade below “B-”

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

### **PROBATION**

#### **Academic Probation**

The conditions under which students are placed on academic probation are not limited to failure to meet the minimum standards for academic progress requirements. Students should consult the campus-specific *Academic Catalog Addendum* for additional program-specific academic requirements and review the “Student Rights and Responsibilities” section of this catalog.

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

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

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

### **Removal from Academic Probation**

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

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

#### *Schedule for Removal from Academic Probation*

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

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

### **General Probation**

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

#### *Criteria for Removal from General Probation*

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

#### *Schedule for Removal from General Probation*

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

### **DISMISSAL**

#### **Academic Dismissal**

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

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

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

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

#### **Other Reasons for Dismissal**

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

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

#### *Clinical Psychology Students*

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

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

#### *Health Sciences Students*

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

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

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

- Receipt of a grade of “D+” or below in all technical and general education courses

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

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

#### **POLICY GOVERNING SATISFACTORY PROGRESS AND RECERTIFICATION OF BENEFITS FOR ELIGIBLE VETERANS**

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

#### **COMMENCEMENT AND PETITION TO GRADUATE**

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

# Student Life

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## **ENROLLMENT VERIFICATION**

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

## **TRANSCRIPT REQUESTS**

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

## **HOUSING**

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

## **SUPPORT SERVICES**

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

## **COUNSELING SERVICES**

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

## **TUTORING SERVICES**

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

## **STUDENT GOVERNMENT**

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

## **LECTURE AND WORKSHOP SERIES**

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

## **COMMON HOURS AND SYMPOSIA**

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

## **SPECIAL INTEREST GROUPS**

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

## **CAREER SERVICES**

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

## **ALUMNI ASSOCIATION**

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

## **PROFESSIONAL ASSOCIATIONS**

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

## **HONOR SOCIETIES**

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

## **STUDENT FORUMS**

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

## **BOOK PURCHASE**

### **MBS Direct**

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

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

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

MBS operators are available to take your call as follows:

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

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

## *Used Books*

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

## *Delivery*

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

## *Textbook Buyback*

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

## **Campus Bookstore**

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

## **DIVERSITY**

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

## **NEWSLETTERS**

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

## **EDUCATIONAL RESOURCES**

All Argosy University campuses provide curriculum support and educational resources housed in the campus library or resource center. These facilities contain current text materials, diagnostic training documents, reference materials, commonly used journals, major and current titles in program areas, dissertations, and reference databases. Taken in their entirety, the campus facilities constitute the Argosy University Library and provide the resources necessary to support the academic programs. The campuses participate in an intra-institutional interlibrary loan program. Some campuses also participate in the Online Computer Library Center (OCLC).



# **Undergraduate Programs**



# General Education Curriculum

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## MISSION AND GOALS

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

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

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

## COURSE REQUIREMENTS AND CURRICULUM DESCRIPTION

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

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

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

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

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

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

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

**GENERAL EDUCATION CURRICULUM AND CREDIT DISTRIBUTION REQUIREMENTS FOR UNDERGRADUATE PROGRAMS**

General Education Requirement Areas	Course Numbers and Titles	Semester Credit Hours	Credit Hours Required for Degree			
			Associate of Science	Associate of Applied Science	Bachelor of Arts <sup>†</sup>	Bachelor of Science
<b>Communications</b>			<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
	ENG101 Composition I	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ENG102 Composition II	3				
	COM101 Basic Communication	3				
	COM102 Interpersonal Communication	3				
	COM301 Negotiation and Conflict Resolution	3				
	COM450 Communication, Gender, and Culture	3				
<b>Humanities</b>			<b>3</b>	<b>3</b>	<b>6</b>	<b>6</b>
	ENG103 The Literary Experience	3				
	ENG401 Shakespeare Today	3				
	HUM101 The Arts and Culture	3				
	HUM102 Popular Culture	3				
	HUM410 American Voices	3				
	PHI101 Ethics in Contemporary Society	3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	PHI102 World Religions	3				
<b>Social Sciences</b>			<b>3</b>	<b>3</b>	<b>6</b>	<b>6</b>
	ECO110 Principles of Economics	3				
	POL110 American Experience	3				
	PSY101 General Psychology	3	<input type="radio"/>	<input type="radio"/>		
	SOC110 Sociology in a Global Perspective	3	<input type="radio"/>	<input type="radio"/>		
	SOC115 Loss and Grief	3				
	SOC116 Sex, Power, and Socialization	3				
	SOC117 Crime and its Causes	3				
	SOC118 Juvenile Delinquency	3				
<b>Natural Sciences</b>			<b>3</b>	<b>3</b>	<b>6</b>	<b>6</b>
	BIO110 Understanding Human Anatomy*	3				
	BIO115 Fundamentals of Human Physiology	3				
	BIO120 Human Anatomy and Physiology	3				
	PHY105 General Physics	3				
	SCI110 The Rise of Modern Science	3	<input type="checkbox"/>	<input type="checkbox"/>		
	SCI115 The Ecological Perspective	3	<input type="checkbox"/>	<input type="checkbox"/>		
	SCI120 Science and Technology	3				
<b>Mathematics</b>			<b>3</b>	<b>3</b>	<b>6</b>	<b>6</b>
	MAT104 Statistics and Probability	3				
	MAT107 College Algebra	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MAT108 Intermediate College Algebra	3				
	MAT110 Pre-Calculus Mathematics**	3				
	MAT115 Introduction to Calculus	3				
<b>Elective Credit Hours</b>			<b>12</b>	<b>3</b>	<b>12</b>	<b>12</b>
<b>Total General Education Credit Hours</b>			<b>30</b>	<b>21</b>	<b>42</b>	<b>42</b>

\* Required for all programs except Veterinary Technology.

\*\* Required course for Radiation Therapy.

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

Required course, or equivalent credit hours.

One of the courses in the social sciences distribution area must be either General Psychology (PSY101) or Sociology in a Global Perspective (SOC110), or equivalent transfer course.

One of the courses in the natural sciences distribution area must be either The Rise of Modern Science (SCI110) or The Ecological Perspective (SCI115). For Associate of Science and Associate of Applied Science programs, Understanding Human Anatomy (BIO 110) is required, for Bachelor of Arts programs, Fundamentals of Human Physiology (BIO115) is required.

Required course, demonstrated competency, or equivalent credit hours.

# College of Business and Information Technology

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## **BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE COMPLETION PROGRAM**

In the Bachelor of Science (BS) in Business Administration Degree Completion program, working professionals who have earned some college credit follow a practical path to degree completion. Through previous college credit and completion of a solid group of business courses, students can complete the program while working full-time.

The BS in Business Administration Degree Completion program is designed to help working professionals complete their degree. The program is structured for students who have begun their studies in a community college, junior college, or other university. Students with adequate transfer credit can complete the program in as little as 12 months of dedicated study. On average, students with the minimum 42 credit hours of transfer credit may complete the program in less than two years of full-time study. The BS in Business Administration Degree Completion program is designed for students with growing managerial responsibilities.

The program's dynamic curriculum is structured to help students develop competencies in oral and written communication, leadership, team skills, solutions focused learning, information literacy, ethics, diversity, and the analysis and execution of solutions in various business situations. The bachelor's degree completion program trains students for entry- to mid-level positions within the public or private sector. The degree completion program also prepares students for continuing their education in the Master of Business Administration program (MBA).

The BS in Business Administration Degree Completion program offers a high-quality, practice-oriented program of study, scheduled to allow busy professionals to balance the demands of career, family, and school. The program's academic calendar provides the flexibility for students to complete their degree programs at a pace that suits them best.

Interested students may choose one of the following optional concentrations offered in this program:

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

All students admitted to the BS in Business Administration Degree Completion program are expected to possess the following basic professional and academic skills:

- The ability to effectively use standard written and spoken English
- Basic calculation skills (pre-algebra) and the ability to use a calculator to perform basic operations

- Fundamental computer skills (PC or Macintosh) including the ability to use the basic typing, editing, and printing functions of a word processing package
- The capacity to access online materials and information and to engage in email correspondence

### **Admission Requirements**

- 42 credit hours of qualified transfer credit with a grade of "C-" or better from a regionally accredited institution or a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology, or the completion of an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited institution. The AA or AS degree transfers in its entirety, including "D" grades, as long as cumulative GPA is 2.0 or better. A maximum of 78 lower division or 90 total semester credit hours may be transferred.
- Grade point average of 2.0 (on a scale of 4.0) for all academic work completed. Exceptions may be granted for extenuating circumstances.
- 3 credit hours of college English coursework prior to enrollment with a grade of "C-" or better
- Six of the required 42 credit hours may be completed concurrently in the first semester of enrollment if approved by the Argosy University Registrar. The transfer institution must be regionally accredited or a nationally accredited institution approved and documented by Argosy University.
- Remedial or developmental courses are not applicable to the 42 credit hour requirements.
- Proof of high school graduation or earned college degree
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended
- Proof of high school graduation or GED or a degree from a regionally accredited college
- Prior to matriculation, students will be asked to submit a personal/professional goal statement (the statement is used for advisement purposes, and does not become part of the academic file)

Students who do not meet the minimum GPA requirement will also be required to submit the following:

- Personal/Professional goal statement with a self-appraisal of qualifications for the program
- Current résumé (or career summary)

### **Exceptions to Admission Requirements**

#### *Exceptions to the 2.0 GPA Requirement*

- Exceptions to the minimum GPA requirement for undergraduate degree completion students may only be granted if recommended by the academic members of the campus' Undergraduate Admissions Committee and approved by the campus dean or program chair. Students admitted by exception are admitted as regular students, and placed on first term probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

#### *Exceptions to the 42 Semester Credit Hour Requirement*

- Up to 6 credit hours may be completed concurrently in the first semester of enrollment. Courses must be taken at an external institution and approved by the Argosy University Registrar (Central Argosy University Administration).
- The transfer institution must be regionally accredited or a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology at Argosy University.
- Additional exceptions to the GPA requirement are not allowed.
- A plan for the completion of missing credit hours must be submitted to and approved by the Argosy University Registrar and should include the following:

Number and title of course(s) to be taken

College name and accreditation

Course completion date(s)

A final, approved Exception Form must be signed by the student and campus dean or program chair and maintained in the student's academic file.

Students admitted under the "Exceptions to the 2.0 GPA Requirement" or "Exceptions to the Transfer Credit Hour Requirement" must be tracked separately for satisfactory progress and assessed separately in department reviews.

### **Graduation Requirements**

- Satisfactory completion of 120 credit hours, including 42 credit hours of General Education requirements as described in the table labeled "General Education Curriculum and Credit Distribution Requirements for Undergraduate Programs," 45 credit hours of business core courses, 12 credit hours in upper division electives, and 21 credit hours of elective courses.
- A minimum of 42 upper division semester credit hours
- Satisfactory completion of all required courses within the program with a grade of "C-" or better
- A grade point average of 2.0 or higher
- A completed Petition to Graduate submitted to campus administration

### **Program Requirements**

All students are expected to have completed 42 credit hours prior to starting the program. For degree completion, the student must complete a total of 120 credit hours: the 42 credit hours earned prior to entering the program and 78 credit hours through Argosy University. Of the 120 total credit hours required for degree completion, at least 42 credit hours must have been completed through General Education courses, distributed as follows:

- 6 credit hours in communications (a minimum of 3 credit hours must be completed in Composition I (ENG101) or its equivalent)
- 6 credit hours in humanities
- 6 credit hours in social sciences (other than psychology)
- 6 credit hours in natural sciences
- 6 credit hours in mathematics
- 12 credit hours of elective courses (which can be in any distribution area listed above)

The remaining 78 credit hours are distributed as follows: core course requirements, 45 credit hours; concentration courses, 12 credit hours, and elective requirements, 21 credit hours.

#### *Business Core Requirements*

All students in the BS in Business Administration Degree Completion program are required to complete 15 business core courses, earning a grade of "C-" or better. Business Policy and Strategic Solutions (BUS499) is a Capstone Course and must be taken in the student's final semester.

#### **Business Core Requirements—Students Are Required to Take the Following**

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ACC201	Principles of Accounting (3)
BUS211	Business Law (3)
BUS270	Business Ethics (3)
BUS312	Critical Thinking and Planning (3)
BUS380	Organizational Leadership and Change (3)
BUS499	Business Policy and Strategic Solutions (Capstone Course) (3)
ECO201	Macroeconomics (3)
ECO202	Microeconomics (3)
FIN401	Financial Management (3)
MGT331	Technology and Business Integration (3)
MGT341	Managing Decision Models (3)
MGT401	Management Skills and Practice (3)
MGT402	Project Management (3)
MGT411	Human Resource Management (3)
MKT302	Marketing (3)

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Business Core Requirements — 45 Semester Credit Hours

### *Elective Requirements*

Students are required to take 21 credit hours of elective courses. Students may take any elective courses from the undergraduate course offerings listed in section 11 of this catalog, with the approval from the head of the business department. Elective coursework may also be earned by several other methods: transfer credit, standardized examinations such as the College-Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES). Contact the appropriate campus for a list of recommended electives for each program.

### **Optional Concentrations**

#### *Customized Professional Concentration Requirements*

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

#### *Finance Concentration Requirements*

Students enrolled in the BS in Business Administration Degree Completion program may take an optional concentration in Finance. The primary goal of the Finance concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in finance. Credit hour requirements for students pursuing this concentration are distributed as follows: Finance concentration required courses, 12 credit hours; and elective requirements, 21 credit hours.

#### **Finance Concentration Requirements— Students Are Required to Take the Following**

---

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

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Finance Concentration Requirements—12 Credit Hours

#### *Healthcare Management Concentration Requirements*

Students enrolled in the BS in Business Administration Degree Completion program may take an optional concentration in Healthcare Management. The primary goal of the Healthcare Management concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in health sciences administration. Credit hour requirements for students pursuing this concentration are distributed as follows: Healthcare Management concentration required courses, 12 credit hours; and elective requirements, 21 credit hours.

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

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

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Healthcare Management Concentration Requirements—  
12 Semester Credit Hours

#### *International Business Concentration Requirements*

Students enrolled in the BS in Business Administration Degree Completion program may take an optional concentration in International Business. The primary goal of the International Business concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in international business. Credit hour requirements for students pursuing this concentration are distributed as follows: International Business concentration required courses, 12 credit hours; and elective requirements, 21 credit hours.

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

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

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International Business Concentration Requirements—12 Credit Hours

#### *Marketing Concentration Requirements*

Students enrolled in the BS in Business Administration Degree Completion program may take an optional concentration in Marketing. The primary goal of the Marketing concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in marketing. Credit hour requirements for students pursuing this concentration are distributed as follows: Marketing concentration required courses, 12 credit hours; and elective requirements, 21 credit hours.

#### **Marketing Concentration Requirements— Students Are Required to Take the Following**

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

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Marketing Concentration Requirements—12 Credit Hours

# College of Health Sciences

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## **ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS**

### ***Associate of Applied Science in Diagnostic Medical Sonography Program***

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

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

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

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

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

#### **Admission Requirements**

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

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the General concentration of the Diagnostic Medical Sonography program.

Students applying to the Echocardiography concentration must have an associate's degree in an allied health field, or a bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Health Sciences, or an appropriately certified foreign institution.

Students accepted into either concentration must successfully complete the prerequisite courses which include high school or college algebra, college biology, communications, and physics before beginning program-specific coursework.

Admission requirements include one of the following:

- ACT composite score of 18 or above
- Combined Math and Verbal SAT score of 850 or above
- Passing score on Argosy University Entrance Exam
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Student Information Form
- Personal Interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT, Argosy University Entrance Exam, or TOEFL® scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

### Graduation Requirements

- Satisfactory completion of all requirements in the program of study, including General Education requirements
- Once provisionally or fully admitted to the diagnostic medical sonography program, the student must achieve a minimum grade of a “C-” in all program-specific and general education courses.
- Successful completion of all clinical competencies
- A completed Petition to Graduate submitted to campus administration

### Program Requirements

#### Math Requirement

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

#### Writing Competency Requirement

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

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

\*Not for college credit.

#### Algebra Competency Requirement

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

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

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

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

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

Semester Two	Credit Hours
DMS110 Ultrasound Principles I	2
DMS115 Abdominal I	3
DMS120 Ob/Gyn I	3
GE General Education Requirement	3
GE General Education Requirement	3
Total Credit Hours	14

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

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

Semester Five	Credit Hours
DMS280 Comprehensive Review, Diagnostic Medical Sonography	3
DMS290 Clinical Training	3
Total Credit Hours	6

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

#### Clinical Training Requirement

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

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

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

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

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

<b>Semester Two</b>		<b>Credit Hours</b>
DMS110	Ultrasound Principles I	2
DMS115	Abdominal I	3
DMS120	Ob/Gyn I	3
GE	General Education Requirement	3
<b>Total Credit Hours</b>		<b>11</b>

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

<b>Semester Four</b>		<b>Credit Hours</b>
GE	General Education Requirement	3
DMS250	Topics, Special Procedures and Scanning	1
DMS255	Vascular II	3
DMS326	Abdominal III	3
DMS330	Ob/Gyn III	3
<b>Total Credit Hours</b>		<b>13</b>

<b>Semester Five</b>		<b>Credit Hours</b>
DMS280	Comprehensive Review, Diagnostic Medical Sonography	3
RTH210	Medical Law and Ethics	3
<b>Total Credit Hours</b>		<b>6</b>

<b>Semester Six</b>		<b>Credit Hours</b>
DMS290	Clinical Training	3
GE	General Education Requirement	3
<b>Total Credit Hours</b>		<b>6</b>

<b>Semester Seven</b>		<b>Credit Hours</b>
DMS300	Clinical Training	6
<b>Total Credit Hours</b>		<b>6</b>

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

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

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

Students must successfully complete the prerequisite courses BIO110, ENG101, MAT096 and MAT097 or MAT107, and PHY105 before proceeding to Semester Two.

<b>Semester Two</b>		<b>Credit Hours</b>
ECH120	Patient Care	1
DMS110	Ultrasound Principles I	2
ECH110	Cardiac Anatomy and Physiology	3
ECH115	Cardiovascular Principles I	3
GE	General Education Requirement	3
<b>Total Credit Hours</b>		<b>12</b>

<b>Semester Three</b>		<b>Credit Hours</b>
DMS210	Ultrasound Principles II	2
ECH155	Cardiac I	4
ECH215	Cardiovascular Principles II	3
GE	General Education Requirement	3
GE	General Education Requirement	3
<b>Total Credit Hours</b>		<b>15</b>

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

<b>Semester Five</b>		<b>Credit Hours</b>
ECH280	Comprehensive Review	3
ECH290	Clinical Training	3
<b>Total Credit Hours</b>		<b>6</b>

<b>Semester Six</b>		<b>Credit Hours</b>
ECH300	Clinical Training	6
<b>Total Credit Hours</b>		<b>6</b>



### *Clinical Training Requirement*

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

### **Associate of Applied Science in Histotechnology Program**

Argosy University/Twin Cities offers an Associate of Applied Science (AAS) in Histotechnology program. The mission of this program is to teach students to work as healthcare professionals, to interact with other healthcare professionals and patients in a professional and ethical manner, to develop the best possible technical skills in histology, and to demonstrate at all times the utmost respect and concern for the well-being of the patients they serve.

Graduates will be prepared to provide healthcare services as histotechnicians. Histology is the study of cells, tissues, and body systems. Histotechnicians prepare tissue specimens for examination and diagnosis by pathologists. These tissue sections enable the pathologist to diagnose body dysfunction and malignancy.

The program requires the satisfactory completion of 67 credit hours. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an AAS degree. Students who successfully complete this program will be eligible to sit for the ASCP Histotechnician Board of Registry exam. Students who enter the program with a bachelor's degree that includes 30 credit hours in biology, chemistry or both, complete the program in 54 credit hours and are eligible to take the ASCP Histotechnologist Board of Registry Exam.

Students enrolled in the AAS in Histotechnology program must choose a Track I or Track II curriculum outline. Full-time students following the recommended Track I curriculum outline can complete the program in 22 months. The maximum allowable time frame to complete the Track I curriculum based upon full-time status is 33 months. Full-time students following the recommended Track II curriculum outline can complete the program in 18 months. The maximum allowable time frame to complete the Track II curriculum based upon full-time status is 27 months.

### **Admission Requirements**

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the AAS in Histotechnology program—Track I. Entrance requirements include one of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

### **Additional Admission Criteria for the AAS in Histotechnology Program—Track II**

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

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

### **Graduation Requirements**

- Satisfactory completion of all requirements in the program of study
- Completion of all program-specific courses with a grade of "C" or better
- Completion of all General Education courses with a grade of "C-" or better
- Successful completion of all clinical competencies
- A completed Petition to Graduate submitted to campus administration

### **Program Requirements**

#### *Math Requirement*

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

### Writing Competency Requirement

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

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

\* Not for college credit.

### AAS in Histotechnology Program—Track I Course Requirements

The AAS in Histotechnology program—Track I requires the satisfactory completion of 67 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
GE General Education Requirement	3
HTT100 Introduction to Microtechnique	5
Total Credit Hours	15
Semester Two	Credit Hours
HTT140 Histology	3
HTT150 Microtechnique I	5
HTT255 Histochemistry and Immunohistochemistry	3
MAT107 College Algebra—General Education Requirement	3
Total Credit Hours	14
Semester Three	Credit Hours
GE General Education Requirement	3
GE General Education Requirement	3
GE General Education Requirement	3
HTT160 Microtechnique II	2
HTT170 Special Procedures I	5
Total Credit Hours	16
Semester Four	Credit Hours
GE General Education Requirement	3
HTT250 Microtechnique III	2
HTT260 Techniques in Problem Solving: Case Studies	3
HTT270 Special Procedures II	5
Total Credit Hours	13
Semester Five	Credit Hours
HTT280 Comprehensive Review, Histotechnology	3
HTT290 Clinical Training, Histotechnology	6
Total Credit Hours	9
Program Credit Hour Distribution	Credit Hours
General Education	21
Program-Specific	40
Clinical Training	6
Total Credit Hours	67

### AAS in Histotechnology Program—Track II (Bachelor's Degree Required)

#### Course Requirements

The AAS in Histotechnology program—Track II requires the satisfactory completion of 54 semester credit hours as distributed below. In addition to these credit hour requirements, students enrolled in the AAS in Histotechnology program—Track II need to have taken the following prior to enrolling in the program:

- A course in college-level general chemistry
- A course in and anatomy and physiology

These additional course requirements may be satisfied through transfer of credit, or one or both courses can be taken at Argosy University/Twin Cities.

If students have not taken the following courses previously, they must complete them during the first semester:

BIO110 Understanding Human Anatomy	3
MAT107 College Algebra—General Education Requirement	3

Semester One	Credit Hours
CHM100 General Chemistry	3
COM110 Medical Terminology	1
HTT100 Introduction to Microtechnique	5
HTT140 Histology	3
HTT255 Histochemistry and Immunohistochemistry	3
Total Credit Hours	15

Semester Two	Credit Hours
HTT150 Microtechnique I	5
HTT160 Microtechnique II	2
HTT170 Special Procedures I	5
HTT230 Enzyme Histochemistry	3
Total Credit Hours	15

Semester Three	Credit Hours
HTT120 Educational Methodology	2
HTT210 Electron Microscopy	3
HTT250 Microtechnique III	2
HTT270 Special Procedures II	5
HTT260 Techniques in Problem Solving: Case Studies	3
Total Credit Hours	15

Semester Four	Credit Hours
HTT280 Comprehensive Review	3
HTT290 Clinical Training	6
Total Credit Hours	9

Program Credit Distribution	Credit Hours
Program-Specific	48
Clinical Training	6
Total Credit Hours	54

### *Clinical Training Requirement*

Clinical Histotechnology (HTT290) is a four- to five-month competence-based internship. Students are in-residence in a pathology laboratory during this phase of training. A sample list of clinical training sites is available upon request. Students earn 6 credit hours for completing all required competencies satisfactorily.

### **Associate of Applied Science in Medical Assisting Program**

Argosy University offers an Associate of Applied Science (AAS) in Medical Assisting program. The mission of this program is to prepare students to work in a healthcare environment as part of a professional team dedicated to providing top-quality medical care. In support of this, the Argosy University faculty and staff provide an educational environment in which the students develop their personal and technical skills to become dedicated, knowledgeable, and ethical caregivers demonstrating utmost respect and concern for the well-being of the patients and families they serve.

Medical assistants are trained to be multi-skilled allied healthcare professionals. Their responsibilities include patient care, laboratory testing, limited x-ray, office management, and assisting the physician. Their versatility keeps them in high demand in clinics and doctors' offices.

The program is comprised of 60 credit hours of study. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an AAS degree.

Students enrolled in the AAS in Medical Assisting program must choose a Track I or Track II curriculum outline. Full-time students following the recommended Track I curriculum outline can complete the program in 16 months. The maximum allowable time frame to complete the Track I curriculum based upon full-time status is 24 months. Full-time students following the recommended Track II curriculum outline can complete the program in 12 months. The maximum allowable time frame to complete the Track II curriculum based upon full-time status is 18 months. Currently, the AAS in Medical Assisting program is offered at Argosy University/Denver, Argosy University/Orange County, Argosy University/San Diego, Argosy University/Santa Monica, and Argosy University/Twin Cities.

### **Admission Requirements**

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the AAS in Medical Assisting program—Track I. Entrance requirements include one of the following:

- ACT composite score of 18 or above
- Combined Math and Verbal SAT score of 850 or above
- Passing score on Argosy University Entrance Exam
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

### **Additional Admission Criteria for the AAS in Medical Assisting Program—Track II**

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

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable and willing to perform these tasks and assume these risks.

### **Graduation Requirements**

- Satisfactory completion of all requirements in the program of study
- Successful completion of all General Education courses with a letter grade of "C-" or better
- Completion of all technical courses with a grade of "C-" or better
- Completion of MED110, MED150, MED220, and MED280 with a letter grade of "B" or better
- Successful completion of all clinical training competencies and requirements
- A completed Petition to Graduate submitted to campus administration

### **Program Requirements**

#### *Math Requirement*

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

### Writing Competency Requirement

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

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

\* Not for college credit.

### AAS in Medical Assisting Program—Track I Course Requirements

The AAS in Medical Assisting program—Track I requires the satisfactory completion of 60 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
MED110 Medical Assisting I	3
MED155 Administrative Office Procedures I	3
Total Credit Hours	13
Semester Two	Credit Hours
ENG101 Composition I —General Education Requirement —or—	3
COM102 Interpersonal Communication— General Education Requirement—	3
MAT107 College Algebra—General Education Requirement	3
MED220 Medical Assisting II	3
MLT103 Urinalysis/Microbiology	3
Total Credit Hours	15
Semester Three	Credit Hours
GE General Education Requirement	3
GE General Education Requirement	3
MED150 Medical Pharmacology	3
MLT107 Hematology/Phlebotomy	3
MLT109 Immunology	2
PSY101 General Psychology—General Education Requirement	3
Total Credit Hours	17
Semester Four	Credit Hours
MED100 Accounting	3
MED160 Administrative Office Procedures II	3
MED260 Radiology	3
MED280 Medical Assisting III	3
MED290 Clinical Medical Assisting	3
Total Credit Hours	15

Program Credit Distribution	Credit Hours
General Education	21
Program-Specific	36
Clinical Training	3
Total Credit Hours	60

### AAS in Medical Assisting Program—Track II (Bachelor's Degree Required) Course Requirements

The AAS in Medical Assisting program—Track II requires the satisfactory completion of 42 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
MED110 Medical Assisting I	3
MED155 Administrative Office Procedures I	3
Total Credit Hours	12

Semester Two	Credit Hours
COM110 Medical Terminology	1
MLT103 Urinalysis/Microbiology	3
MLT107 Hematology/Phlebotomy	3
MLT109 Immunology	2
MED150 Medical Pharmacology	3
MED220 Medical Assisting II	3
Total Credit Hours	15

Semester Three	Credit Hours
MED100 Accounting (7 weeks)	3
MED160 Administrative Office Procedures II (7 weeks)	3
MED260 Radiology (7 weeks)	3
MED280 Medical Assisting III (7 weeks)	3
MED290 Clinical Medical Assisting (7 weeks)	3
Total Credit Hours	15

Program Credit Hour Distribution	Credit Hours
Program-Specific	39
Clinical Training	3
Total Credit Hours	42

### Clinical Training Requirement

Clinical Medical Assisting (MED290) is a supervised eight-week internship. Students are in-residence at a medical facility during this phase of training. A sample list of clinical training sites is available upon request.

### **Associate of Applied Science in Radiologic Technology Program**

Argosy University offers an Associate of Applied Science (AAS) in Radiologic Technology program. The mission of the program is to provide the medical community with entry-level radiologic technologists competent to perform diagnostic medical radiography. Consistent with the institutional mission, the program is committed to the student's educational and professional growth. The program integrates both general and technical education to ensure that graduates can meet the multiple demands of rapidly changing technology in medical practice.

Radiographers are highly skilled professionals qualified by education to perform imaging examinations and accompanying responsibilities at the request of physicians qualified to prescribe and/or perform radiologic procedures.

The program includes 72 credit hours of study. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an AAS degree.

Full-time students following the recommended curriculum outline can complete the program in 24 months. The maximum allowable time frame to complete this program based upon full-time status is 36 months.

#### **Admission Requirements**

For two semesters in academic year 2006–2007, the AAS in Radiologic Technology program will be offered in three unique cohorts in addition to the general six semester plan: Group I will complete the program in seven semesters, Group II in eight semesters, and Group III in nine semesters. Students who are eligible for these alternative plans include recent high school graduates only. Eligible students for the three unique plans should be aware that the program will take longer than two years to complete; may result in the student's falling below full-time status including a potential impact to her/his financial aid eligibility and to medical insurance coverage. See the staggered Cohort Curriculum outlines under Program Requirements.

Individuals making application to the AAS in Radiologic Technology program are required to fulfill all Argosy University/Twin Cities admission requirements, including completion of the following:

- ACT composite score of 18 or above
- Combined Math and Verbal SAT score of 850 or above
- Passing score on Argosy University Entrance Exam
- Minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

In addition, because this program is highly competitive, Argosy University/Twin Cities has established a set of objective criteria to identify applicants for admission acceptance. Applications will be evaluated by the Argosy University/Twin Cities Admissions Committee and representatives of the relevant department. A wait list will be maintained.

Final decisions regarding point total and acceptance into the program are made by the Argosy University/Twin Cities Admissions Committee.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT, Argosy University Entrance Exam, or TOEFL® scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

#### **Graduation Requirements**

- Satisfactory completion of all requirements in the program of study
- Completion of all technical program-specific courses with a grade of "C-" or better
- Completion of all General Education courses with a grade of "C-" or better
- Completion of all required clinical competencies and clinical training hours
- A completed Petition to Graduate submitted to campus administration
- ARRT registry application and fee

## Program Requirements

### Math Requirement

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

### Writing Competency Requirement

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

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

\* Not for college credit.

### AAS in Radiologic Technology Program Course Requirements

The AAS in Radiologic Technology program requires the satisfactory completion of 72 semester credit hours distributed as follows:

Semester One	Credit Hours
BI0110 Understanding Human Anatomy— General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
RAD100 Introduction to Radiologic Technology	3
SCI110 The Rise of Modern Science	3
–or–	
SCI115 The Ecological Perspective— General Education Requirement	3
<b>Total Credit Hours</b>	<b>12</b>
Semester Two	Credit Hours
ENG101 Composition I—General Education Requirement	3
COM110 Medical Terminology	1
GE General Psychology or General Sociology— General Education Requirement	3
RAD105 Radiologic Procedures I	3
RAD115 Sectional Anatomy	2
<b>Total Credit Hours</b>	<b>12</b>

Semester Three	Credit Hours
GE Communications Elective— General Education Requirement	3
RAD110 Radiologic Physics	3
RAD120 Principles of Exposure I	3
RAD205 Radiologic Procedures II	3
<b>Total Credit Hours</b>	<b>12</b>

Semester Four	Credit Hours
PHI101 Ethics in Contemporary Society— General Education Requirement	3
RAD130 Radiobiology/Radiation Protection	1
RAD140 Radiographic Pathology	3
RAD225 Principles of Exposure II	2
RAD255 Radiologic Procedures III	3
<b>Total Credit Hours</b>	<b>12</b>

Semester Five	Credit Hours
RAD240 Advanced Imaging	3
RAD270 Clinical Education I	9
<b>Total Credit Hours</b>	<b>12</b>

Semester Six	Credit Hours
RAD280 Comprehensive Review	3
RAD290 Clinical Education II	9
<b>Total Credit Hours</b>	<b>12</b>

Program Credit Distribution	Credit Hours
General Education	21
Program-Specific	33
Clinical Internship	18
<b>Total Credit Hours</b>	<b>72</b>

### Clinical Training Requirement

Clinical Education I and II (RAD270 and RAD290) are full-semester internships in a hospital, consisting of 37 hours per week of day, evening, and weekend rotations. A sample list of clinical training sites is available upon request.

### Associate of Applied Science in Veterinary Technology Program

Argosy University offers an Associate of Applied Science (AAS) in Veterinary Technology program. The mission of this program is to teach students to work as healthcare professionals, to interact with veterinarians, other technicians, and animal owners in a professional and ethical manner; to develop the best possible technical skills in the handling and care of animals; and to demonstrate at all times the utmost respect and concern for the well-being of the animal patients they serve.

Veterinary technicians provide critical and ongoing care to all types of animals, from companion animals such as dogs, cats, and horses to farm animals and exotic animals. Veterinary technicians may choose to specialize or participate in a general practice, serving the healthcare needs of all types of animals.

The program includes 69 credit hours of study. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an AAS degree.

Full-time students following the recommended curriculum outline can complete the program in 21 months. The maximum allowable time frame to complete this program based upon full-time status is 30 months.

### Admission Requirements

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the AAS in Veterinary Technology program. Entrance requirements include one of the following:

- ACT composite score of 18 or above
- Combined Math and Verbal SAT score of 850 or above
- Passing score on Argosy University Entrance Exam
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

### Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- Completion of all courses, technical and General Education, with a grade of “C-” or better
- Successful completion of all clinical competencies
- Completion of five animal care rotations
- A completed Petition to Graduate submitted to campus administration

### Program Requirements

#### Math Requirement

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

#### Writing Competency Requirement

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

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

\* Not for college credit.

#### AAS in Veterinary Technology Program Course Requirements

The AAS in Veterinary Technology program requires the satisfactory completion of 69 semester credit hours distributed as follows:

Semester One	Credit Hours
COM110 Medical Terminology	1
GE General Education Requirement	3
GE General Education Requirement	3
VET001 Animal Care I	0
VET100 Comparative Anatomy	2
VET110 Small Animal Medicine I	3
VET115 Veterinary Laboratory Procedures	3
<b>Total Credit Hours</b>	<b>15</b>

Semester Two	Credit Hours
ENG101 Composition I—General Education Requirement	3
GE General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
VET002 Animal Care II	0
VET130 Veterinary Diseases	3
VET140 Parasitology	3
<b>Total Credit Hours</b>	<b>15</b>

Semester Three	Credit Hours
COM102 Interpersonal Communication—General Education Requirement	3
VET003 Animal Care III	0
VET105 Veterinary Pharmacology	3
VET120 Veterinary Hematology	3
VET240 Small Animal Medicine II	3
<b>Total Credit Hours</b>	<b>12</b>

<b>Semester Four</b>		<b>Credit Hours</b>
PHI101	Ethics in a Contemporary Society— General Education Requirement	3
VET004	Animal Care IV	0
VET210	Large Animal Medicine	3
VET215	Microbiology	3
VET220	Anesthesiology and Surgical Assisting	3
VET235	Veterinary Imaging	3
Total Credit Hours		<b>15</b>
<b>Semester Five</b>		
VET005	Animal Care V	0
VET230	Laboratory and Exotic Animals	3
VET280	Comprehensive Review	3
VET290	Clinical Veterinary Training	6
Total Credit Hours		<b>12</b>
<b>Program Credit Distribution</b>		
General Education		21
Program-Specific		42
Clinical Training		6
Total Credit Hours		<b>69</b>
<b>Electives (Optional)*</b>		
VET125	Animal Behavior	3
VET160	Veterinary Ultrasonography	3
VET250	AZEW Aquatics, Zoology, Exotics, and Wildlife†	3
VET260	AZEW Wildlife Handling	3
VET270	AZEW Ecology	3
Total Credit Hours		<b>15</b>

\* VET electives do not fulfill the General Education electives requirements.

† AZEW denotes wildlife track. Completion of two of the three courses will qualify students to receive a letter of recognition stating that they have successfully completed additional studies in wildlife.

#### **Clinical Training Requirement**

Clinical Veterinary Training (VET290) is a three-month, full-time internship. Students are in-residence at a veterinary facility during this phase of training. A sample list of clinical training sites is available upon request.

All didactic coursework MUST be completed prior to clinical training.

### **ASSOCIATE OF SCIENCE DEGREE PROGRAMS** **Associate of Science in Dental Hygiene Program**

Argosy University offers an Associate of Science (AS) in Dental Hygiene program. The mission of this program is to provide the community with qualified dental hygienists prepared to perform effectively and productively within the allied health arena. Enrolled students will experience an integrated curriculum providing opportunities for building skills in assessment, cognitive, and lifelong learning, as well as technical skills.

Graduates will be prepared to provide preventative dental services as dental hygienists under the supervision of the dentist.

The program includes 90 credit hours of study. In addition to the program-specific courses, students are required to complete 30 credit hours in General Education to fulfill the requirements of an AS degree. Students applying for this program will be selected for acceptance based on an objective point system.

Students have the option to matriculate into the program beginning with the summer semester to complete prerequisite requirements. Students who enter during the summer semester and follow the recommended curriculum outline can complete the program in 24 months. The maximum allowable time frame for students entering during the summer semester based upon full-time status is 36 months. Students who enter during the fall semester and follow the recommended curriculum outline can complete the program in 20 months. The maximum allowable time frame for students entering during the fall semester based upon full-time status is 30 months.

#### **Admission Requirements**

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the AS in Dental Hygiene program. Entrance requirements include one of the following:

- ACT composite score of 18 or above
- Combined Math and Verbal SAT score of 850 or above
- Passing score on Argosy University Entrance Exam
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

In addition, because this program is highly competitive, Argosy University/Twin Cities has established a set of objective criteria to identify applicants for admission acceptance. Applications will be evaluated by the Argosy University/Twin Cities Admissions Committee and representatives of the department. A wait list will be maintained.



Once provisionally or fully admitted to the AS in Dental Hygiene program, the student must achieve a minimum grade of “C” in all General Education and dental hygiene courses.

Any student who has been in the program and fails a class may be considered for readmission and will be evaluated based on readmission criteria.

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

### Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- Successful completion of CPR training prior to entrance into the program
- Successful completion of all didactic instruction
- Successful completion of all General Education courses
- Successful completion of a General Education course, Ethics in Contemporary Society (PHI101)
- Completion of all technical courses with a grade of “C-” or better
- Completion of all General Education courses with a grade of “C-” or better
- Successful completion of all clinical competencies
- A completed Petition to Graduate submitted to campus administration

### Program Requirements

#### Math Requirement

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

#### Writing Competency Requirement

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

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

\*Not for college credit.

### AS in Dental Hygiene Program—Summer Semester Start Course Requirements

The AS in Dental Hygiene program with a summer semester start requires the satisfactory completion of 90 semester credit hours distributed as follows:

Semester One		Credit Hours
BIO110	Understanding Human Anatomy— General Education Requirement	3
CHM100	General Chemistry	3
GE	General Education Requirement	3
MAT107	College Algebra—General Education Requirement	3
ENG101	Composition I—General Education Requirement	3
Total Credit Hours		15

Semester Two		Credit Hours
COM110	Medical Terminology	1
DEN100	Dental Hygiene I	2
DEN110	Dental Anatomy/Embryology/Histology	2
DEN111	Head and Neck Anatomy	2
DEN121	Clinic I—Preclinical/Instrumentation Clinic	4
DEN125	Dental Radiology	2
Total Credit Hours		13

Semester Three		Credit Hours
BIO115	Fundamentals of Human Physiology— General Education Requirement	3
DEN120	Biomaterials	3
DEN122	Clinic II	3
DEN126	Radiographic Interpretation	1
DEN130	Dental Hygiene II	3
DEN135	Biochemistry/Microbiology	3
DEN170	Periodontology	3
Total Credit Hours		19

Semester Four		Credit Hours
DEN123	Clinic III	3
DEN150	General and Oral Pathology	2
DEN160	Pain Management	3
GE	General Education Requirement	3
GE	General Education Requirement	3
Total Credit Hours		14

Semester Five		Credit Hours
DEN200	Dental Hygiene III	3
DEN210	Nutrition	3
DEN211	Pharmacology	3
DEN221	Clinic IV	3
GE	General Education Requirement	3
Total Credit Hours		15

Semester Six		Credit Hours
DEN222	Clinic V	3
DEN230	Dental Hygiene IV	2
DEN240	Community Dental Health	3
GE	General Education Requirement	3
GE	General Education Requirement	3
Total Credit Hours		14

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

*AS in Dental Hygiene Program—Fall Semester Start Course Requirements*

The AS in Dental Hygiene program with a fall semester start requires the satisfactory completion of 90 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
DEN100 Dental Hygiene I	3
DEN110 Dental Anatomy/Embryology/Histology	2
DEN111 Head and Neck Anatomy	2
DEN121 Clinic I—Preclinical/Instrumentation Clinic	3
DEN125 Dental Radiology	2
Total Credit Hours	19

Semester Two	Credit Hours
BIO115 Fundamentals of Human Physiology— General Education Requirement	3
DEN120 Biomaterials	3
DEN122 Clinic II	3
DEN126 Radiographic Interpretation	1
DEN130 Dental Hygiene II	3
DEN135 Microbiology/Biochemistry	3
DEN170 Periodontology	3
Total Credit Hours	19

Semester Three	Credit Hours
DEN123 Clinic III	3
DEN150 General and Oral Pathology	2
DEN160 Pain Management	3
GE General Education Requirement	3
GE General Education Requirement	3
GE General Education Requirement	3
Total Credit Hours	17

Semester Four	Credit Hours
DEN200 Dental Hygiene III	3
DEN210 Nutrition	3
DEN211 Pharmacology	3
DEN221 Clinic IV	3
GE General Education Requirement	3
GE General Education Requirement	3
Total Credit Hours	18

Semester Five	Credit Hours
DEN222 Clinic V	3
DEN230 Dental Hygiene IV	2
DEN240 Community Dental Health	3
GE General Education Requirement	3
GE General Education Requirement	3
GE General Education Requirement	3
Total Credit Hours	17

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

**Associate of Science in Medical Laboratory Technology Program**

Argosy University offers an Associate of Science (AS) in Medical Laboratory program. The mission of this program is to teach students to work as healthcare professionals; to interact with pathologists, technologists, other medical personnel and patients in a professional and ethical manner; to develop the best possible technical skills in laboratory analysis; and to demonstrate at all times the utmost respect and concern for the well being of the patients they serve.

The modern medical laboratory is a technologically advanced working environment that offers outstanding career opportunities for medical laboratory technicians. Technicians perform extensive laboratory testing procedures and often participate in medical research leading to advancements in healthcare.

The program includes 75 credit hours of study. In addition to the program-specific courses, students are required to complete 30 credit hours in General Education to fulfill the requirements of an AS degree.

Students enrolled in the AS in Medical Laboratory Technology program choose a Track I or Track II curriculum outline. Full-time students following the recommended Track I curriculum outline can complete the program in 24 months. The maximum allowable time frame to complete the Track I curriculum based upon full-time status is 36 months. Full-time students following the recommended Track II curriculum outline can complete the program in 16 months. The maximum allowable time frame to complete the Track II curriculum based upon full-time status is 24 months.

**Admission Requirements**

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the AS in Medical Laboratory Technology program—Track I. Entrance requirements include one of the following:

- ACT composite score of 18 or above
- Combined Math and Verbal SAT score of 850 or above
- Passing score on Argosy University Entrance Exam
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

*Additional Admission Criteria for the AS in Medical Laboratory Technology Program—Track II*

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

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable and willing to perform these tasks and assume these risks.

#### Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- Satisfactory completion of all courses according to program requirements
- Completion of all General Education courses with a grade of “C-” or better
- Successful completion of all clinical competencies
- A completed Petition to Graduate submitted to campus administration

#### Program Requirements

##### Math Requirement

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

##### Writing Competency Requirement

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

the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course.

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

\* Not for college credit.

#### AS in Medical Laboratory Technology Program—Track I Course Requirements

The AS in Medical Laboratory Technology program—Track I requires the satisfactory completion of 75 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
GE General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
MLT103 Urinalysis/Microbiology	3
<b>Total Credit Hours</b>	<b>16</b>

Semester Two	Credit Hours
GE General Education Requirement	3
GE General Education Requirement	3
MLT107 Hematology/Phlebotomy	3
MLT109 Immunology	2
MLT130 Clinical Chemistry I	3
<b>Total Credit Hours</b>	<b>14</b>

Semester Three	Credit Hours
GE General Education Requirement	3
GE General Education Requirement	3
MLT150 Clinical Microbiology I	3
MLT170 Clinical Hematology I	3
MLT209 Clinical Immunology	3
<b>Total Credit Hours</b>	<b>15</b>

Semester Four	Credit Hours
GE General Education Requirement	3
GE General Education Requirement	3
MLT230 Clinical Chemistry II	3
MLT250 Clinical Microbiology II	3
MLT270 Clinical Hematology II	3
<b>Total Credit Hours</b>	<b>15</b>

Semester Five	Credit Hours
GE General Education Requirement	3
MLT279 Immunohematology	3
MLT280 Clinical Simulated Lab/Comprehensive Review	3
<b>Total Credit Hours</b>	<b>9</b>

Semester Six	Credit Hours
MLT290 Clinical Medical Laboratory	6
<b>Total Credit Hours</b>	<b>6</b>

Program Credit Distribution	Credit Hours
General Education	30
Program-Specific	39
Clinical Training	6
<b>Total Credit Hours</b>	<b>75</b>

*AS in Medical Laboratory Technology Program—Track II  
Course Requirements*

The AS in Medical Laboratory Technology program—Track II requires a bachelor's degree and the satisfactory completion of 51 semester credit hours distributed as follows:

<b>Semester One</b>	<b>Credit Hours</b>
BI0110 Understanding Human Anatomy	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
MLT103 Urinalysis/Microbiology	3
MLT107 Hematology/Phlebotomy Lab	3
MLT109 Immunology	2
<b>Total Credit Hours</b>	<b>15</b>
<b>Semester Two</b>	
MLT130 Clinical Chemistry I	3
MLT150 Clinical Microbiology I	3
MLT170 Clinical Hematology I	3
MLT209 Clinical Immunology	3
PHI101 Ethics in Contemporary Society— General Education Requirement	3
<b>Total Credit Hours</b>	<b>15</b>
<b>Semester Three</b>	
MLT230 Clinical Chemistry II	3
MLT250 Clinical Microbiology II	3
MLT270 Clinical Hematology II	3
MLT279 Immunohematology	3
MLT280 Clinical Simulated Lab/Comprehensive Review	3
<b>Total Credit Hours</b>	<b>15</b>
<b>Semester Four</b>	
MLT290 Clinical Medical Laboratory	6
<b>Total Credit Hours</b>	<b>6</b>
<b>Program Credit Distribution</b>	
Program-Specific	42
Required General Education Course	3
Clinical Training	6
<b>Total Credit Hours</b>	<b>51</b>

*Clinical Training Requirement*

Students must successfully complete all coursework prior to clinical training. Clinical Training (MLT290) is a four- to six-month internship. Students are in-residence in clinical laboratories during this phase of training. A sample list of clinical training sites is available upon request. Students must pass a criminal background check, have current immunizations, and appropriate health insurance prior to clinical training.

**Associate of Science in Radiation Therapy Program**

Argosy University offers an Associate of Science (AS) in Radiation Therapy program. The mission of the program is to provide the medical community with entry-level radiation therapists by providing them with knowledge and technical skills, a broad-based general education, and an understanding of, and compassion for, cancer patients and their families.

Radiation Therapists prepare patients for radiation treatment, position patients under a linear accelerator, and administer prescribed doses of ionizing radiation to specific parts of the body. They may also assist in treatment planning, patient support and care, and brachytherapy.

The program includes 78 credit hours of study. In addition to the program-specific courses, students are required to complete 30 credit hours in General Education to fulfill the requirements of an AS degree.

Students enrolled in the AS in Radiation Therapy program choose Track I or Track II curriculum outlines. Full-time students following the recommended Track I curriculum outline can complete the program in 28 months. The maximum allowable time frame to complete the Track I curriculum based upon full-time status is 42 months. Full-time students following the recommended Track II curriculum outline can complete the program in 20 months if all program specific and general education requirements have been met. Track II students should meet with an advisor individually to discuss program progression. The maximum allowable time frame to complete the Track II curriculum based upon full-time status is 30 months.

**Admission Requirements**

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the AS in Radiation Therapy program—Track I. Entrance requirements include one of the following:

- ACT composite score of 18 or above
- Combined Math and Verbal SAT score of 850 or above
- Passing score on Argosy University Entrance Exam
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

*Additional Admission Criteria for the  
AS in Radiation Therapy Program—Track II Requirements*

- Students enrolled in the AS in Radiation Therapy program—Track II must have completed a college-level mathematics course.
- Students must have successfully graduated from a radiologic technology program with an AAS degree.

Because the field of radiation therapy is highly competitive, Argosy University/Twin Cities has established a set of objective criteria to identify applicants for admission acceptance. Radiation therapy applicants will be evaluated on a number of criteria unique to the AS in Radiation Therapy program. Applications will be evaluated by the Argosy University/Twin Cities Admissions Committee and the Radiation Therapy Department Committee. A wait list will also be maintained.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

#### Graduation Requirements

- Successful completion of all requirements in the program of study
- Successful completion of all program-specific coursework with a grade of “C-” or better
- Successful completion of General Education coursework with a grade of “C-” or better
- Successful documented attendance and completion of all required Clinical Training hours (1440 hours)
- Successful completion of all required clinical competencies with a grade of “C-” or better
- Successful completion of monthly clinical performance evaluations with a grade of “C-” or better
- Successful completion of simulated registry exams and assignments with an average grade of “C-” or better
- Successful completion of the Portfolio Project, receiving a grade of “C-” or better
- A completed Petition to Graduate submitted to the campus administration

#### Program Requirements

##### Math Requirement

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

##### Writing Competency Requirement

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

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

\* Not for college credit.

#### AS in Radiation Therapy Program—Track I Course Requirements

The AS in Radiation Therapy program—Track I requires the satisfactory completion of 78 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
COM110 Medical Terminology	1
MAT107 College Algebra—General Education Requirement	3
ENG101 Composition I—General Education Requirement	3
RTH100 Introduction to Radiation Therapy	2
<b>Total Credit Hours</b>	<b>12</b>

Semester Two	Credit Hours
GE General Education Requirement	3
PHY105 General Physics—General Education Requirement	3
RTH110 Radiologic Physics	3
RTH115 Sectional Anatomy	2
<b>Total Credit Hours</b>	<b>11</b>

Semester Three	Credit Hours
GE General Education Requirement	3
MAT110 Precalculus Math—General Education Requirement	3
RTH120 Radiation Therapy Physics/QM	3
RTH130 Radiation Protection/Radiobiology	2
RTH150 Treatment Planning I	3
<b>Total Credit Hours</b>	<b>14</b>

<b>Semester Four</b>		<b>Credit Hours</b>
GE	General Education Requirement	3
RTH102	Computer Science	1
RTH135	Principles and Practices of Radiation Therapy I	3
RTH220	Treatment Planning II	3
RTH230	Building Clinical Skills	3
Total Credit Hours		<b>13</b>

<b>Semester Five</b>		<b>Credit Hours</b>
COM102	Interpersonal Communication— General Education Requirement	3
GE	General Education Requirement	3
RTH201	Research Methodology	1
RTH210	Medical Law and Ethics	3
RTH240	Principles and Practices of Radiation Therapy II	3
Total Credit Hours		<b>13</b>

<b>Semester Six</b>		<b>Credit Hours</b>
RTH290	Clinical Training, Radiation Therapy	6
Total Credit Hours		<b>6</b>

<b>Semester Seven</b>		<b>Credit Hours</b>
RTH280	Comprehensive Review (online)	3
RTH291	Clinical Training, Radiation Therapy	6
Total Credit Hours		<b>9</b>

<b>Program Credit Hour Distribution</b>		<b>Credit Hours</b>
General Education		30
Program-Specific		36
Clinical Training		12
Total Credit Hours		<b>78</b>

*AS in Radiation Therapy Program—Track II  
Spring Starts Only (AAS in Radiologic Technology Required)  
Course Requirements*

- The AS in Radiation Therapy program—Track II requires the satisfactory completion of 53 semester credit hours.
- Students must complete a total of 30 credit hours in General Education to receive the Associate of Science Degree in Radiation Therapy Degree.
- Interpersonal Communications (COM102) is a requirement for students who have not completed a college-level course for interpersonal communication.

<b>The Following Courses Are Required</b>		<b>Credit Hours</b>
BI015	Human Physiology—General Education Requirement	3
MAT107	College Algebra—General Education Requirement	3
MAT110	Precalculus Mathematics	3
PHY105	General Physics	3
RTH100	Introduction to Radiation Therapy	2
RTH102	Computer Science	1
RTH115	Sectional Anatomy	2
RTH120	Radiation Therapy Physics/QM	3
RTH130	Radiation Protection/Radiobiology	2
RTH135	Principles and Practices of Radiation Therapy I	3
RTH150	Treatment Planning I	3
RTH201	Research Methodology	1
RTH210	Medical Law and Ethics	3
RTH220	Treatment Planning II	3
RTH240	Principles and Practices of Radiation Therapy II	3
RTH280	Radiation Therapy Comprehensive Review (online)	3
RTH290	Clinical Training Radiation Therapy	6
RTH291	Clinical Training Radiation Therapy	6
Total Credit Hours		<b>53</b>

<b>Program Credit Hour Distribution</b>		<b>Credit Hours</b>
General Education		9
Program-Specific		32
Clinical Training		12
Total Credit Hours		<b>53</b>

*Clinical Training Requirement*

Clinical Training, Radiation Therapy (RTH290) is a 1440-hour internship in a hospital or clinic radiation oncology department. Students register for clinical training for two semesters. A sample list of clinical training sites is available upon request.

Students may be placed outside the Twin Cities Metro Area, including possible out-of-state locations, for clinical training.

# College of Psychology and Behavioral Sciences

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## **BACHELOR OF ARTS IN PSYCHOLOGY DEGREE COMPLETION PROGRAM**

In the Bachelor of Arts in Psychology Degree Completion program, individuals who have earned some college credit follow a practical path to degree completion. Through previous college credit and completion of a dynamic group of psychology core and elective courses, students can choose to prepare for immediate employment, career advancement, or graduate study. The Bachelor of Arts (BA) in Psychology degree prepares students for careers in human services in positions such as entry-level counselor, case manager, human resources administrator, management, and business services. A number of states also offer opportunities for credentialing or certification at the bachelor's level. This program provides sufficient core and elective course flexibility to allow students to pursue such opportunities. The program also prepares students for graduate study in the diverse fields of psychology, such as counseling, social work, and marriage/family therapy.

The program is structured to enable students to complete their degrees rapidly. It is designed for individuals who have begun their studies in a community college, junior college, or other university. The program offers a high-quality, application-oriented program of study scheduled to permit busy professionals to balance the demands of career, family, and school. The program's academic calendar includes accelerated classes, both online and in-residence, providing flexibility for students to complete their degree program at a pace that suits them best. All students admitted to the bachelor's degree completion programs are expected to possess the following basic academic skills:

- The ability to use standard written and spoken English effectively
- Basic calculation skills (pre-algebra) and the ability to use a calculator to perform basic operations

At some campuses, students in the BA in Psychology Degree Completion program may choose an optional concentration in either:

- Criminal Justice
- Organizational Psychology
- Substance Abuse

## **Admission Requirements**

- 42 credit hours of qualified transfer credit with grade of "C-" or better from a regionally accredited institution or a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or completion of an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited institution. The AA or AS degree transfers in its entirety, including "D" grades, as long as cumulative GPA is 2.0 or better. A maximum of 78 lower division or 90 total credit hours may be transferred.
- Grade point average of 2.0 (on a scale of 4.0) for all academic work completed. Exceptions may be made for extenuating circumstances.
- 3 credit hours of college English composition coursework prior to enrollment with a grade of "C-" or better
- Six of the required 42 credit hours may be completed concurrently in the first semester of enrollment if approved by the Argosy University Registrar. The transfer institution must be a regionally accredited or nationally accredited institution approved and documented by Argosy University.
- Remedial or developmental courses are not applicable to the 42 credit hour requirements.
- Proof of high school graduation or earned college degree
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended
- Proof of high school graduation or GED or college degree from a regionally accredited college
- Prior to matriculation, students will be asked to submit a personal/professional goal statement (the statement is used for advisement purposes, and does not become part of the academic file).

Students who do not meet the minimum GPA requirement will also be required to submit the following:

- Personal/professional goal statement with a self-appraisal of qualifications for the program
- Current résumé (or career summary)

### **Exceptions to Admission Requirements**

#### *Exceptions to the 2.0 GPA Requirement*

- Exceptions to the minimum GPA requirement for undergraduate degree completion students may only be granted if recommended by the academic members of the campus' Undergraduate Admissions Committee and approved by the campus dean or program chair. Students admitted by exception are admitted as regular students, and placed on first term probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

#### *Exceptions to the 42 Semester Credit Hour Requirement*

- Up to 6 credit hours may be completed concurrently in the first semester of enrollment. Courses must be taken at an external institution and approved by the Argosy University Registrar (Central Argosy University Administration).
- The transfer institution must be a regionally accredited or a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences at Argosy University.
- A plan for the completion of missing credit hours must be submitted to and approved by the Argosy University Registrar and should include the following:
  - Number and title of course(s) to be taken
  - College name and accreditation
  - Course completion date(s)

A final, approved Exception Form must be signed by the student and campus dean or program chair and maintained in the student's academic file.

Students admitted under the "Exceptions to the 2.0 GPA Requirement" or "Exceptions to the Transfer Credit Hour Requirement" must be tracked separately for satisfactory progress.

### **Graduation Requirements**

- Satisfactory completion of all required courses within the program major with a grade of "C-" or better
- Completion of 120 credit hours, including 42 credit hours of General Education courses, as outlined in the preceding table labeled "General Education and Credit Distribution Requirements for Undergraduate Programs."
- A minimum of 42 credit hours of upper-division courses
- Satisfactory completion of all required psychology courses at Argosy University within the program major, including electives, with a grade of "C-" or better.
- An Argosy University grade point average of 2.0 or higher
- A completed Petition to Graduate submitted to campus administration

### **Program Requirements**

For degree completion, the student must complete:

- A total of 120 credit hours
- At least 30 credit hours at Argosy University (maximum of 90 credit hours may be transferred from accredited institutions)
- 42 credit hours in upper division coursework

#### *General Education Curriculum Requirements<sup>1</sup>*

- 6 credit hours in communications (including 3 credit hours of English Composition (ENG101))
- 6 credit hours in humanities<sup>2</sup>
- 6 credit hours in social sciences (other than psychology)
- 6 credit hours in natural science
- 6 credit hours in mathematics
- 12 credit hours in elective courses (which can be in any distribution area including psychology)

#### *Psychology Requirements*

- 45 credit hours, including:
  - Eight required courses (24 credit hours)
  - Six elective courses (18 credit hours)
  - The Capstone Project (3 credit hours)
- Other electives, 33 credit hours<sup>3</sup>

The goal of the BA in Psychology Degree Completion Program is to build a foundation and a broad understanding of social sciences theory and application. This foundation provides skills and competencies that generalize across many work environments.

#### *Free Electives*

The curriculum provides students the opportunity to take 33 credit hours in free electives. While these electives can be taken in any area, students are encouraged to develop a broad understanding of the social sciences through exposure to the breadth of elective courses in this area.

<sup>1</sup> The total credit hour requirement for General Education courses at Argosy University/Sarasota is 45 credit hours.

<sup>2</sup> Total credit hour requirements for General Education courses varies at Argosy University/Twin Cities, which requires 9 credit hours in social sciences courses (other than psychology) and 9 credit hours in humanities.

<sup>3</sup> The total for elective courses at Argosy University/Twin Cities is 30 credit hours.



### Required Courses

There are 24 credit hours of required courses needed for the Bachelor of Arts in Psychology Degree Completion program. These credit hours are distributed as follows: foundation requirements, 9 credit hours; social sciences base requirements, 3 credit hours; natural sciences base requirements, 3 credit hours; and applied psychology requirements, 9 credit hours.

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#### Foundation Requirements—Students Are Required to Take the Following

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

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Foundation Requirements—9 Credit Hours

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#### Social Sciences Base Requirement—Students Choose One of the Following

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

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Social Sciences Base Requirement—3 Credit Hours

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#### Natural Sciences Base Requirement—Students Choose One of the Following

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

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Natural Sciences Base Requirement—3 Credit Hours

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#### Applied Psychology Requirements— Students Are Required to Take the Following

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

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Applied Psychology Requirements—9 Credit Hours

### Psychology Electives Requirements

Students in the Bachelor of Arts in Psychology Degree Completion program are required to complete 18 credit hours of elective courses in psychology and behavioral sciences. The following is a partial list of the available courses.

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#### Psychology Electives Requirements —Students Choose Six of the Following

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

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Psychology Electives Requirements—18 Credit Hours

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

### Capstone Seminar Requirements

Students will select a Capstone Seminar (3 credit hours) appropriate to their occupational goals. The options are an internship or volunteer experience with a portfolio assignment, or Advanced General Psychology (PSY492) and a portfolio assignment.

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#### Capstone Seminar Requirements—Students Choose One of the Following

PSY490 Human Services Internship (3)  
PSY492 Advanced General Psychology (3)

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Capstone Seminar Requirements—3 Credit Hours

### Criminal Justice Concentration Requirements

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

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

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

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Criminal Justice Concentration Requirements—12 Credit Hours

### Organizational Psychology Concentration Requirements

Students enrolled in the BA in Psychology Degree Completion program may take an optional concentration in Organizational Psychology. The primary goal of the Organizational Psychology concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in a variety of organizations.

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#### Organizational Psychology Concentration Requirements— Students Choose Four of the Following

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

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Organizational Psychology Concentration Requirements—12 Credit Hours

**Substance Abuse Concentration Requirements**

Students enrolled in the BA in Psychology Degree Completion program may take an optional concentration in Substance Abuse. The primary goal of the Substance Abuse concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in a variety of health-related organizations. Credit hour requirements for students pursuing this concentration are distributed as follows: Substance Abuse concentration required courses, 12 credit hours.

In addition to the four required courses, other courses already available in the Argosy University system may be required on individual campuses to meet specific state regulations for licensure of substance abuse/dependency counselors.

Students in this concentration also select the Human Services Internship (PSY490) course as their Capstone Seminar, which is more appropriate to their occupational goals.

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

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

Substance Abuse Concentration Requirements—12 Credit Hours

*\* At Argosy University/Twin Cities, students are required to take Introduction to Addiction and Addictive Behavior (PSY370) rather than Biopsychosocial Effects of Substances (PSY480).*



# **Graduate Programs**



# College of Business and Information Technology

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The key to success in today's complex business environment is finding solutions, knowing how to take action, and leading change with confidence. Argosy University's College of Business and Information Technology prepares business leaders for this environment with curricula that are built upon a problem-based, action-oriented approach to organizational change and human dynamics. Faculty members with relevant academic and practical business experience serve as mentors and advisors to facilitate student learning in class and in the business community. The programs are based on well-established theoretical and applied business principles, are flexible in delivery to accommodate working students, are committed to the traditions of scholarship and research, and are diverse to include regional, national, and international communities.

## **MASTER OF BUSINESS ADMINISTRATION PROGRAM**

Argosy University's Master of Business Administration (MBA) program is focused on identifying solutions, putting the solutions to work, and evaluating the consequences of those actions. Students acquire skills to be a new kind of leader—one who can identify challenges and opportunities, draw on the latest technology and information; use advanced analytical and planning approaches, and execute plans for positive change. Businesses need leaders who can act and realistically evaluate how to maximize the impact of the solution. Argosy University's curriculum embraces solutions, leadership, and action.

The program is designed to serve the needs of talented students, regardless of their undergraduate degrees. The College of Business and Information Technology welcomes and encourages students from diverse academic backgrounds. The MBA program is a practice-oriented program of study scheduled to permit busy professionals to balance the demands of career, family, and school.

In the MBA program, students develop knowledge and skills for business problem analysis, team and group leadership and the execution of effective solutions in various business situations. Students develop competencies in critical thinking, persuasive communication, systems thinking, change management, leadership, diversity and business ethics. The MBA program can enhance the student's current or future career potential, and prepare the student for postgraduate work in business.

The MBA program consists of eight core courses and four concentration courses, for a total of 12 courses or 36 semester credit hours.

After completing the core course requirements, students develop expertise and specific insights in an area of concentration. Students must select one of the following concentrations offered within the MBA program:

- Customized Professional Concentration
- Finance
- Healthcare Administration
- Information Systems Management
- International Business
- Management
- Marketing
- Public Administration (Tampa campus only)

The MBA program culminates in a Capstone Project that integrates the core competencies with the concentration area applications.

## **Option to Earn Professional Graduate Business Certificate**

At some campuses, Argosy University MBA students can earn a Professional Graduate Business Certificate in addition to their MBA degree, by taking four courses within a concentration area in the MBA program.

## **Admission Requirements**

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work) OR a 2.7 cumulative grade point average.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

Students who do not meet the minimum GPA requirement will also be required to submit the following:

- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- The names and contact information of three professional/and or academic references.

### Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first term probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

### Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of prerequisite courses, if necessary
- Satisfactory completion of eight core courses and four concentration courses for a total of 12 courses or 36 credit hours
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all required courses
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

### Program Requirements

Students in the MBA program must complete 36 semester credit hours distributed as follows: core course requirements, 24 credit hours; and concentration requirements, 12 credit hours.

#### Prerequisite Course Requirements

Students are required to complete the following four prerequisite courses either at the undergraduate or graduate level. Students

must complete these courses or transfer in their equivalent prior to beginning the core requirements of the MBA program. The student will be notified during the admission process if one or more of these courses are needed.

#### Undergraduate-Level Prerequisite Course Requirements — Students May Be Required to Take the Following

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ACC201	Principles of Accounting (3)
ECO201	Macroeconomics (3)
–or–	
ECO202	Microeconomics (3)
FIN401	Financial Management (3)
MGT341	Managing Decision Models (3)

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Undergraduate-Level Prerequisite Course Requirements—12 Credit Hours

#### Graduate-Level Prerequisite Course Requirements — Students May Be Required to Take the Following

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B5001	Macroeconomics (3)
–or–	
B5002	Microeconomics (3)
B5003	Principles of Accounting (3)
B5004	Financial Management (3)
B5005	Managing Decision Models (3)

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Graduate-Level Prerequisite Course Requirements—12 Credit Hours

#### Core Course Requirements

Students in the MBA program are required to take the following eight core courses.

#### Core Course Requirements—Students Are Required to Take the Following

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B6021	Managerial Accounting (3)
B6022	Financial Management (3)
B6023	Strategic and Operational Planning (3)
B6024	Information Management (3)
B6025	Management Decision Models* (3)
B6026	Marketing Planning and Strategy (3)
B6027	Perspectives in Change Leadership† (3)
B6028	Solutions to Organizational Challenges [Capstone Course] (3)

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Core Course Requirements—24 Credit Hours

\* Students interested in matriculating to the DBA program may replace this course with *Solutions-Oriented Decision Models (B7783)*.

† Students interested in matriculating to the DBA program may replace this course with *Solutions Leadership (B7777)*.

#### Concentration Requirements

Students are required to take four courses (12 credit hours) in the area of their concentration. In some instances, students may elect to take a combination of 6000-level courses to fulfill the concentration area requirements if approved by the campus dean or program chair.

#### Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor to develop a learning contract tailored to individual and specific needs. Students are required to take four courses (12 credit hours) to complete the Customized Professional Concentration requirements. Two or more of these courses must be taken from the 6000-level course listings found in the seven business areas within the concentrations. A maximum of two courses (6 credit hours) may be taken as directed independent study courses. The Customized Professional Concentration must be approved by the campus dean or program chair.

**Finance Concentration Requirements—  
Students Are Required to Take the Following**

B6201	Investment/Portfolio Theory (3)
B6206	Global Finance (3)
B6520	Financial Decision Making (3)
B6622	Capital Markets (3)

Finance Concentration Requirements—12 Credit Hours

**Healthcare Administration Concentration Requirements—  
Students are Required to Take the Following**

B6501	Finance and Accounting in Healthcare Organizations (3)
B6504	Managing and Measuring Quality in Healthcare Organizations (3)
B6507	Healthcare Organizations: Changing Dynamics and Emerging Trends (3)
B6508	Managing Programs and New Initiatives in Healthcare (3)

Healthcare Administration Concentration Requirements—12 Credit Hours

**Information Systems Management Concentration Requirements—  
Students are Required to Take the Following**

B6004	E-Business Applications (3)
B6107	Management of Information Resources (3)
B6701	Database and Information Management Systems (3)
B6750	Communications and Connectivity (3)

Information Technology Concentration Requirements—12 Credit Hours

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

B6206	Global Finance (3)
B6601	International Business Practice (3)
B6604	International Marketing (3)
B6608	International Standards, Regulations, and Compliance (3)

International Business Concentration Requirements—12 Credit Hours

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

B6003	Ethics in Business (3)
B6110	Supply Chain Optimization and Outsourcing (3)
B6120	Communications Strategies for Managers (3)
B6125	Leadership and Organizational Behavior (3)

Management Concentration Requirement—12 Credit Hours

**Marketing Concentration Requirements—  
Students are Required to Take the Following**

B6303	Marketing Research for Decision Making (3)
B6320	Integrated Marketing Communications (3)
B6311	Marketing Behavior and Decision Making (3)
B6604	International Marketing (3)

Marketing Concentration Requirements—12 Credit Hours

**(Tampa Campus Only)**

**Public Administration Concentration Requirements—  
Students Choose Four of the Following**

B6732	Perspective in Ethics (3)
B6761	Leadership in Public and Nonprofit Organizations (3)
B6762	Organizational Theory and Management Behavior (3)
B6763	Public Policy Process (3)
B6764	Financial Aspects of Public and Nonprofit Organizations (3)

Public Administration Concentration Requirements—12 Credit Hours

**DOCTOR OF BUSINESS ADMINISTRATION PROGRAM**

In the Doctor of Business Administration (DBA) program, industry and academic professionals build upon master's-level core skills and knowledge to develop a higher level of competence in conducting action research, in the comprehension of theoretical and applied literature in a chosen business discipline, and in the attributes essential to university teaching.

The Doctor of Business Administration student will develop critical knowledge and skills for success, in service to the profession and the community, in future professional development, and in attaining credentials and skills essential to leading, consulting, and teaching. Action research projects build skills in execution of actual change efforts and enhance evaluation and continuous improvement efforts. Leadership strategies are honed to continuously improve products and operations in times of dynamic adaptation and change.

The Doctor of Business Administration program is designed to help students develop competencies in performing and understanding research, oral and written communication, critical thinking, problem solving, information literacy, leadership, business ethics, and diversity. The DBA programs enhance students' current careers and aids in changing their careers.

The following DBA concentrations are offered:

- Accounting
- Customized Professional Concentration
- Information Systems
- International Business
- Management
- Marketing

The DBA program is designed to meet the special requirements of working academic and business professionals who want to expand their knowledge and skills to meet the changing needs of modern organizations and serve the needs of capable students. The College of Business and Information Technology welcomes and encourages students from diverse academic backgrounds.

The DBA program is scheduled to permit busy professionals to balance the demands of career, family, and school. Students meet the programs' requirements by completing courses in-residence and online. Check with your Argosy University campus for additional information on course formats available.

The DBA program consists of four research foundation courses, six core courses, four concentration courses, and two elective courses. Following successful completion of all courses, and passage of the Comprehensive Written Examination, students begin the dissertation process.



### Admission Requirements

- A master's degree in business or a related field from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Significant work experience is required for students entering the Executive DBA format. This includes 10 years of work experience, of which five must be in a managerial position.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Documentation of applicant employment with or access to a professional organization
- Official transcripts from all postsecondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

### Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members
- Satisfactory completion of 60 semester credit hours distributed as follows: four research foundation courses, six core courses, four concentration courses, two elective courses, and a dissertation.
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all required courses
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

### Program Requirements

The DBA program requires the satisfactory completion of 60 semester credit hours distributed as follows: research foundation requirements, 12 credit hours; core course requirements, 18 credit hours; concentration requirements, 12 credit hours; elective requirements, 6 credit hours; and dissertation requirements, 12 credit hours.

### Research Foundation Course Requirements

Students in the DBA program are required to take 12 credit hours of research foundation courses.

#### Research Foundation Requirements—Students Are Required to Take the Following

B7001	Business Research Writing (3)
B7038	Action Research (3)
R7103	Solutions Oriented Business Research Methods (3)

#### Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7033	Research Methods for Data Analysis (3)
R7034	Advanced Statistical Methods (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7037	Survey Techniques (3)

Research Foundation Course Requirements—12 Credit Hours

### Core Course Requirements

Students in the DBA program are required to take 18 credit hours of core courses.

#### Core Course Requirements—Students Are Required to Take the Following

B7223	Strategic Planning and Implementation (3)
B7432	Corporate Social Responsibility (3)
B7521	Global Challenges (3)
B7628	Leading Innovation and Change (3)
B7783	Solutions-Oriented Decision Models (3)
B7777	Solutions Leadership (3)

Core Course Requirements—18 Credit Hours

### Concentration Requirements

Students must take at least four courses (12 credit hours) from within their chosen concentration.

#### Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor to develop a learning contract tailored to individual and specific needs. Students are required to take four courses (12 credit hours) to complete the Customized Professional Concentration requirements. Two or more of these courses must be taken from the five 7000-level business concentrations. A maximum of two courses (6 credit hours) may be directed independent study courses. The Customized Professional Concentration must be approved by the campus dean or program chair.

#### Accounting Concentration Requirements—Students Choose Four of the Following

B7630	Contemporary Accounting Theory (3)
B7640	Accounting in a Global Financial Community (3)
B7650	Accounting Control Systems (3)
B7660	The Evolution of Accounting Theory and Practice (3)
B7670	Financial Reporting Theory (3)
B7680	Accounting and Corporate Governance (3)

Accounting Concentration Requirements—12 Credit Hours

#### Information Systems Concentration Requirements—Students Choose Four of the Following

B7701	Data Management Strategies and Technologies (3)
B7702	Management Information and Decision Support Systems (3)
B7704	Managing Information Systems Resources (3)
B7705	Global Enterprise Networking and Telecommunications (3)
B7706	Systems Design and Evaluation (3)
B7707	Themes in Information Systems (3)

Information Systems Concentration Requirements—12 Credit Hours

**International Business Concentration Requirements—  
Students Choose Four of the Following**

B7252	International Accounting and Taxation (3)
B7315	Global and Multinational Marketing (3)
B7602	Global Management Models (3)
B7607	Comparative Economic Systems (3)
B7609	International Project I (3)
B7610	Leadership in Global Multicultural Organizations (3)
B7616	International Business Law and Practice (3)

International Business Concentration Requirements—12 Credit Hours

**Management Concentration Requirements—Students Choose Four of the Following**

B7401	Organizational Behavior (3)
B7403	Management Science (3)
B7406	Ethics in Business and Management (3)
B7408	Organizational Development and Change Management (3)
B7413	Organizational Systems Theory (3)
B7610	Leadership in Global and Multicultural Organizations (3)

Management Concentration Requirements—12 Credit Hours

**Marketing Concentration Requirements—Students Choose Four of the Following**

B7312	Culturally Responsive Marketing (3)
B7315	Global and Multinational Marketing (3)
B7320	Marketing and Innovation (3)
B7325	Marketing Organization and Control (3)
B7330	Marketing Research and Design (3)
B7335	Theory and Research in Consumer Branding (3)

Marketing Concentration Requirements—12 Credit Hours

*Elective Requirements*

Students in the DBA program are required to take 6 credit hours of elective courses. Students choose up to two electives from the courses listed in the concentration requirements. Students may also select electives from 7000-level courses in other colleges of Argosy University, with permission of the campus dean or program chair.

*Dissertation Requirements*

Following successful completion of all courses, and passage of the Comprehensive Written Examination, students begin the dissertation process. Students are required to take a minimum of 12 credit hours (four semesters) of dissertation.

**Dissertation Requirements—Students Are Required to Take the Following\***

B7935	Dissertation—Business Offered in four 3-credit hour blocks each lasting one semester.
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Dissertation Requirements—12 Credit Hours

\* Students who need more than four semesters to complete their dissertations must register for *Dissertation Extension (B7935)*.

**Executive Doctor of Business Administration in Management Format**

The Executive Doctor of Business Administration (Executive DBA) in Management format was designed specifically for the experienced, practicing executive who possesses a master's degree in business and seeks an advanced level of competence in business and solutions leadership. The courses are delivered in both blended and online formats using a cohort model. In addition to class time, students should be able to devote up to 25 hours of out-of-class time monthly for study and preparation. In addition to the monthly meetings, students are required to meet weekly in an online environment. The weekly online meetings include reading assignments, discussion questions, written summaries, and discussion among learners.

**Format Requirements**

Students enrolled in the Executive DBA format must have a minimum of five years of managerial experience. The Executive DBA format follows the DBA program with a concentration in Management curriculum outlined in this catalog.

**CERTIFICATE PROGRAMS**

**Professional Graduate Business Certificate Program**

Since organizations increasingly require more specialization, working professionals may make themselves more valuable to their employers by earning the Professional Graduate Business Certificate in the following areas:

- Finance
- Healthcare Administration
- Human Resources
- Information Systems Management
- International Business
- Management
- Marketing

This certificate program is for professionals with either a bachelor's or a master's degree who desire additional knowledge in one specialty area.

*Admission Requirements*

- Applicants must have graduated with a bachelor's or advanced degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Documentation of applicant employment with or access to a professional organization
- Official transcripts from all postsecondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

#### *Certificate Completion Requirements*

The Professional Graduate Business Certificate requires the satisfactory completion of four courses for a total of 12 credit hours.

#### **Professional Graduate Business Certificate in Finance Requirements— Students Are Required to Take the Following**

B6201	Investment/Portfolio Management (3)
B6206	Global Finance (3)
B6520	Financial Decision-Making (3)
B6622	Capital Markets (3)

Certificate in Finance Requirements—12 Credit Hours

#### **Professional Graduate Business Certificate in Healthcare Administration Requirements— Students Are Required to Take the Following**

B6501	Finance and Accounting in Healthcare Organizations (3)
B6504	Managing and Measuring Quality in Healthcare Organizations (3)
B6507	Healthcare Organizations: Changing Dynamics and Emerging Trends (3)
B6508	Managing Programs and New Initiatives in Healthcare (3)

Certificate in Healthcare Administration Requirements—12 Credit Hours

#### **Professional Graduate Business Certificate in Information Systems Management Requirements— Students Are Required to Take the Following**

B6004	E-Business Applications (3)
B6107	Management of Information Resources (3)
B6701	Database and Information Management Systems (3)
B6750	Communications and Connectivity (3)

Certificate in Information Systems Management Requirements—12 Credit Hours

#### **Professional Graduate Business Certificate in International Business Requirements— Students Are Required to Take the Following**

B6601	International Business Practice (3)
B6604	International Marketing (3)
B6206	Global Finance (3)
B6608	International Standards, Regulations, and Compliance (3)

Certificate in International Business Requirements—12 Credit Hours

#### **Professional Graduate Business Certificate in Management Requirements— Students Are Required to Take the Following**

B6003	Ethics in Business (3)
B6110	Supply Chain Optimization and Outsourcing (3)
B6120	Communications Strategies for Managers (3)
B6125	Leadership and Organizational Behavior (3)

Certificate in Management Requirements—12 Credit Hours

#### **Professional Graduate Business Certificate in Marketing Requirements— Students Are Required to Take the Following**

B6303	Marketing Research for Decision Making (3)
B6311	Marketing Behavior and Decision Making (3)
B6320	Integrated Marketing Communications (3)
B6604	International Marketing (3)

Certificate in Marketing Requirements—12 Credit Hours

#### **Advanced Professional Graduate Business Certificate Program**

The Advanced Professional Graduate Business Certificate is available to professionals who want to be more competitive in their industries. The Advanced Graduate Business Certificate is offered in the five subject areas of the DBA program:

- Accounting
- Information Systems
- International Business
- Management
- Marketing

This certificate program is for those professionals who desire additional doctoral-level knowledge, but do not need to complete a full doctorate degree program.

#### *Admission Requirements*

- An MBA (or equivalent) degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Documentation of applicant employment with or access to a professional organization
- Official transcripts from all postsecondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

### *Certificate Completion Requirements*

The Advanced Professional Graduate Business Certificate requires the satisfactory completion of four courses for a total of 12 semester credit hours.

#### **Advanced Professional Graduate Business Certificate in Accounting Requirements—Students Choose Four of the Following**

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- B7630 Contemporary Accounting Theory (3)
  - B7640 Accounting in a Global Financial Community (3)
  - B7650 Accounting Control Systems (3)
  - B7660 The Evolution of Accounting Theory and Practice (3)
  - B7670 Financial Reporting Theory (3)
  - B7680 Accounting and Corporate Governance (3)
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Certificate in Accounting Requirements—12 Credit Hours

#### **Advanced Professional Graduate Business Certificate in Information Systems Requirements—Students Choose Four of the Following**

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- B7701 Data Management Strategies and Technologies (3)
  - B7702 Management Information and Decision Support Systems (3)
  - B7704 Managing Information Systems Resources (3)
  - B7705 Global Enterprise Networking and Telecommunications (3)
  - B7706 Systems Design and Evaluation (3)
  - B7707 Themes in Information Systems (3)
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Certificate in Information Systems Requirements—12 Credit Hours

#### **Advanced Professional Graduate Business Certificate in International Business Requirements—Students Choose Four of the Following**

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- B7602 Global Management Models (3)
  - B7607 Comparative Economic Systems (3)
  - B7609 International Project I (3)
  - B7610 Leadership in Global and Multicultural Organizations (3)
  - B7616 International Business Law and Practice (3)
  - B7315 Global and Multinational Marketing (3)
  - B7252 International Accounting and Taxation (3)
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Certificate in International Business Requirements—12 Credit Hours

#### **Advanced Professional Graduate Business Certificate in Management Requirements—Students Choose Four of the Following**

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- B7401 Advanced Organizational Behavior (3)
  - B7403 Management Science (3)
  - B7406 Ethics in Business and Management (3)
  - B7408 Organizational Development (3)
  - B7413 Organizational Systems Theory (3)
  - B7610 Leadership in Global and Multicultural Organizations (3)
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Certificate in Management Requirements—12 Credit Hours

#### **Advanced Professional Graduate Business Certificate in Marketing Requirements—Students Choose Four of the Following**

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- B7312 Culturally Responsive Marketing (3)
  - B7315 Global and Multinational Marketing (3)
  - B7320 Marketing and Innovation (3)
  - B7325 Marketing Organization and Control (3)
  - B7330 Marketing Research and Design (3)
  - B7335 Theory and Research in Consumer Branding (3)
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Certificate in Marketing Requirements—12 Credit Hours

# College of Education and Human Development

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## MASTER OF ARTS IN EDUCATION PROGRAMS

The Master of Arts in Education (MAEd) programs are designed to prepare graduates for responsible roles as leaders in the fields of Educational Leadership and Instructional Leadership. The foundation courses of the MAEd programs include an array of subjects oriented toward the challenges and problems encountered in a modern educational environment.

In the MAEd programs, students develop core practical and academic skills in analysis, oral and written communication, problem solving, critical thinking, team-building, and computer technology, through courses that examine the practical, historical, philosophical, psychological, social, technical, and theoretical aspects of education.

The MAEd programs are practitioner-oriented programs of study scheduled to permit busy individuals to balance the demands of career, family, and school. Argosy University campuses offer a variety of course formats, including on-campus, online, weekend, weeknight, and intensive week-long sessions or sessions that combine a variety of formats. Check with your Argosy University campus for additional information on course formats available.

Programs have been developed by faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a Master of Arts in Education (MAEd) program. In many states, courses and curricula are designed to satisfy prevailing state licensure and certification requirements, but students are responsible for checking with the agency of the state in which they intend to teach to confirm such requirements.

### Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education and Human Development, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work) OR a 2.7 cumulative grade point average.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes, and does not become part of the academic file).

Students who do not meet the minimum GPA requirement will also be required to submit the following:

- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- The names and contact information of three professional and/or academic references.

### Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Refer to the campus-specific *Academic Catalog Addendum* for admission requirements for the Teacher Credential Preparation concentrations offered by select Argosy University campuses.

### Graduation Requirements

A student is eligible for graduation in the MAEd programs when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (a minimum of 36 credit hours), including core, Capstone Project, and elective requirements.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- A completed Petition to Graduate submitted to campus administration

### **Master of Arts in Education in Educational Leadership Program**

The Master of Arts in Education (MAEd) in Educational Leadership program is designed to prepare graduates for responsible roles as leaders in the field of education.

#### **Program Requirements**

The MAEd in Educational Leadership program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 24 credit hours; elective requirements, 9 credit hours; and Capstone Project requirement, 3 credit hours.

#### **Core Requirements—Students Are Required to Take the Following**

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E6032	Historical and Philosophical Foundations of Education (3)
–or–	
E6901	Foundations of Education (3)
E6100	Research in Education (3)
E6137	Educational Leadership (3)
E6232	Educational Law (3)
E6233	Educational Finance (3)
E6420	Multicultural Education in Contemporary Society (3)
–or–	
E6900	Cultural Diversity (3)
E6705	Human Resource Management and Development (3)
	A course in educational technology (3)

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Core Requirements—24 Credit Hours

#### **Elective Requirements**

Students in the MAEd in Educational Leadership program choose three elective courses (9 credit hours) with the approval of their advisor.

#### **Capstone Project Requirements**

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

#### **Capstone Project Requirements—Students Are Required to Take the Following**

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E6925	Capstone Project (3)
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Capstone Project Requirements—3 Credit Hours

### **Master of Arts in Education in Instructional Leadership Program**

The Master of Arts in Education (MAEd) in Instructional Leadership program is for those students who wish to develop or enhance classroom skills, become curriculum supervisors, or become educational leaders with instruction as their main focus.

Not all concentrations are available at all campuses. Refer to the campus-specific *Academic Catalog Addenda* for additional information about the Teacher Credential Preparation concentrations or the Principal Certification. Admissions criteria for teacher and principal certification programs vary from state to state. Students are responsible for checking with the certification agency in the state in which they teach (or plan to work) to confirm the applicability of program courses and degrees to meet local requirements.

Check with the campus dean or program chair at your campus of record to determine the available concentrations and their requirements.

### **Program Requirements**

The MAEd in Instructional Leadership program requires the satisfactory completion of 36 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; elective requirements, 9 credit hours; and Capstone Project requirements, 3 credit hours.

#### **Cognate Core Requirements—Students Are Required to Take the Following**

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E6032	Historical and Philosophical Foundations of Education (3)
–or–	
E6901	Foundations of Education (3)
E6100	Research in Education (3)
E6339	School Organization and Curriculum (3)
E6350	Advanced Supervision of Instruction (3)
E6420	Multicultural Education in Contemporary Society (3)
–or–	
E6900	Cultural Diversity (3)
E6501	Current Trends in School Curriculum (3)
E6620	Supervision of Curriculum (3)
	A course in educational technology (3)

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Cognate Core Requirements—24 Credit Hours

#### **Elective Requirements**

Students choose three courses (9 credit hours) as electives with the approval of their advisor.

#### **Capstone Project Requirements**

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

#### **Capstone Project Requirements—Students Are Required to Take the Following**

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E6925	Capstone Project (3)
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Capstone Project Requirements—3 Credit Hours

### **EDUCATION SPECIALIST PROGRAMS**

Argosy University recognizes the need to provide educators with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of an Education Specialist (EdS) program. In many states, courses and curricula are designed to satisfy prevailing state licensure and certification requirements, but students are responsible for checking with the agency of the state in which they intend to teach to confirm such requirements.

#### **Admission Requirements**

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Teaching experience in a K–12 public or private school

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Documentation of applicant employment with or access to a professional or educational organization
- Official transcripts from all postsecondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file.

#### **Graduation Requirements**

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor
- Satisfactory completion of 30 credit hours beyond the master's degree and not previously used to satisfy a degree
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful passing of all sections of the Comprehensive Examination
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

#### **Education Specialist in Educational Leadership Program**

Within the Education Specialist in Educational Leadership program, students can focus on courses and curricula designed to parallel prevailing licensure and certification requirements, but each student should check with the agency in the state in which they intend to teach.

#### **Program Requirements**

The Education Specialist in Educational Leadership program requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 27 credit hours; and research requirement, 3 credit hours.

##### **Cognate Core Requirements—Students Are Required to Take the Following**

E7033	Leading and Managing Change in a Diverse Society (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7231	Administrative Theory and Practice (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7239	Education Law: The District (3)
E7637	Managing Human and Fiscal Resources in Education (3)
E7801	Instructional Technology Planning and Management (3)

Cognate Core Requirements—27 Credit Hours

##### **Research Requirement—Students Are Required to Take the Following**

R7036	Program Evaluation Methods (3)
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Research Requirement—3 Credit Hours

#### **Education Specialist in Instructional Leadership Program Program Requirements**

The Education Specialist in Instructional Leadership program requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; elective requirements, 3 credit hours; and research requirement, 3 credit hours.

##### **Cognate Core Requirements—Students Are Required to Take the Following**

E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7340	Curriculum Design K–12 (3)
	Technology Elective (3)

Cognate Core Requirements—27 Credit Hours

##### **Elective Requirements—Students Choose One of the Following**

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

Elective Requirements—3 Credit Hours

##### **Research Requirements—Students Are Required to Take the Following**

R7036	Program Evaluation Methods (3)
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Research Requirements—3 Credit Hours

#### **DOCTOR OF EDUCATION PROGRAMS**

The College of Education and Human Development at Argosy University recognizes the need to provide professional educators with the extensive knowledge and range of skills necessary to function effectively in their professions. The Doctor of Education (EdD) programs have been developed by the faculty members to provide working professionals with the opportunity to enhance their personal and professional competence through completion of a relevant and meaningful graduate program. Because of variations among states, each student is responsible for checking with local agencies to confirm state requirements that may pertain to the selected program.

#### **Admission Requirements**

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Documentation of applicant employment with or access to a professional or educational organization
- Official transcripts from all postsecondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

#### **Graduation Requirements**

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

#### **Doctor of Education in Educational Leadership Program**

The Doctor of Education (EdD) in Educational Leadership program is for those students preparing for or advancing their careers as educational leaders in professional positions as school district, regional, state, or national administrators. The EdD in Educational Leadership program requires concentrations in Higher Education Administration or K–12 Education.

#### **Program Requirements**

The EdD in Educational Leadership program with a concentration in Higher Education Administration or in K–12 Education requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; concentration requirements, 12 credit hours; research requirements, 9 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

#### **Cognate Core Requirements—Students Are Required to Take the Following**

E7033	Leading and Managing Change in a Diverse Society (3)
E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7637	Managing Human and Fiscal Resources in Education (3)
E7834	Writing for Research and Professional Publications* (3)
R7036	Program Evaluation Methods (3)

Cognate Core Requirements—24 Credit Hours

\* *Must be taken as the last course.*

#### **Research Requirements—Students Are Required to Take the Following**

R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7038	Action Research (3)

Research Requirements—9 Credit Hours

#### **Pinnacle Seminar Requirements—Students Are Required to Take the Following**

S7200	Pinnacle Seminar or approved elective (3)
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Pinnacle Seminar Requirement—3 Credit Hours

#### **Dissertation Requirements—Students Are Required to Take the Following\***

E7935	Dissertation—Education Offered in four 3-credit hour blocks each lasting one semester.
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Dissertation Requirements—12 Credit Hours

\* *Students who need more than four semesters to complete their dissertations must register for Dissertation Extension (E7935).*

#### **Concentration Requirements**

Students in the EdD in Educational Leadership program complete 12 credit hours of concentration courses.

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

E7136	Higher Education in the United States (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7240	Education Law: Higher Education (3) Higher Education Elective (3)

Higher Education Concentration Requirements—12 Credit Hours

#### **K–12 Education Concentration Requirements—Students Are Required to Take the Following**

E7231	Administrative Theory and Practice (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7239	Education Law: The District (3)
E7801	Instructional Technology Planning and Management (3)

K–12 Education Concentration Requirements—12 Credit Hours

#### **Doctor of Education in Instructional Leadership Program**

The EdD in Instructional Leadership program is for those students who wish to master teaching methodologies, become curriculum supervisors, or become educational leaders with curriculum and instruction as their main focus. Students must choose one of the following areas of concentration. Not all concentrations are available at all campuses. Check with the campus dean or program chair at your campus of record to determine the available concentrations.

- Education Technology
- Higher Education
- K–12 Education



## Program Requirements

The Doctor of Education in Instructional Leadership program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; concentration requirements, 12 credit hours; research requirements, 9 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

### Cognate Core Requirements—Students Are Required to Take the Following

E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7245	Teaching and Effective Learning Strategies (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7834	Writing for Research and Professional Publications* (3)
R7036	Program Evaluation Methods (3)

Cognate Core Requirements—24 Credit Hours

\* *Must be taken as the last course.*

### Research Requirements—Students Are Required to Take the Following

R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7038	Action Research (3)

Research Requirements—9 Credit Hours

### Pinnacle Seminar Requirement—Students Are Required to Take the Following

S7200	Pinnacle Seminar or approved elective (3)
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Pinnacle Seminar Requirement—3 Credit Hours

### Dissertation Requirements—Students Are Required to Take the Following\*

E7935	Dissertation—Education Offered in four 3-credit hour blocks each lasting one semester.
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Dissertation Requirements—12 Credit Hours

\* *Students who need more than four semesters to complete their dissertations must register for Dissertation Extension (E7935).*

### Concentration Requirements

Students in the EdD in Instructional Leadership program complete 12 credit hours of concentration courses.

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

E7223	Organizational Communication Systems and Internship Seminar (3)
E7802	Integrating Technology into the Classroom (3)
E7803	Instructional Design (3)
E7804	Distance Learning Technologies and Teaching Methodologies (3)

Education Technology Concentration Requirements—12 Credit Hours

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

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

Higher Education Concentration Requirements—12 Credit Hours

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

E7233	Organizational Communication Systems and Internship Seminar (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7340	Curriculum Design K–12 (3)

### Students Choose One of the Following

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

K–12 Education Concentration Requirements—12 Credit Hours

### Doctor of Education in Community College Executive Leadership Program

The Doctor of Education (EdD) in Community College Executive Leadership program is a program that appeals to community college administrators who are looking to move into senior administrative positions (such as president, vice-president, dean, and director) in community colleges.

### Admission Requirements

To be considered for admission to the Doctor of Education in Community College Executive Leadership program, the applicant is required to have:

- A master's degree from a regionally accredited institution or an appropriately certified institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Recommendation from a community college leader, or provide evidence that demonstrates leadership or potential leadership in a community college setting.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended
- Documentation of applicant employment with or access to a professional or educational organization.
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

### **Graduation Requirements**

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

### **Program Requirements**

The EdD in Community College Executive Leadership program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 33 credit hours; elective requirements, 6 credit hours; research core requirements, 9 credit hours; and dissertation requirements, 12 credit hours.

#### **Cognate Core Requirements—Students Are Required to Take the Following**

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E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7136	Higher Education in the United States (3)
E7232	Educational Policy (3)
E7236	The Community College (3)
E7501	Community College Leadership (3)
E7502	Organization and Governance of Community Colleges (3)
E7503	Community College Finance (3)
E7504	Community College Executive Management Internship (3)
E7834	Writing for Research and Professional Publications* (3)

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Cognate Core Requirements—33 Credit Hours

*\* Must be taken as the last course.*

#### **Elective Requirements—Students Are Required to Take the Following**

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S7200	Pinnacle Seminar or approved elective (3)
	Doctoral-level elective (3)

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Elective Requirements—6 Credit Hours

#### **Research Core Requirements—Students Are Required to Take the Following**

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R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7038	Action Research (3)

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Research Core Requirements—9 Credit Hours

#### **Dissertation Requirements—Students Are Required to Take the Following\***

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E7935	Dissertation—Education
	Offered in four 3-credit hour blocks each lasting one semester

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Dissertation Requirements—12 Credit Hours

*\* Students who need more than four semesters to complete their dissertations must register for Dissertation Extension (E7935).*

# College of Psychology and Behavioral Sciences

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## **MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM**

Responding to the needs of those in the community who wish to pursue a career in clinical psychology, Argosy University has established a Master of Arts in Clinical Psychology program. The Master of Arts (MA) degree presents students with the opportunity for training as professionals in the mental health field.

This program serves several purposes. First, it introduces students to basic clinical skills that enable them to serve the mental health needs of populations with diverse backgrounds. Students who use the master's degree as a means of entering a professional career receive theoretical background and professional training under the supervision of a highly qualified, practitioner-oriented faculty. The graduates of this program are then able to apply theoretical and clinical knowledge to individuals and groups in need of mental healthcare. Second, the Master of Arts degree often serves as a preliminary step to the doctorate degree. For these students, the program serves as a foundation for work beyond the master's degree level and enables them to determine their interest in, and suitability for, the pursuit of more advanced study. In certain states, students holding an MA in Clinical Psychology are eligible to sit for licensure.

Currently, the MA in Clinical Psychology program is offered at Argosy University/Atlanta, Argosy University/Chicago, Argosy University/Dallas, Argosy University/Hawai'i, Argosy University/Inland Empire, Argosy University/Phoenix, Argosy University/San Francisco Bay Area, Argosy University/Santa Monica, Argosy University/Schaumburg, Argosy University/Seattle, Argosy University/Tampa, Argosy University/Twin Cities, and Argosy University/Washington DC.

### **Admission Requirements**

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

### **Exceptions to the Minimum Grade Point Average**

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

### **Graduation Requirements**

To receive the Master of Arts in Clinical Psychology degree, the student must fulfill the degree requirements of the campus attended. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study
- A minimum grade point average as defined by the campus of attendance
- A completed Petition to Graduate submitted to campus administration

For more detailed information, refer to the program information published in the campus-specific *Academic Catalog Addendum*.

### **Non-Academic Competence Policy**

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at [http://www.appic.org/downloads/CCTC\\_Comprehensive\\_Ev82AA3.pdf](http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf)

### **Guidelines for Students’ Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials**

It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one’s own internal states and understanding one’s emotional reactions around contacts with clinical material is understood to be an integral part of one’s professional responsibility.

Argosy University encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context.

Argosy University policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

### **Program Requirements—Based on Campus Requirements**

The master’s program in clinical psychology emphasizes a practitioner-oriented philosophy, and integrates applied theory and field experience. The master’s in clinical psychology curriculum shares a common core with most of the first- and second-year course offerings of the doctorate in clinical psychology.

#### *Professionalization Group Requirements*

Students participate in Professionalization Groups that focus on topics related to professional psychology. Through independent reading and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions, and issues relevant to their studies and their future careers.

#### *Practicum Requirements*

Supervised practice in clinical skills is an essential aspect of professional education and development. In order to meet this requirement, students in the master’s program in clinical psychology engage in a supervised field experience. The practicum is taken concurrently with coursework during the second academic year, continues for a minimum of one academic year, and requires a specified number of hours of clinical field training. Students may not be excused from the practicum, nor may they complete the practicum at their place of employment.

Those individuals responsible for the clinical field training of master’s students meet with each student to determine the type of experience they need before seeking a placement that will meet those needs. Most training sites are located within reasonable traveling distance from the campus or the student’s residence and include a variety of facilities that provide mental healthcare.

### *Practicum and Seminar Requirements*

All students participating in a practicum are enrolled concurrently in a regularly scheduled practicum seminar that meets throughout the academic year. The content and emphasis of the seminars vary according to the practicum setting of the enrolled students and the professional expertise of the faculty member leading the group.

The seminars offer experiences such as:

- Analysis of audio/video material relating to student diagnostic interviewing and therapy
- Training in diagnostic interviewing
- Training in therapy
- Didactic presentations of clinical issues

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by those responsible for student training, and an overall grade of “Credit/No Credit” is included in the student’s academic record.

### *Clinical Competency Evaluation Requirements*

The Clinical Competency Evaluation (CCE) which is also referred to as the CPE and/or CEC, or PCE at some Argosy University campuses, consists of competency-based tasks, in which the student demonstrates to the faculty their mastery of major clinical assessment and therapy skills. The purpose of this evaluation is to monitor the student’s growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent training and clinical practice. Students generally complete the evaluation during the practicum year of the program. In the evaluation, students must demonstrate clinical competency in psychotherapy and professional ethics. Successful completion of the clinical master’s program is based upon the student’s successful performance of clinical tasks. A student who does not demonstrate proficiency in the overall evaluation performance may not graduate with the Master of Arts degree. The faculty may require further intensive training and demonstration of competency before approving a student’s program completion.

### *Final Project Requirements*

Most campuses require Master of Arts in Clinical Psychology students to complete a significant project as the integrating element of the program. This project may take the form of a thesis, comprehensive examination, or an integrative paper. Specific campus requirements are listed in the *Argosy University Academic Catalog Addenda*.

## **MASTER OF ARTS IN CLINICAL PSYCHOLOGY MARRIAGE & FAMILY THERAPY PROGRAM**

Argosy University offers interested individuals a Master of Arts (MA) in Clinical Psychology/Marriage & Family Therapy program. Currently only offered at Argosy University/Orange County, the coursework and practicum for this degree program are based on the MA in Professional Counseling program. It is designed for students who wish to pursue the Clinical Psychology track while receiving graduate-level training in the core curricular areas, including supervised clinical practice, required for licensure as a marriage and family therapist in the state in which the program is located. Licensing requirements differ from state to state, so students should verify the current licensing requirements of the state in which they plan to become licensed.

### **Program Requirements—Based on Campus Requirements**

The Master of Arts in Clinical Psychology/Marriage & Family Therapy program emphasizes a practitioner-oriented philosophy, and integrates applied theory and field experience. The Master of Arts in Clinical Psychology/Marriage & Family Therapy curriculum shares a common core with most of the first- and second-year course offerings of the doctorate in clinical psychology. More detailed information can be found in the program information published in the campus-specific *Academic Catalog Addenda*.

## **MASTER OF ARTS IN COMMUNITY COUNSELING PROGRAM**

The Master of Arts (MA) in Community Counseling program at Argosy University is designed to provide students with a sound foundation for the practice of community counseling, with a multifaceted focus on developmental and preventative mental health services. The program introduces students to the basic skills of counseling, integrating individual, group, family, and organizational interventions. The program emphasizes development of the attitudes, knowledge, and skills required for the ethical provision of quality professional counseling services. As such, the MA in Community Counseling program at Argosy University is committed to educating and training students to enter the counseling profession as ethical, effective, skilled, and culturally competent practitioners, able to work in a variety of settings with diverse client populations. This goal is achieved through a curriculum designed to integrate foundational counseling skills, counseling theories, and clinical field experiences taught by practitioners in the field.

Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

The Master of Arts in Community Counseling program is offered at Argosy University/Atlanta, Argosy University/Chicago, Argosy University/Denver, and Argosy University/Schaumburg.

### **Admission Requirements**

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- Applicants are expected to meet the minimum degree requirements of the campus to which they are applying.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

### **Exceptions to the Minimum Grade Point Average**

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

### **Graduation Requirements**

- Satisfactory completion of all requirements in the program of study
- A minimum grade point average as defined by the campus of attendance
- A completed Petition to Graduate submitted to campus administration

### **Program Requirements—Based on Campus Requirements**

The Master of Arts in Community Counseling program is designed to educate and train students who are currently functioning, or wish to function, as counseling practitioners. Students are introduced to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills. For more detailed information on the requirements of the MA in Community Counseling program, please refer to the information published in the campus-specific *Academic Catalog Addenda*.

### **MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM**

The Master of Arts (MA) in Counseling Psychology program is intended to continue the professional development of those currently functioning, or desiring to function, in a counseling role. This program is currently only offered at Argosy University/Inland Empire, Argosy University/San Francisco Bay Area, Argosy University/Seattle, Argosy University/San Diego, and Argosy University/Santa Monica.

Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

### **Program Requirements—Based on Campus Requirements**

The MA in Counseling Psychology program is designed to educate and train students who are currently functioning, or wish to function, as counseling practitioners. Students are introduced to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills. More detailed information can be found in the program information published in the campus-specific *Academic Catalog Addendum*.

### **MASTER OF ARTS IN COUNSELING PSYCHOLOGY MARRIAGE & FAMILY THERAPY PROGRAM**

Argosy University offers interested individuals a Master of Arts (MA) in Counseling Psychology/Marriage & Family Therapy program. Currently only available at Argosy University/Orange County, the coursework and practicum for this degree program are based on the MA in Counseling Psychology program. This program is designed for students who wish to pursue the Counseling Psychology track while receiving graduate-level training in the core curricular areas, including supervised clinical practice, required for licensure as a marriage and family therapist in the state of California. Licensing requirements differ from state to state, so students should verify the Marriage and Family Therapist (MFT) licensing requirements of the state in which they plan to become licensed.

### **Program Requirements—Based on Campus Requirements**

The master's program in Counseling Psychology/Marriage & Family Therapy emphasizes a practitioner-oriented philosophy, and integrates applied theory and field experience. More detailed information can be found in the program information published in the Argosy University/Orange County *Academic Catalog Addendum*.

## MASTER OF ARTS IN FORENSIC PSYCHOLOGY PROGRAM

Currently, the Master of Arts (MA) in Forensic Psychology is offered only at Argosy University/Phoenix, Argosy University/San Francisco Bay Area, Argosy University/Sarasota, and Argosy University/Washington DC. The master's program in forensic psychology is designed to educate and train individuals who are currently functioning, or wish to be trained to function, in fields that utilize the study and practice of forensic psychology. The curriculum provides for an understanding of theory, training, and practice of forensic psychology. The program emphasizes the development of students who are committed to the ethical provision of quality services to diverse clients and organizations. The program maintains policies and delivery formats suitable for working adults.

The MA in Forensic Psychology program provides coursework in forensic psychology for application to law enforcement, legal and organizational consultation, and program analysis.

### Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

The application process for admission into the MA in Forensic Psychology program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications for enrollment in the program. Applicants to the program must submit the following materials by the application deadline:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

### Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the

Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

### Graduation Requirements

To be eligible for graduation in the MA in Forensic Psychology program, students must meet the following requirements:

- Satisfactory completion of 36 credit hours by the end of the fourth year of matriculation. The total credit hours must include:
  - 30 credit hours of required core courses
  - 6 credit hours of elective courses
- Successful completion of the practicum seminar
- Successful completion of the Comprehensive Examination
- Grade point average (GPA) of at least 3.0 (on a scale of 4.0)
- Completion of all requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted campus administration

### Program Requirements

The MA in Forensic Psychology program requires the satisfactory completion of 36 semester credit hours distributed as follows: core course requirements, 30 credit hours; and elective requirements, 6 credit hours.

#### Core Course Requirements—Students Are Required to Take the Following

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FP6005	Maladaptive Behavior and Psychopathology (3)
FP6010	Psychology and the Legal System (3)
FP6015	Psychology of Criminal Behavior (3)
FP6020	Individual Assessment (3)
FP6030	Research and Evaluation (3)
FP6035	Evaluation and Treatment of Offenders (3)
FP6500	Professional and Ethical Issues in Forensic Psychology (3)
FP6525	Psychology of the Victim (3)
FP6535	Consultation, Triage and Testimony in Forensic Psychology (3)
FP6540	Forensic Psychology Seminar [to include choice of Field Placement or Special Topics Paper] (3)

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Core Course Requirements —30 Credit Hours

#### Elective Requirements—Students Choose Two of the Following\*

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FP6530	Forensic Program Development and Evaluation (3)
FP6900	Substance Abuse Interventions (3)
FP6901	Sex Offender Evaluation and Treatment (3)
FP6902	Issues in Psychological Profiling (3)
PC6000	Counseling Theory (3)
PC6104	Counseling Skills I (3)
PC6505	Group Counseling (3)

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Elective Requirements —6 Credit Hours

\* Additional electives might be added. Not all electives are available at all campuses.

*Forensic Psychophysiology Track Requirements*  
(Argosy University/San Francisco Bay Area and Argosy University/Washington DC Only)

The Forensic Psychophysiology track of the program is offered only at Argosy University/San Francisco Bay Area and Argosy University/Washington DC. This track has been designed for the continued professional development of Department of Defense (DoD) personnel, non-DoD federal personnel, and state and local criminal justice and intelligence agency employees. This track provides the opportunity for students to receive the theoretical and empirical foundation to apply techniques of forensic psychophysiology and to understand the role of these methods in the broader forensic psychology systems.

The MA in Forensic Psychology program with the Forensic Psychophysiology Track requires the satisfactory completion of 39 semester credit hours by the end of the fourth year of matriculation, distributed as follows: core course requirements, 21 credit hours; DoDPI course requirements, 15 credit hours; and elective requirements, 3 credit hours.

**Core Course Requirements—Students Are Required to Take the Following**

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FP6005	Maladaptive Behavior and Psychopathology (3)
FP6010	Psychology and the Legal System (3)
FP6015	Psychology of Criminal Behavior (3)
FP6020	Individual Assessment (3)
FP6030	Research and Evaluation (3)
FP6035	Evaluation and Treatment of Offenders (3)
FP6500	Professional and Ethical Issues in Forensic Psychology (3)
FP6800	Special Topics in Forensic Psychology (3)

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Core Course Requirements — 21 Credit Hours

**Department of Defense Polygraph Institute  
Course Requirements—Students Are Required to Take the Following**

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PDD501	Interview Techniques (4)
PDD503	PDD Analysis II (2)
PDD505	PDD Methods II (2)
PHY501	Physiology of PDD (4)
PSY501	Psychology of PDD (3)

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Department of Defense Polygraph Institute  
Course Requirements— 15 Credit Hours

**Elective Requirements—Students Choose One of the Following Options**

- 
- |          |   |
|----------|---|
| Option 1 | PDD600 PDD Internship (offered through DoDPI)   |
| Option 2 | One additional course from the Argosy University/Washington DC Forensic Psychology Program<br>[must be completed in an on-campus or blended format] |
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Elective Requirements — 3 Credit Hours

*Forensic Psychology Seminar Requirements*

This seminar (not for students in the Forensic Psychophysiology Track) will include students that are either completing field experience or who wish to conduct a review of a special topic in the field of forensic psychology. During the end of the first year of study, the student will determine with their advisor if they will select a Forensic Field Experience or a Special Topics Paper. Students completing the Special Topics Paper review an issue related to forensic psychology that becomes the focus of their contribution to the seminar. Field Experience students gain training in a forensic setting which becomes the focus of their contribution to the seminar.

*Comprehensive Examination Requirements*

All students must successfully complete a Comprehensive Examination. The content of the Comprehensive Examination includes the material covered during the student's study. The examination requires students to integrate the course material into a form demonstrating both mastery and the ability to organize the material coherently and logically. Students who do not pass the Comprehensive Examination will receive feedback concerning their performance on the examination and assistance in constructing additional experience aimed at enabling them to pass this program requirement. A student who does not pass all parts of the comprehensive exam within three attempts will be automatically dismissed from the program.

Prior to taking the Comprehensive Examination, the student must successfully complete all required first- and second-year courses, excluding the Forensic Seminar, as demonstrated by the achievement of a grade of "B-" or better in all coursework. Also, an application to take the exam must be returned to the campus dean or program chair. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be in good academic standing, having a GPA of 3.0 (on a scale of 4.0).

**Comprehensive Examination Procedures**

The Comprehensive Examination consists of an in-class exam. This examination is offered a minimum of two times a year and the schedule of the exams will be distributed by the department. Students interested in taking the Comprehensive Examination should fill out a request form to do so at least two months before they intend to take the exam and return it to the department.

More information concerning preparation for the Comprehensive Examination will be provided as students become eligible to take the exam.

**Course/Credit Transfer**

Students may transfer a maximum of three courses toward the master's degree in forensic psychology. (For students in the Forensic Psychophysiology Track up to 3 credit hours may be transferred.) For further information on course/credit transfer criteria, please refer to section 7, "Academic Policies and Procedures."



## **MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY PROGRAM**

Argosy University offers interested individuals a Master of Arts (MA) in Marriage & Family Therapy program. Marriage and family therapy is recognized by the Public Health Service Act as one of the five core mental health professions, and the National Institute of Mental Health accepts marriage and family therapists as qualified mental health professionals. Argosy University's program provides graduate-level training in the core curricular areas, including supervised clinical practice, required for licensure as a marriage and family therapist in the state in which the program is located. Licensing requirements differ from state to state, so students should verify the current licensing requirements of the state in which they plan to become licensed.

Currently, the the MA in Marriage & Family Therapy program is offered at Argosy University/Hawai'i, Argosy University/Sarasota, Argosy University/Tampa, and Argosy University/Twin Cities. Argosy University/Twin Cities offers students an optional concentration in Forensic Counseling within the program.

### **Admission Requirements**

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualification for the profession of marriage and family therapy
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

### **Exceptions to the Minimum Grade Point Average**

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

### **Graduation Requirements**

To receive the Master of Arts in Marriage & Family Therapy degree, the student must fulfill the graduation requirements of the campus attended.

Graduation requirements include:

- Satisfactory completion of all requirements in the program of study as detailed in the campus-specific *Academic Catalog Addenda*.
- Satisfactory completion of 45 semester credit hours, which includes practicum
- A minimum grade point average as defined by the campus of attendance
- A completed Petition to Graduate submitted to campus administration

### **Program Requirements—Based on Campus Requirements**

The Master of Arts in Marriage & Family Therapy program is designed to prepare students for eventual licensure in the profession. The curriculum at the various campuses offering a graduate degree in marriage and family therapy includes the core curricular content required to meet licensing requirements for that state. However, each campus at a minimum will offer courses in systemic theory, human development, psychopathology, assessment, clinical practice, and systemic intervention skills, ethics and research.

For more detailed information, refer to the campus-specific *Academic Catalog Addendum* for your campus of record.

### **Practicum Requirements**

The practicum engages students in the supervised practice of the clinical skills and methods they learn from the coursework.

### **Comprehensive Examination Requirements**

Each campus requires some type of comprehensive program evaluation project or Capstone Project. Students should refer to the campus-specific *Academic Catalog Addendum* at the campus to which they are applying for specific information about program completion requirements.

### **MASTER OF ARTS IN MENTAL HEALTH COUNSELING PROGRAM**

Argosy University recognizes the need to provide human services providers with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by Argosy University faculty members to enable working professionals to pursue their personal and professional goals through completion of a Master of Arts (MA) in Mental Health Counseling program.

Currently, the Master of Arts in Mental Health Counseling program is only offered at Argosy University/Phoenix, Argosy University/Sarasota, and Argosy University/Tampa. Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. Because of variations among states, each student should check with regional authorities to confirm such requirements.

#### **Admission Requirements**

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

#### **Exceptions to the Minimum Grade Point Average**

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an

exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

#### **Graduation Requirements**

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the bachelor's degree, with at least eight courses taken on campus.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

For additional graduation requirements for the MA in Mental Health Counseling program, please consult the campus-specific *Academic Catalog Addenda*.

#### **Program Requirements—Based on Campus Requirements**

The Master of Arts in Mental Health Counseling program is designed to prepare students for eventual licensure in the profession. The curriculum at the various campuses offering a graduate degree in mental health counseling includes the core curricular content required to meet licensing requirements for that state. However, each campus at a minimum will offer courses in systemic theory, human development, psychopathology, assessment, clinical practice, and systemic intervention skills, ethics and research. More detailed information can be found in the program information published in the campus-specific *Academic Catalog Addenda*.

### **MASTER OF ARTS IN PROFESSIONAL COUNSELING PROGRAM**

The field of professional counseling has grown significantly within recent years, and as a result a larger number of settings are requiring professional counselors. In order to help meet society's need for professional counselors, Argosy University offers the Master of Arts (MA) in Professional Counseling program. This degree is intended to continue the professional development of those currently functioning, or desiring to function, in a counseling role.

The coursework and practicum are designed to meet the current educational requirements for the appropriate master's-level licensure in the state in which the program is located. Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

Currently, the MA in Professional Counseling program is offered at Argosy University/Dallas, Argosy University/Nashville, Argosy University/Sarasota, and Argosy University/Washington DC.

### **Admission Requirements**

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- Applicants are expected to meet the minimum degree requirements of the campus to which they are applying.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

### **Exceptions to the Minimum Grade Point Average**

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

### **Program Requirements—Based on Campus Requirements**

The Master of Arts in Professional Counseling program is designed to educate and train students who are currently functioning, or wish to function, as counseling practitioners. Students are introduced to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills. For more detailed information on the requirements of the MA in Professional Counseling program, please refer to the information published in the campus-specific *Academic Catalog Addenda*.

### **Graduation Requirements**

To receive the Master of Arts in Professional Counseling degree, the student must fulfill the degree requirements of the campus attended. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study
- A minimum grade point average as defined by the campus of attendance
- A completed Petition to Graduate submitted to campus administration

### **Practicum Requirements**

The practicum engages students in the supervised practice of the clinical skills and methods they learn from the coursework. Matriculating students will receive advisement and assistance in arranging the practicum experiences.

### **MASTER OF ARTS IN SCHOOL COUNSELING PROGRAM**

Argosy University recognizes the need to provide human services providers with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by Argosy University faculty members to enable working professionals to pursue their personal and professional goals through completion of a Master of Arts (MA) in School Counseling program.

Currently offered only at Argosy University/Sarasota and Argosy University/Tampa, courses and curricula in the MA in School Counseling program are designed to parallel prevailing licensure and certification requirements as closely as possible. Because of variations among states, each student should check with regional authorities to confirm such requirements.

### **Admission Requirements**

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

#### **Exceptions to the Minimum Grade Point Average**

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

#### **Graduation Requirements**

- Satisfactory completion of all requirements in the program of study developed in consultation with a faculty member
- Satisfactory completion of 48 credit hours beyond the bachelor's degree, with at least seven courses taken on-campus
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

#### **Program Requirements—Based on Campus Requirements**

The Master of Arts in School Counseling program is designed to prepare students for eventual licensure, credentialing, or certification in the profession. More detailed information can be found in the program information published in the campus-specific *Academic Catalog Addenda*.

#### **MASTER OF ARTS IN SCHOOL PSYCHOLOGY PROGRAM**

The Master of Arts (MA) in School Psychology program is dedicated to producing ethical, responsible, and competent school psychologists who are able to function effectively in a number of professional roles. During their graduate training, students develop core competencies in psychological assessment, intervention, consultation/education, as well as cultural and individual diversity. Graduates of the program may be eligible for Department of Education certification and will be prepared to be employed as school psychologists. The program is designed to prepare students to become Nationally Certified School Psychologists in

accordance with criteria developed by the National Association of School Psychologists.

Currently, the Master of Arts in School Psychology program is offered at Argosy University/Hawai'i, Argosy University/Phoenix, and Argosy University/Sarasota.

To ensure that students are adequately prepared, the curriculum provides for the meaningful integration of theory, training, and practice. The MA in School Psychology program at Argosy University emphasizes the development of attitudes, knowledge, and skills essential to the training of school psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the following:

- The student has knowledge of varied models and methods of assessment and will be able to use appropriate data gathering procedures to diagnose and determine appropriate intervention techniques.
- The student has knowledge of behavioral, mental health, collaborative and/or other consultation models and of their application to particular solutions.
- The student will be able to identify human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
- The student has knowledge of human developmental processes, techniques to assess these processes, and can implement appropriate and effective therapeutic interventions (both direct and indirect) to facilitate the development of behavioral, affective, adaptive, and social skills.
- The student will demonstrate an appreciation of basic diversity and multicultural issues and of the potential influence of biological, social, cultural, ethnic, experiential socioeconomic, gender-related, and linguistic factors in development and learning.
- The student will demonstrate an understanding of educational and other systems and be able to successfully perform in the school environment.
- The student will be able to select and implement appropriate and effective therapeutic interventions as they relate to prevention, wellness promotion, and crisis needs.
- The student has an understanding of family influences on development, learning, and behavior, and can utilize techniques to involve the family in the educational partnership.
- The student will perform in accordance with recognized practices in school psychology and will demonstrate knowledge of relevant ethical and legal issues in school psychology.
- The student will be able to utilize information sources and technology to gain new knowledge relevant to the study of school psychology.
- The student will demonstrate knowledge of research, statistics, and evaluation methods.

The MA in School Psychology program faculty ensure, through direct instruction, assessment, and supervision, that students acquire competencies in each of the following areas:

- Interpersonal communication, collaboration, and consultation
- Diversity in development and learning
- Legal, ethical practice and professional development
- Data-based decision making, interventions, and accountability

#### **School Psychology Clinical Training Overview**

School psychology clinical training involves both in-class and field-work out-of-class contact of students with a school and/or clinical population. Through this contact, students apply their theoretical knowledge, implement psychological techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a school psychologist. By the end of their clinical training in school psychology, Argosy University students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During their school psychology clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. Students in the MA in School Psychology program must complete one 500-hour practicum and a 1,200-hour internship, of which 600 hours must be in a school setting.

#### **Admission Requirements**

The application process for admission into the MA in School Psychology program requires the submission of all materials that will enable the School Psychology Admissions Committee to verify the applicant's academic qualifications to enroll at a graduate professional school. Because the admission procedure also takes into consideration the qualities essential to becoming an effective mental health professional, material is also required which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate. To be considered for application to the MA in School Psychology program, applicants must possess the following:

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession
- Current résumé (or current summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

#### **Exceptions to the Minimum Grade Point Average**

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

#### **Prerequisites for Admission**

Applicants should have completed the following five undergraduate prerequisite for admission courses or their equivalent with a grade of "C" or better prior to the anticipated date of enrollment in the MA in School Psychology program:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

These courses provide a basis for the required curriculum and offer perspectives and information that complement those of the MA in School Psychology program. Students who have not completed these courses prior to admission must do so no later than the end of the first year of enrollment, and receive a grade of "C" or better. Students may not be eligible to register for certain courses in their program for which one or more of these courses serve as prerequisites.

Argosy University offers courses in the above subject areas through the in-residence Bachelor of Arts in Psychology Degree Completion program and online. Students may also take these courses at another accredited institution of higher education.

Students who have completed one or more prerequisite courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department. In addition, students may fulfill the requirements for these courses [except the Statistics (PSY210)] by independent reading and passing an equivalency exam. The exams are offered at the beginning of each semester and consist of 200 multiple-choice questions. A passing score is 140. Students will be allowed to take an exam twice, and if they have not successfully passed the exam on the second attempt, they will be required to take a course to fulfill the prerequisite course requirement. Students who have not completed the prerequisite course requirements by the end of their first year after matriculation in the program may not be allowed to register for program courses until the requirement is completed.

After reviewing each applicant's qualifications, the school will notify applicants if they have been invited for a personal interview with faculty members and admissions staff. Subsequent to the interview, the chair of the MA in School Psychology program will make a determination regarding admission to the program. The director of Admissions will notify all applicants of the admission decision. Accepted applicants are required to remit a non-refundable \$500 deposit by the date stipulated on the written notification to reserve a place in the entering class. The deposit will be applied toward the tuition of the student's first semester as a matriculated student.

#### *Application Deadlines*

All admission materials for the MA in School Psychology program should be submitted by the following dates. However, exceptions for special circumstances may be made.

#### **Fall Admission**

January 15	Priority deadline (final notification before April 1)
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

#### **Spring Admission**

November 15	Final deadline
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#### **Summer I Admission**

April 15	Final deadline (applications may be accepted after this date dependent on space availability)
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#### **Summer II Admission**

June 15	Final deadline (applications may be accepted after this date dependent on space availability)
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#### **Graduation Requirements**

Students admitted into the MA in School Psychology program will be responsible for completing the requirements that are in effect at the time of their admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession of school psychology.

To be eligible for awarding of the master's degree, students must meet the following requirements:

- Satisfactory completion of 62 semester credit hours which include:
  - 56 credit hours of required coursework
    - Two semesters of Ethics and Conduct in School Psychology: Ethics, History and Practice (PS7009), or Professionalization Group (PS7110/PS711)
    - 6 credit hours of practicum and practicum seminar
- Successful completion of the required practicum
- Successful completion of the School Psychology Evaluation Competency (SPEC)
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful completion of a full-year 1200-hour internship
- A completed Petition to Graduate submitted to campus administration

#### **Non-Academic Competence Policy**

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)

- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at [http://www.appic.org/downloads/CCTC\\_Comprehensive\\_Ev82AA3.pdf](http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf)

### Writing program

The Writing program helps students master the skills of writing psychological and research reports in an accurate, informative, and professional manner. All new students are required to complete a writing assessment at the time of orientation to evaluate their writing skills and needs in the areas of organization, clarity, and professional writing style. Based on the results of the writing assessment, students may be required to enroll in a tutorial in the Writing program, where they work one-on-one with an advanced student in developing their skills.

In addition, the student will be required to take the writing tutorial if any instructor indicates that it is required, if two instructors recommend it during the same semester, or upon three recommendations for it by instructors accumulating over more than one semester. The writing tutorial may be required more than once. The student instructors work closely with the faculty in order to link the writing program to the actual work requirements of the classes in which the student is enrolled. All students have the option of voluntarily enrolling in the Professional Writing Tutorial at any time. The tutorial does not count toward credit hours required for graduation, though students are encouraged to take it.

### Program Requirements

The MA in School Psychology program requires the satisfactory completion of 62 semester credit hours distributed as follows: consultation and collaboration requirement, 3 credit hours; data-based decision-making and accountability (assessment) requirements, 12 credit hours; diversity in development and learning requirement, 3 credit hours; effective instruction and development of cognitive and academic skills requirement, 3 credit hours; home/school/community collaboration requirement, 3 credit hours; research and program evaluation requirement, 3 credit hours; school psychology practice and development/professional issues, ethics and professional conduct requirements, 11 credit hours; school systems organization, policy, development and climate requirement, 3 credit hours; socialization and development of life skills/treatment modalities requirements, 6 credit hours; and psychological foundations requirements, 15 credit hours.

#### Consultation and Collaboration Requirement— Students Are Required to Take the Following

PS8100 School Consultation and Supervision: Theory and Procedure (3)

Consultation and Collaboration Requirement—3 Credit Hours

#### Data-Based Decision-Making and Accountability (Assessment) Requirements—Students Are Required to Take the Following

PS7331 Psychological Assessment Children and Adolescents (3)

PS7370 Cognitive Assessment (3)

PS7373 Integrative Assessment (3)

PS7385 Personality Assessment (3)

Data-Based Decision-Making and Accountability (Assessment)  
Requirements—12 Credit Hours

#### Diversity in Development and Learning Requirement— Students Are Required to Take the Following

PS7340 Issues in the Assessment and Treatment of Diverse Populations (3)

Diversity in Development and Learning Requirement—3 Credit Hours

#### Effective Instruction and Development of Cognitive and Academic Skills Requirement—Students Are Required to Take the Following

PS8000 Learning and Advanced Interventions (3)

Effective Instruction and Development of Cognitive and  
Academic Skills Requirement—3 Credit Hours

#### Home/School/Community Collaboration Requirement— Students Are Required to Take the Following

PS8050 Family and Couples Therapy (3)

Home/School/Community Collaboration Requirement—3 Credit Hours

#### Research and Program Evaluation Requirement— Students Are Required to Take the Following

PS7200 Statistics and Research Methods I (3)

Research and Program Evaluation Requirement—3 Credit Hours

#### School Psychology Practice and Development/Professional Issues, Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

PS7009 Professional Issues in School Psychology: Ethics,  
History and Practice (3)

PS7110 Professionalization Group I (1)

PS7111 Professionalization Group II (1)

PS8201 Practicum I and Seminar I (3)

PS8202 Practicum and Seminar II (3)

School Psychology Practice and Development/Professional Issues,  
Ethics and Professional Conduct Requirements—11 Credit Hours

#### School Systems Organization, Policy, Development and Climate Requirement—Students Are Required to Take the Following

PS7080 School Organization and Curriculum (3)

School Systems Organization, Policy, Development  
and Climate Requirement—3 Credit Hours

#### Socialization and Development of Life Skills/Treatment Modalities Requirements—Students Are Required to Take the Following

PS8010 Cognitive Behavioral Therapy (3)

PS8710 Child Psychotherapy (3)

Socialization and Development of Life Skills/Treatment  
Modalities Requirements—6 Credit Hours

#### Psychological Foundations Requirements

#### Biological Basis Requirement—Students Are Required to Take the Following

PS7050 Physiological Psychology (3)

Biological Basis Requirement—3 Credit Hours

#### Human Development Requirement—Students Are Required to Take the Following

PS7010 Lifespan Development (3)

Human Development Requirement—3 Credit Hours

**Individual Differences Requirement—Students Are Required to Take the Following**

PS7070 Foundations of Exceptional Student Education (3)

PS7330 Child and Adolescent Psychopathology (3)

Individual Differences Requirement—6 Credit Hours

**Social Basis Requirement—Students Are Required to Take the Following**

PS7100 Professional Issues: Ethics, Conduct and Law (3)

Social Basis Requirement—3 Credit Hours

**Internship Requirement—Students Are Required to Take the Following**

PS8800 Internship—Master's (0)

Internship Requirement—0 Credit Hours

*Note:* No electives are required in the Master of Arts in School Psychology program.

**Professionalization Group Requirements**

During their first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in school psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers. The faculty member who leads the student's Professionalization Groups also serves as his/her academic advisor.

**Practicum and Practicum Seminar Requirements**

The practicum provides opportunities for students to gain field training by working under supervision in a school or other related mental health delivery system. The practicum is an essential part of training in school psychology, and all students are required to participate in the practicum experience.

Master's students in the School Psychology program are placed in a practicum and seminar for 6 credit hours. A minimum of 83.33 practicum hours equals 1 credit hour. One-half of the required practicum hours should be in direct client contact. The practicum/seminar carries 3 credit hours per semester, or 6 credit hours per academic year. Some practicum sites require placement for 12 months. Argosy University students enrolled in practicum meet in a weekly, one-hour, year-long practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment. All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration.

Students are expected to demonstrate mastery of the necessary psychological knowledge base, learn basic assessment and intervention skills, and demonstrate appropriate professional attitudes throughout practicum. Evaluation of student progress will be based on these criteria. The learning objectives that are used are the same as the requirements for the National School Psychology Certification System of the National Association of School Psychologists.

**Eligibility Requirements for Practicum**

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0), and have completed the academic planning which will allow for all of the practicum prerequisite courses to be completed prior to the beginning of the practicum. Students cannot be placed in an educational site until they have successfully completed a criminal background check. Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the individual in charge of field experience, and the campus dean or program chair of the MA in School Psychology program regarding their eligibility to continue practicum.

**Practicum Prerequisites**

To be eligible for Practicum I (PS8201), students must have successfully completed (or transferred, if applicable) the following courses (unless special arrangements have been made with the campus dean or program chair of the MA in School Psychology program):

**Practicum Prerequisites**

PS7010 Lifespan Development (3)

PS7110 Professionalization Group (1)

PS7111 Professionalization Group (1)

PS7330 Child and Adolescent Psychopathology (3)

PS7331 Psychological Assessment of Children and Adolescents (3)

PS7370 Cognitive Assessment (3)

PS7385 Personality Assessment (3)

PS8010 Cognitive Behavioral Therapy (3)

**Practicum Seminar**

All students enrolled in a practicum must also attend a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training.

The specific content and emphasis of the practicum seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.



### Practicum Experience

Students are required to complete 6 credit hours of practicum, with a minimum of 500 hours in which they focus on the acquisition of diagnostic/assessment and intervention skills. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Psychological assessment will include diagnostic interviewing of the identified client, diagnostic interviewing of collateral informants, psychological testing, scoring, and interpretation of test data, integration of test data, and recommendations for treatment and case management. At the completion of practicum, the student should be able to use information from a variety of sources to:

- Provide diagnosis and recommendations supported by specific and relevant data,
- Formulate a case summary that is theoretically consistent and well-organized, and
- Write a psychological report in a style that can be understood by non-psychologists.

It is expected that students will complete a minimum of four psychological evaluations during their practicum. An evaluation is a culturally sensitive, clinically relevant assessment utilizing individualized, standardized, psychological tests appropriate to the circumstances of the client. It may include the traditional test such as intellectual, cognitive, and personality measures. Comprehensive batteries, such as psychoeducational or neuropsychological assessments, are strongly encouraged.

Practicum also emphasize therapy and therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities, and client populations vary across training settings. Argosy University does not favor a specific treatment orientation but encourages students to explore a variety of treatment perspectives with individuals, couples, families and groups, children, adolescents and adults, and the larger school community.

Students are expected to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. Students are to conduct no less than 250 hours of direct face-to-face client contact during their practicum.

### Practicum Evaluation

Student progress in practicum training is evaluated through the use of Site Supervisor Evaluation Forms that are forwarded to each site supervisor and seminar faculty by the individual in charge of field experience each semester. The Site Supervisor Evaluation Form asks the supervisor to assess student progress in the basic areas of psychological functioning. It is expected that supervisors will review this written Site Supervisor Evaluation Form with the students and provide direct feedback regarding the student's strengths and weaknesses. Supervisors are responsible for returning this form to the individual in charge of field experience on a timely basis. Seminar leaders will maintain primary responsibility for monitoring student progress and will evaluate student progress each semester. The seminar leader will discuss each student's progress in site visits with the site

supervisor. If students are having difficulty of any kind on their practicum, they are encouraged and expected to consult with their seminar leader, the individual in charge of field experience, and the program chair of the MA in School Psychology program. Supervisors are advised to contact the individual in charge of field experience and the program chair with concerns as they arise. Based upon the site and faculty evaluations, the individual in charge of field experience assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

### *School Psychology Evaluation Competency Examination (SPCE) Requirements*

The School Psychology Competency Examination (SPEC) requires each student to present a diagnostic interview and conceptual analysis in writing. The purpose of the SPEC is to monitor the growth and development of the student's competency in school psychology problem-solving in diagnosis and proposed delivery of services, direct and indirect.

The SPEC ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundation of school psychology, the student's ability to manage a clinical interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation. Students must pass the SPEC prior to beginning the second year of practicum. The SPEC is taken during the third semester of the student's first practicum year.

The SPEC requirement is met by submitting a tape and transcript or other approved sample of a psychodiagnostic interview that the student has conducted with a client, and a diagnostic case formulation report, including a self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique.

Students should refer to the School Psychology Evaluation Competency Examination document for complete information concerning the requirements and process for completing the SPEC.

### *Internship Requirements*

This requirement for the MA in School Psychology program cannot be obtained in more than two placements. All students in the MA in School Psychology program are required to complete at least a 1,200-hour internship as a condition for graduation. Students should investigate the requirements for the state in which they wish to obtain certification and make certain that they meet the specific requirements of that state. The internship must be completed within 10–24 months. A minimum of 600 hours must be in direct service in a school setting. At least one-half of the hours in the schools are to be spent assisting regular education students. The other half are to be spent with students with academic and behavioral/mental health needs. The other hours may be spent in clinical settings that work with children, youth and their families. Internships are an invaluable culminating expe-

rience for school psychology students, providing the opportunity to work with a variety of handicapping conditions in both regular and special education. The internship experience allows students to integrate all of their previously learned skills and knowledge in a comprehensive service delivery system. The MA in School Psychology program is very concerned with locating and maintaining internship sites that meet national and state professional and ethical guidelines. Sites that do not meet these guidelines will not be considered appropriate. Typically, full-time students will begin the internship during their third year of enrollment. Meetings held each spring semester provide a comprehensive overview of the policies, procedures, and requirements of the internship.

To be eligible to begin internship, students must be in good academic standing, and must have completed all program requirements, including the following:

- Successful completion of the School Psychology Evaluation Competency Examination
- Successful completion of all coursework, with no grades of “Incomplete”

#### Internship Application Procedures

The individual in charge of field experience or program chair of the MA in School Psychology program actively provides guidance and support for students throughout the internship search process—in both group and individual formats.

The following are the general steps in the application process:

1. The student arranges to have Argosy University faculty members and practicum supervisors write letters of recommendation on his/her behalf.
2. The student meets with the individual in charge of field experience, their assistant, and/or the program chair to review the student's eligibility and to discuss procedures related to the internship application process.
3. The student researches a range of internship sites both in the local area and nationally.
4. The student submits a list of internship sites that he or she is requesting approval to apply to. The individual in charge of field experience and program chair of the MA in School Psychology program carefully review all applicants' requests and decide which sites to approve based on compatibility and site application limits.
5. The student sends application materials directly to his/her approved sites. The individual in charge of field experience and/or program chair will coordinate the processing and sending of letters of recommendation as well as all other necessary documents.
6. The student arranges to meet with internship personnel at those sites where they are offered interviews.
7. In the event a student does not receive an internship, the individual in charge of field experience and program chair of the MA in School Psychology program provide guidance and assistance to the student in continuing the search process.

Students will be permitted to begin their internship if they are in good academic standing, have completed all master's academic requirements (including any course incompletes), and have successfully completed the SPEC.

#### Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the individual in charge of field experience and/or program chair to make certain that the student is meeting the minimum standards for academic progress.

The individual in charge of field experience and program chair of the MA in School Psychology program actively work to address areas of significant difficulty, and, as necessary, coordinate a remediation plan with the internship site supervisor. If the student is in need of remediation at any point in the internship, the Argosy University individual in charge of field experience and/or program chair will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the individual in charge of field experience and/or program chair make the final determination as to whether or not the internship requirements have been met. If post-internship remedial work is required, the student, the individual in charge of field experience, the program chair, and the internship site director will develop a written contract specifying the areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the individual in charge of field experience and the program chair and/or the hearing of student appeals by the Appeals Board apply to internship remediation.

#### *National School Psychology Certification System Requirements*

All students must take the National School Psychology Certification test if they wish to become nationally certified.

#### **Course/Credit Transfer**

##### *Transfer of Courses/Credit to the Master of Arts in School Psychology Program from the Master of Arts in Clinical Psychology Program*

All courses successfully completed in the MA in Clinical Psychology program that are also required in the MA in School Psychology curriculum may be applied toward MA in School Psychology program if completed within the last five years. Other coursework completed in the MA in Clinical Psychology program will be considered for transfer to the MA in School Psychology program on a case-by-case basis.

**Transfer of Credit Earned in the Master of Arts in Clinical Psychology Program Practicum into the Master of Arts in School Psychology Program**

In some cases, practicum site hours and the practicum seminar taken while the student was in residence at an Argosy University Clinical Psychology program (including Sport Psychology) may be transferred into the MA School Psychology program if the functions performed at the site were primarily those of a school psychologist, and/or the populations served were primarily children and/or adolescents and their families. The student must have been

supervised by a certified school psychologist or licensed psychologist and must have completed 500 hours of service at each practicum. Half of the practicum hours must have been in direct service. The accompanying competency examination(s) completed in the master's or PsyD in Clinical Psychology programs (if passed), may be substituted for the School Psychology competency examination(s), if the program chair of the School Psychology program ascertains that the examination is acceptable and that the student has attained the required competencies for school psychology.

**Transfer of Courses/Credit to the Master of Arts in School Psychology Program from the Master of Arts in Professional Counseling Program**

If accepted for admission to the master's in School Psychology program, successful completion of the following MA in Professional Counseling program courses may be considered on a case-by-case basis for credit in place of the listed courses in the MA in School Psychology program (maximum 15 credit hours).

<b>Master of Arts in Professional Counseling Program</b>		<b>Master of Arts in School Psychology Program</b>	
PC6022	Family Therapy Counseling Skills (3)	PS8050	Family and Couples Therapy (3)
PC6025	Human Growth and Development (3)	PS7010	Lifespan Development (3)
-or-			
PC6501	Human Development: Lifespan (3)		
PC6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct and Law (3)
PC6440	Child and Adolescent Counseling (3)	PS8710	Child Psychotherapy (3)
PC6505	Group Counseling (3)	PS8060	Group Psychotherapy (3)
-or-			
PC6101	Theories of Group Counseling (3)		
PC6521	Research and Program Evaluation (3)	PS7200	Statistics and Research Methods I (3)

**MASTER OF ARTS IN SPORT-EXERCISE PSYCHOLOGY PROGRAM**

The Master of Arts (MA) in Sport-Exercise Psychology program is designed to educate and train students to function as capable and ethical performance enhancement specialists. Currently offered only at Argosy University/Phoenix, this two-year degree is intended to meet the needs of students seeking employment in a variety of settings, including private practice, athletic departments, coaching, exercise/health, and education, as well as those who will ultimately pursue a doctorate degree. The goals of the program include developing student competencies in the following areas: theoretical foundations, helping relationships, individual and group skills, normal and abnormal behavior, sport sciences, research and evaluation, diversity, and professional identity.

Based on the educational requirements outlined by the Association for the Advancement of Applied Sport Psychology (AAASP), the curriculum provides students with a foundation in applied sport psychology, an understanding of normal and abnormal psychological functioning, and a knowledge base in the physiological, motor, and psychosocial aspects of sport behavior. Graduates of the MA in Sport-Exercise Psychology program are eligible to apply for "provisional status" as a Certified Consultant, AAASP.

Students who also wish to pursue a master's degree in professional counseling may follow a curriculum plan that allows them to fulfill the requirements for the MA in Sport-Exercise Psychology program in two years and the MA in Professional Counseling program with one additional year of study. Application to the MA in Professional Counseling program is made in the second year of

enrollment in the MA in Sport-Exercise Psychology program. Graduates of the MA in Professional Counseling program are eligible to apply for status as a Licensed Professional Counselor (LPC) in the state of Arizona and certification/licensure in most other states.

Students who wish to pursue a Doctor of Psychology (PsyD) in Clinical Psychology degree after completion of the MA in Sport-Exercise Psychology may apply to the PsyD in Clinical Psychology program. Students who are accepted into the PsyD Clinical Psychology program are then eligible for the transfer of some credits earned in the MA in Sport-Exercise Psychology program, to be determined on a case-by-case basis.

**Admission Requirements**

In addition to the requirements listed below, the Admissions Committee also takes into consideration the qualities essential to becoming an effective applied sport psychology professional. Material is also required which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate. Required materials include:

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- Applicants are expected to have a minimum GPA of 3.0 on a scale of 4.0 for the last 60 hours of coursework (including graduate work).

- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

#### Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

#### Application Deadlines

##### Fall Admission

January 15	Priority deadline
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

##### Spring Admission

November 15	Final deadline
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#### Graduation Requirements

To be eligible for graduation, students will be responsible for completing the program requirements that are in effect at the time of admission. Argosy University/Phoenix retains the right to modify these requirements in accordance with the demands of the profession. To be eligible for graduation, students must meet the following requirements:

- Successful completion of all program requirements, including a total of 48 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:

- 39 credit hours of required coursework
- 3 credit hours of elective coursework
- 6 credit hours of practicum and practicum seminar

- Successful completion of the Sport Psychology Competency Evaluation
- GPA of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Completion of all degree requirements within a maximum time frame of five years
- A completed Petition to Graduate submitted to campus administration

#### Writing Program

The Writing program helps students master the skills of writing psychological and research reports in an accurate, informative and professional manner. All new students are required to complete a writing assessment at the time of orientation to evaluate their writing skills and needs in the areas of organization, clarity, and professional writing style. Based on the results of the writing assessment, students may be required to enroll in a tutorial in the Writing program, where they work one-on-one with an advanced student in developing their skills. In addition, individual faculty may require students to enroll in a writing tutorial based on course performance at any point during their program.

#### Program Requirements

Students admitted into the MA in Sport-Exercise Psychology program are responsible for completing the program requirements that are in effect at the time of their admission. In addition to the credit hour requirements outlined below, students must also complete two semesters of Professionalization Group and the Sport Psychology Competency Evaluation.

The MA in Sport-Exercise program requires the satisfactory completion of 48 semester credit hours, distributed as follows: basic interventions in counseling requirements, 6 credit hours; cognitive bases of behavior requirement, 3 credit hours; elective requirement, 3 credit hours; individual behavior requirement, 3 credit hours; motor bases of sport requirement, 3 credit hours; physiological bases of sport requirement, 3 credit hours; professional ethics and standards requirement, 3 credit hours; psychopathology requirement, 3 credit hours; research design and statistics requirement, 3 credit hours; social bases of behavior requirement, 3 credit hours; sport psychology course requirements, 9 credit hours; and supervised applied sport psychology practicum requirements, 6 credit hours.

#### Basic Interventions in Counseling Requirements— Students Are Required to Take the Following

SP6104	Counseling Skills I (3)
SP6510	Athletic Counseling (3)

Basic Interventions in Counseling Requirements—6 Credit Hours

#### Cognitive Bases of Behavior Requirement— Students Are Required to Take the Following

SP8010	Cognitive Behavioral Theory and Therapy (3)
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Cognitive Bases of Behavior Requirement—3 Credit Hours

**Elective Requirement—Students Choose One of the Following**

SP6494	Exercise and Health Psychology (3) [or other course approved by campus dean or program chair]
SP7561	Seminar in Sport Psychology I* (1)
SP7562	Seminar in Sport Psychology II* (1)
SP7563	Seminar in Sport Psychology III* (1)

Elective Requirement—3 Credit Hours

\* Students may elect to complete three 1-credit hour seminars in Sport Psychology Consulting (SP7561, SP7562, and SP7563) over the course of the degree program to fulfill this requirement.

**Individual Behavior Requirement—Students Are Required to Take the Following**

SP6505	Lifespan Development (3)
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Individual Behavior Requirement—3 Credit Hours

**Motor Bases of Sport Requirement—Students Are Required to Take the Following**

SP6497	Motor Learning and Development (3)
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Motor Bases of Sport Requirement—3 Credit Hours

**Physiological Bases of Sport Requirement—****Students Are Required to Take the Following**

SP6501	Exercise Physiology (3)
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Physiological Bases of Sport Requirement—3 Credit Hours

**Professional Ethics and Standards Requirement—****Students Are Required to Take the Following**

SP6300	Professional and Ethical Issues (3)
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Professional Ethics and Standards Requirement—3 Credit Hours

**Psychopathology Requirement—Students Are Required to Take the Following**

SP6005	Psychopathology (3)
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Psychopathology Requirement—3 Credit Hours

**Research Design and Statistics Requirement—****Students Are Required to Take the Following**

SP7200	Statistics and Research Methods I (3)
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Research Design and Statistics Requirement—3 Credit Hours

**Social Bases of Behavior Requirement—****Students Are Required to Take the Following**

SP6020	Team Dynamics and Group Behavior (3)
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Social Bases of Behavior Requirement—3 Credit Hours

**Sport Psychology Course Requirements—****Students Are Required to Take the Following**

SP6493	Psychological Aspects of Athletic Injury (3)
SP6499	Applied Sport Psychology I: Theory and Research (3)
SP6500	Applied Sport Psychology II: Professional Practice (3)

Sport Psychology Course Requirements—9 Credit Hours

**Supervised Applied Sport Psychology Practicum****Requirements—Students Are Required to Take the Following**

SP6535	Sport Psychology Master's Practicum and Seminar I (3)
SP6536	Sport Psychology Master's Practicum and Seminar II (3)

Supervised Applied Sport Psychology Practicum Requirements—6 Credit Hours

**Professionalization Group Requirements**

During their first year, students participate in weekly Professionalization Groups that focus on topics related to the profession of sport-exercise psychology. Through readings and discussions led by faculty members, students begin to develop a professional identity and become familiar with current issues in sport-exercise psychology. The groups provide a comfortable environment in which students can freely exchange

concerns, questions and issues relevant to their studies and their future careers. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

**Practicum and Practicum Seminar Requirements**

The practicum provides opportunities for students to gain applied sport psychology training and experience. The practicum allows students to work under supervision with an athletic and/or performance population. The goal of the practicum is to correlate the student's field experience with attained levels of academic experience. This training includes direct observation of athletes/performers, assessments of mental skills, and intervention planning and implementation with individuals and/or groups.

Students are placed in a practicum and practicum seminar during their second year of study. Each practicum requires a minimum of 400 hours of applied sport psychology training. The practicum carries 3 credit hours per semester, or 6 credit hours per academic year. At times, a practicum may require a student to provide services outside of the regular year (e.g., during the summer just prior to the start of the fall semester). In addition to being enrolled in practicum, students attend a weekly, one-hour practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment, nor are practicum requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration. Students may wish to purchase additional coverage, such as American Psychological Association Insurance Trust ([www.apa.org](http://www.apa.org)).

**Practicum Prerequisites**

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0), and have completed the academic planning which will allow for the following practicum prerequisite courses to be successfully completed prior to the beginning of the practicum:

**Practicum Prerequisites**

SP6000	Professionalization Group I (0)
SP6001	Professionalization Group II (0)
SP6005	Psychopathology (3)
SP6104	Counseling Skills I (3)
SP6499	Applied Sport Psychology I: Theory and Research (3)
SP8010	Cognitive Behavioral Theory and Therapy (3)

Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communications skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to being practicum. Students placed on probation during practicum must petition the campus dean or program chair of the Sport-Exercise Psychology program regarding their eligibility to continue practicum.

### Practicum Seminar

All students enrolled in the practicum must also attend the practicum seminar. The practicum seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes in useful field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students as well as the area of expertise of the faculty member.

### Practicum Experiences

The list of current and past practicum sites at Argosy University Phoenix includes local area high school athletic departments, college athletic teams, sports medicine facilities, professional sports organizations, youth sport organizations, and private sport psychology consulting practices. One of the major priorities of the Sport-Exercise Psychology program is the acquisition of appropriate practicum sites; this is an ongoing activity. If a student has a particular interest in either an applied area or practicum site that is not currently listed, the Sport-Exercise Psychology program faculty will investigate and attempt to locate or approve such sites if approval criteria can be met. It is recommended that students bring their suggestions for potential practicum sites to the attention of the Sport-Exercise Psychology program faculty. The appropriate practicum site personnel will be contacted and asked to provide details with regard to the types of training opportunities the site would provide to students. This information will be reviewed by the Sport-Exercise Psychology program faculty to ensure that the site would provide students with a valuable practicum experience and the type of training the school requires. If the Sport-Exercise Psychology program faculty determines that the practicum site will be a positive experience for the student, the site, and Argosy University, then it will be added to the list of practicum sites.

### Practicum Evaluation

Evaluation of student progress in field training focuses on three areas: theoretical knowledge base, applied sport psychology skills, and professional attitudes. Student progress in practicum training is evaluated through the use of Site Supervisor Evaluation Forms which are completed by the primary supervisor and appropriate practicum site personnel (e.g., head coach) each semester. It is expected that the primary supervisors review these written Site Supervisor Evaluation Forms with the student and provide direct feedback regarding the student's strengths and weaknesses. Based upon the supervisor and site evaluations, a grade of "Credit" or "No Credit" for the practicum and the practicum seminar is assigned.

### *Sport Psychology Competency Evaluation (SPCE) Requirements*

The Sport-Exercise Competency Evaluation (SPCE) is a competency-based examination of a student's proficiency in applied sport psychology. This evaluation takes place in the spring and summer semester of the student's first practicum/seminar year. The purpose of the SPCE is to assess students' growth and development of consulting competency in applied sport psychology in accordance with the standards of Argosy University and to ensure student acquisition of appropriate skills for applied sport psychology practice. The SPCE assesses competencies in assessment, case formulation, and intervention planning and implementation. As a prerequisite for submitting the written report, the student must be in good academic standing and enrolled in or have completed the practicum and seminar.

Students are expected to demonstrate their conceptual abilities, theoretical knowledge, and applied sport psychology skills obtained through the integration of classroom theoretical work, practice gained in class, field training and supervision at their practicum and in the practicum seminar. The practicum seminar instructor will review the guidelines for the SPCE with students in the fall semester. For further information regarding the requirements of the SPCE, students should refer to the *SPCE Manual*.

## RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN SPORT-EXERCISE PSYCHOLOGY PROGRAM

### Year One

Fall Semester	Spring Semester	Summer Semester (7.5 Weeks)
SP6499 Applied Sport Psychology I: Theory and Research (3)	SP6500 Applied Sport Psychology II: Professional Practice (3)	PP8010 Cognitive Behavioral Theory and Therapy (3)
SP6505 Lifespan Development (3)	SP6104 Counseling Skills I (3)	
SP7200 Statistics and Research Methods I (3)	SP6005 Psychopathology (3)	
SP6000 Professionalization Group I (0)	SP6001 Professionalization Group II (0)	

### Year Two

Fall Semester	Spring Semester	Summer Semester (7.5 Weeks)
SP6493 Psychological Aspects of Athletic Injury (3)	SP6510 Athletic Counseling (3)	SP6501 Exercise Physiology (3)
SP6020 Team Dynamics and Group Behavior (3)	SP6497 Motor Learning and Development (3)	
PC6300 Professional and Ethical Issues (3)	SP6536 Sport Psychology Master's Practicum and Seminar II (3)	
SP6535 Sport Psychology Master's Practicum and Seminar I (3)	Elective (3)*	

\* Students may elect to complete three 1-credit hour seminars in Sport Psychology Consulting (SP7561, SP7562, and SP7563) over the course of the degree program to fulfill this requirement.

**RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN SPORT-EXERCISE PSYCHOLOGY  
AND MASTER OF ARTS IN PROFESSIONAL COUNSELING DEGREES**

**Year One**

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
SP6499	Applied Sport Psychology I: Theory and Research (3)	SP6500	Applied Sport Psychology II: Professional Practice (3)	PP8010	Cognitive Behavioral (3) Theory and Therapy
SP6505	Lifespan Development (3)	SP6104	Counseling Skills I (3)	PC6105	Counseling Skills II (3)
SP7200	Statistics and Research Methods I (3)	SP6005	Psychopathology (3)		
SP6000	Professionalization Group I (0)	SP6001	Professionalization Group II (0)		

**Year Two**

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
SP6493	Psychological Aspects of Athletic Injury (3)	SP6510	Athletic Counseling (3)	SP6501	Exercise Physiology (3)
SP6020	Team Dynamics and Group Behavior (3)	SP6497	Motor Learning and Development (3)	PC6511	Social and Cultural Diversity (3)
SP6300	Professional and Ethical Issues (3)	SP6536	Sport Psychology Master's Practicum and Seminar II (3)		
SP6535	Sport Psychology Master's Practicum and Seminar I (3)	PC6000	Counseling Theory (3)		

**Year Three**

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
PC6220	Personality Theories and Individual Counseling (3)	PC6600	Career and Lifestyle Development (3)	PC6700	Couples and Family Counseling (3)
PC6505	Group Counseling (3)	PC6525	Appraisal and Assessment (3)	PP6900	Substance Abuse Counseling (3)
PC6400	Practicum I (3)	PC6401	Practicum II (3)	PC6402	Practicum III (3)

**Course/Credit Transfer**

*Courses Taken at Other Institutions*

Students who have completed graduate coursework at another institution may petition for a transfer of credit to the MA in Sport-Exercise Psychology program for a maximum of three courses (9 credit hours). Complete information on course/credit transfer criteria can be found in section 7, "Academic Policies and Procedures."

Practicum, practicum seminars, and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade

received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit will appear on the student's transcript as a "transfer course" under the corresponding course number and title.

*Courses Taken at Other Argosy University Campuses*

Students who transfer from one Argosy University campus to another may receive credit for a course taken at the original campus, if the course is identical to the one offered at the transfer campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at Argosy University/Phoenix who wish to submit course transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment at Argosy University/Phoenix.

*Transfer of Courses/Credit to the Master of Arts in School Psychology Program from the Master of Arts in Sport-Exercise Psychology Program*  
If accepted for admission to the MA in School Psychology program, successful completion of the following MA in Sport-Exercise Psychology program courses may be considered on a case-by-case basis for credit in place of the listed courses in the MA in School Psychology program.

<b>Master of Arts in Sport-Exercise Psychology Program</b>		<b>Master of Arts in School Psychology Program</b>	
SP6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct, and Law (3)
SP6505	Lifespan Development (3)	PS7010	Lifespan Development (3)
SP7200	Statistics and Research Methods (3)	PS7200	Statistics and Research Methods I (3)
SP8010	Cognitive-Behavioral Theory and Therapy (3)	PS8010	Cognitive Behavioral Therapy (3)

*Transfer of Courses/Credit to the Doctor of Psychology in School Psychology Program from the Master of Arts in Sport-Exercise Psychology Program*  
If a student is accepted for admission to the Doctor of Psychology (PsyD) in School Psychology program, the successful completion of the following courses in the MA in Sport-Exercise Psychology program may be considered on a case-by-case basis for transfer credit in place of the listed courses in the PsyD in School Psychology program, as shown in the following table.

<b>Master of Arts in Sport-Exercise Psychology Program Courses</b>		<b>Doctor of Psychology in School Psychology Program Courses</b>	
SP6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct and Law (3)
SP6505	Lifespan Development (3)	PS7010	Lifespan Development (3)
SP7200	Statistics and Research I (3)	PS7200	Statistics and Research Methods (3)
SP8010	Cognitive-Behavioral Theory and Therapy (3)	PS8010	Cognitive Behavioral Therapy (3)
SP8011	Advanced Cognitive Behavioral Psychotherapy (3)	PS8011	Advanced Cognitive Behavioral Psychotherapy (3)

### **EDUCATION SPECIALIST IN SCHOOL COUNSELING PROGRAM**

The Education Specialist (EdS) in School Counseling program is designed for experienced schoolteachers who have master's degrees and wish to continue their professional development in a formalized educational program that will help them develop a specialty area applicable to the public school setting. Currently offered only at Argosy University/Sarasota, the EdS in School Counseling program is a 30-semester credit hour program of study that incorporates coursework designed to help students in meeting the specialization requirements for certification in Guidance and Counseling (Grades K–12) in the state of Florida. Because of certification variations among states, students should check with regional authorities to confirm their requirements prior to entering the program. Students may transfer up to 9 credit hours into the program, but the courses must meet criteria for direct substitution for the existing curriculum offerings.

#### **Admission Requirements**

- A master's degree from a regionally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended

#### **Graduation Requirements**

A student is eligible for graduation in the EdS in School Counseling program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members
- Satisfactory completion of 30 semester credit hours beyond the master's degree, including at least three of the five required in-residence courses being taken on-campus.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration



### Program Requirements

The EdS in School Counseling program requires the satisfactory completion of 30 semester credit hours distributed as follows: in-residence requirements, 15 credit hours; distance requirements, 12 credit hours; and culminating activity requirement, 3 credit hours.

#### In-Residence Requirements—Students Are Required to Take the Following

C6362	Student Appraisal (3)
C6440	Ethics in Counseling (3)
C6443	Group Guidance Counseling (3)
C6452	Career and Lifestyle Assessment (3)

#### Students Choose One of the Following

C6444	Counseling Exceptional Students and Families (3)
C6445	Social and Cultural Competencies for Counselors (3)

In-Residence Requirements—15 Credit Hours

#### Distance Requirements—Students Are Required to Take the Following

C6436	Individual Counseling Theories and Practice (3)
C6459	Consultation in Education (3)
C6510	Principles of Guidance (3)

#### Students Choose One of the Following

C6035	Human Growth and Development (3)
C6433	Theories of Personality (3)

Distance Requirements—12 Credit Hours

#### Culminating Activity Requirement—Students Are Required to Take the Following

C6492	Field Experience I: Guidance Counseling I (3)
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Culminating Activity Requirement—3 Credit Hours

### DOCTOR OF EDUCATION IN COUNSELING PSYCHOLOGY PROGRAM

The challenges of an ever-changing society, and the diversity of roles available to the professional counselor, require a lifelong commitment to continuing education. The EdD in Counseling Psychology presents a structured opportunity to fulfill this need, and prepares counselors from a variety of settings with the skills and credentials necessary to pursue leadership, supervision, training, and teaching positions in the profession. Students with a background in mental health, social work, school counseling, pastoral counseling, and psychiatric nursing join together to earn the terminal degree in their field, and develop new interests and levels of competency and direction for their practice through an applied, research-practitioner approach to the role of professional counselor. The faculty are committed teaching professionals, dedicated to the development of individual student interest areas through their course selection and dissertation topics. Their eclectic mix of backgrounds, theoretical orientations, and interests exposes students to new ideas, while extending established interests. For more detailed information on the EdD in Counseling Psychology program, please refer to the campus-specific *Academic Catalog Addendum* for your campus of record.

Currently, the EdD in Counseling Psychology program is offered at Argosy University/Chicago, Argosy University/Inland Empire, Argosy University/Orange County, Argosy University/San Francisco Bay Area, Argosy University/San Diego, Argosy University/Santa Monica, Argosy University/Sarasota, Argosy University/Schaumburg, Argosy University/Seattle, and Argosy University/Washington DC.

### Admission Requirements

- A master's degree from a regionally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

### Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 48 credit hours of coursework and 12 credit hours of dissertation.
- Satisfactory completion of a minimum eight in-residence courses
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

### Program Requirements—Based on Campus Requirements

The EdD in Counseling Psychology program requires the satisfactory completion of 60 semester credit hours. For more detailed information about the requirements of the EdD in Counseling Psychology program, please refer to the campus-specific *Academic Catalog Addendum* for your campus of record.

### **Concentrations in the Doctor of Education in Counseling Psychology Program**

In order to provide students with more intensive training in a specialty area, some campuses offer optional concentrations in Counselor Education & Supervision or Forensic Counseling within the EdD in Counseling Psychology program. For more information regarding concentration requirements, please consult the campus-specific *Academic Catalog Addendum* for your campus of record.

### **DOCTOR OF EDUCATION IN COUNSELOR EDUCATION & SUPERVISION**

The field of counselor education and supervision is dedicated to both the academic preparation and comprehensive supervision of counselors across multiple settings. The Doctor of Education (EdD) in Counselor Education & Supervision aligns with the master's-level Counselor Education programs in order to encourage entry-level counseling students to work toward becoming doctoral-level advanced practitioners, educators, and supervisors. The EdD in Counselor Education & Supervision program prepares counselors for a variety of settings by providing the advanced skills and knowledge necessary to provide leadership and advocacy, as well as serve in supervisory, training, and teaching positions in the counseling profession.

The EdD in Counselor Education & Supervision program is designed to help current practitioners with existing master's-level preparation to advance their careers. This doctorate provides expanded opportunities to compete in the market place, on par with the growing number of doctoral-level counseling practitioners. Students should consult with their campus program faculty for information on license eligibility requirements.

#### **Admissions Requirements**

To be admitted to the EdD in Counselor Education & Supervision program, a prospective student needs the following:

- A master's degree in a CACREP-compliant program field from a regionally accredited educational institution or an appropriately certified foreign institution.
- A grade point average of at least 3.25 (on a scale of 4.0) for undergraduate work and any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended.

Entering students must have a master's degree in counseling from a CACREP accredited program or a CACREP equivalent curriculum from a regionally accredited institution, a nationally accredited institution approved by Argosy University, or an appropriately certified foreign institution. CACREP, or The Council for Accreditation of Counseling and Related Educational programs, is an independent agency recognized by the Council for Higher Education Accreditation for the accreditation of master's degree programs in counseling.

Applicants who have completed a master's degree that does not meet the specific curricular or credit hour requirements listed by the campus may be admitted to the program, but will be required to meet prerequisite requirements at the master's level. Decisions about the applicability of prior master's-level coursework will be made by campus faculty based upon CACREP core curriculum requirements and state licensure laws for LPCs. Applicants will be notified during the admissions process if prerequisite courses are needed.

#### **Graduation Requirements**

In order to graduate, students must meet the following requirements:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 semester credit hours beyond the master's degree
- A grade point average of 3.0 or higher (on a scale of 4.0)
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- A completed Petition to Graduate submitted to the campus administration

### Program Requirements

The EdD in Counselor Education & Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows: advanced counseling skills requirements, 9 credit hours; advanced practice requirements, 12 credit hours; professional development and practice requirements, 12 credit hours; research core requirements, 12 credit hours; dissertation requirements, 12 credit hours; and practicum requirements, 3 credit hours.

#### Advanced Counseling Skills Requirements— Students Choose Three of the Following

C7445	Brief Psychotherapies (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
	Equivalent coursework as assessed by department head
C7537	Special Topics in Counseling (3)

Advanced Counseling Skills Requirements—9 Credit Hours

#### Advanced Practice Requirements— Students Are Required to Take the Following

C7410	Advanced Counseling Assessment (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
–or–	
C7460	Techniques of Child and Adolescent Counseling (3)
C7453	Clinical Consultation (3)

Advanced Practice Requirements—12 Credit Hours

#### Professional Development and Practice Requirements— Students Are Required to Take the Following

C7444	Multicultural Issues in Counselor Education and Supervision (3)
C7454	Models of Clinical Supervision (3)
C7461	Ethics in Counselor Education and Supervision (3)
C7465	Teaching in Higher Education (3)

Professional Development and Practice Requirements—12 Credit Hours

#### Research Core Requirements—Students Are Required to Take the Following

R7000	Introduction to Advanced Academic Study and Writing (3)
R7032	Experimental Research Methods (3)
R7035	Qualitative Research Methods (3)
R7036	Program Evaluation Methods (3)

Research Core Requirements—12 Credit Hours

#### Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation—Counseling
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Dissertation Requirements—12 Credit Hours

#### Practicum Requirements—Students Are Required to Take the Following

C7500	Advanced Counseling Practicum (1)
C7510	Advanced Counseling Internship (2)

Practicum Requirements—3 Credit Hours

### DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP PROGRAM

The Doctor of Education (EdD) in Organizational Leadership program is designed to meet the special requirements of working professionals who wish to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to enable working professionals to pursue their personal and professional goals through the completion of a graduate program.

Based on the belief that success for an organization is directly and substantially linked to leaders within the organization, Argosy University offers the Organizational Leadership program, which provides practicing professionals with opportunities for personal and professional development. The faculty are committed to providing their students with a learning environment that informs, enhances, challenges, and supports the development of organizational leaders ready to successfully face the complex issues present in an ever-changing world.

The program focuses on the qualities of transformational leadership, not just managerial attributes. This approach enables the faculty members to dedicate themselves to preparing students to lead complex organizations faced with an abundance of strategic challenges, such as increasing globalization, changing economies, societal shifts, and individual-organizational relationships. It is the premise of the program that leaders prepared in this manner can be visionaries and innovators, leading viable organizations capable of meeting the challenges of the future.

Currently, the EdD in Organizational Leadership program is offered at Argosy University/Chicago, Argosy University/Denver, Argosy University/Hawai'i, Argosy University/Orange County, Argosy University/Sarasota, Argosy University/Schaumburg, Argosy University/Tampa, and Argosy University/Washington DC.

#### Admission Requirements

- A master's degree from a regionally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

All applications for admission must be submitted to the Admissions Department of the individual campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Documentation of applicant employment with or access to a professional or educational organization.
- Official transcripts from all postsecondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

### Graduation Requirements

- Satisfactory completion of 60 semester credit hours beyond the master's degree, including 45 credit hours of coursework and 15 credit hours of dissertation.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

### Program Requirements

The EdD in Organizational Leadership program requires the satisfactory completion of 57 semester credit hours, distributed as follows: research requirements, 9 credit hours; core requirements, 24 credit hours; elective requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

A minimum of eight courses must be completed on-campus.

#### Research Requirements—Students Are Required to Take the Following

- |       |   |
|-------|---|
| R7031 | Methods and Analysis of Quantitative Research (3) |
| R7036 | Program Evaluation Methods (3)                    |

#### Students Choose a Minimum of One of the Following

- |       |   |
|-------|---|
| R7032 | Experimental Research Methods (3)       |
| R7034 | Advanced Statistical Methods (3)        |
| R7035 | Qualitative Research and Evaluation (3) |
| R7037 | Survey Techniques (3)                   |
| R7103 | Business Research Methods (3)           |

#### Research Requirements—9 Credit Hours

#### Core Requirements—Students Are Required to Take the Following

- |       |   |
|-------|---|
| L7101 | Seminar in Leadership (3)                                 |
| L7432 | Professional Development in Leadership (3)                |
| L7438 | Team Management (3)                                       |
| L7450 | Interpersonal and Organizational Communication (3)        |
| L7451 | Leading Through and Beyond Change (3)                     |
| L7452 | Leadership and Ethics (3)                                 |
| L7838 | Directed Independent Study: Organizational Leadership (3) |
| L7900 | Conflict Management (3)                                   |

#### Core Requirements—24 Credit Hours

#### Elective Requirements—Students Choose Four from the Following\*

- |       |   |
|-------|---|
| L7131 | Human Resource Management (3)                   |
| L7400 | Special Topics: Human Services (3)              |
| B7401 | Advanced Organizational Behavior (3)            |
| B7404 | Stress Management Control (3)                   |
| B7405 | Business Policy Seminar (3)                     |
| L7431 | Theory and Development of Motivation (3)        |
| L7435 | Financial Management in Human Services (3)      |
| L7437 | Special Topics in Organizational Leadership (3) |
| L7440 | Organizational Consultation (3)                 |
| B7602 | Global Management Models (3)                    |

#### Elective Requirements—12 Credit Hours

\* Electives not listed in the program of study may be accepted with approval of the campus dean or program chair.

#### Dissertation Requirements—Students Are Required to Take the Following

- |       |  |
|-------|--|
| L7935 | Dissertation — Organizational Leadership (3)<br>Offered in four 3-credit hour blocks each lasting one semester |
|-------|--|

#### Dissertation Requirements—12 Credit Hours

### DOCTOR OF EDUCATION IN PASTORAL COMMUNITY COUNSELING PROGRAM

The Doctor of Education (EdD) in Pastoral Community Counseling program is based on the fundamental belief that religious/spiritual communities provide a unique opportunity for human growth and development. Currently, the EdD in Pastoral Community Counseling program is only offered at Argosy University/Sarasota. The program is designed to prepare leaders within religious communities with an opportunity for personal and professional development, directed toward making a significant contribution to their community and to society. With this in mind, the program integrates the engagement of knowledge, the development of skills, reflective practice, and research in a manner that prepares the pastoral counselor to address individual and communal development in an ethically responsible fashion.

The Pastoral Community Counseling program is committed to the concept of community. In this regard, the learners participate with one another and with faculty in a virtual community. This provides a means of support and interaction that exceeds the boundaries imposed by geographical definition, and utilizes technology for the purposes of individual, community, and societal development.

The program is designed to afford working professionals the opportunity to pursue doctoral study while maintaining active participation in their professional endeavors. Also, in concert with its emphasis on the religious/spiritual community, the program is offered in a modified cohort format.

Courses in this program may be taken as electives by students in other EdD programs, and course substitutions may be approved by the program coordinator.

#### Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- The names and contact information of three professional and/or academic references
- Official transcripts from all postsecondary schools attended

#### Graduation Requirements

A student is eligible for graduation from the EdD Pastoral Community Counseling program when the following requirements have been met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members and program coordinator of Pastoral Community Counseling
- Satisfactory completion of 60 semester credit hours beyond the master's degree
- Successful completion of the Comprehensive Examination
- A grade point average of 3.0 or higher
- The completion of all dissertation seminars
- The completion of the dissertation
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

#### Program Requirements

The EdD in Pastoral Community Counseling requires the satisfactory completion of 60 semester credit hours, distributed as follows: research requirements, 9 credit hours; core requirements, 15 credit hours; elective requirements, 21 credit hours; and dissertation requirements, 15 credit hours.

#### Research Requirements—Students Are Required to Take the Following

R7031	Methods and Analysis of Quantitative Research (3)
R7035	Qualitative Research and Evaluation (3)
R7036	Program Evaluation Methods (3)

Research Requirements—9 Credit Hours

#### Core Requirements—Students Are Required to Take the Following

C7440	Marriage and Family Therapy (3)
S7101	Professional Development in Pastoral Community Counseling (3)
S7102	Individual Spiritual Enhancement (3)
S7108	Contemporary Ethical Issues in Pastoral Counseling (3)
S7110	Spiritual and Religious Issues in Counseling (3)

Core Requirements—15 Credit Hours

#### Elective Requirements—Students Choose Seven From the Following

##### In-Discipline Courses

S7103	Holistic Health Theory and Practice (3)
S7104	Family Mediation and Conflict Resolution (3)
S7105	Curriculum Development for Community Education (3)
S7106	Non-Western Helping and Healing (3)
S7107	Directed Independent Study in Religion and Psychology (3)

##### Related Discipline Courses

C6431	Counseling in Community Settings (3)
C7432	Advanced Individual Counseling (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7454	Models of Clinical Supervision (3)
C7455	Addictions Counseling (3)
C7463	Theory and Practice of Motivation (3)
L7101	Seminar in Leadership (3)
R7032	Experimental Research Methods (3)

Elective Requirements—21 Credit Hours

#### Dissertation Requirements—Students Are Required to Take the Following

S7935	Dissertation—Pastoral Counseling (3)
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Dissertation Requirements—15 Credit Hours

### DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

The primary purpose of the Doctor of Psychology (PsyD) in Clinical Psychology program is to educate and train students in the major aspects of clinical practice. To ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. Students who complete the clinical psychology program earn a Doctor of Psychology (PsyD) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

In contrast to the Doctor of Philosophy (PhD) degree, which is primarily a research degree attainable in a variety of academic disciplines, the Doctor of Psychology (PsyD) degree combines relevant research, applied theory, and field experience to prepare the graduate to apply psychological knowledge in a variety of settings and roles.

The program accepts students who have a minimum of a bachelor's degree. Although prior degrees need not be in psychology, some psychology courses are required (as prerequisites for admission), and some experience in psychological services is desirable.

All Argosy University campuses use the same fundamental practitioner-scholar model for training and evaluation. In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and conceptual skills, and must complete a Clinical Research Project in the area of applied clinical psychology.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools of Professional Psychology and the standards of the American Psychological Association.

Included among the basic objectives of the program are the following:

- Preparing practitioners to deliver basic diagnostic and therapeutic services to diverse populations, whether on an individual, family, or group basis
- Enabling practitioners to integrate biological, psychological, and sociocultural aspects of human functioning into their clinical approach
- Assisting practitioners to assume leadership positions within the healthcare delivery system
- Training psychologists to work with professionals from other disciplines as part of an effectively functioning healthcare team
- Preparing practitioners to evaluate and use clinical research applications of psychology

The PsyD in Clinical Psychology programs at the following campuses have been accredited by the Committee on Accreditation of the American Psychological Association (APA) (750 First Street NE, Washington D.C. 20002-4242, 202.336.5510).

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

Other campuses will pursue APA accreditation at the earliest appropriate time.

Matriculation through the PsyD in Clinical Psychology program curriculum helps prepare students to sit for the national licensure examination. Licensure requirements and standards for professional practice vary from state to state; therefore, prospective and enrolled students are urged to examine the requirements of the specific state in which they plan to practice. State licensure requirements may be obtained from:

Association of State and Provincial Psychology Boards  
P.O. Box 4389  
Montgomery, Alabama 36103  
332.832.4580  
www.asppb.org

The credit hour requirement for the Doctor of Psychology in Clinical Psychology program will increase by 8 credit hours to 98 credit hours for students who begin the program in the 2006–2007 academic year. This modification will result in an associated tuition increase which is reflected in the Schedule of Tuition and Fees in appendix 4 of this catalog.

#### **Admission Requirements**

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.25 (on a scale of 4.0) in work leading to the bachelor's degree or any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

#### **Exceptions to the Minimum Grade Point Average**

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by

the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

#### **Graduation Requirements**

To receive the Doctor of Psychology in Clinical Psychology degree, the student must fulfill the degree requirements of their campus. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study
- Satisfactory completion of 98 semester credit hours
- A minimum grade point average as defined by the campus of attendance
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

For more detailed information concerning graduation requirements, refer to the program information published in the campus-specific *Academic Catalog Addenda*.

#### **Awarding the Master of Arts in Clinical Psychology Degree to Students Enrolled in the Doctor of Psychology in Clinical Psychology Program**

Students enrolled in a PsyD in Clinical Psychology program may be granted a Master of Arts in Clinical Psychology degree while pursuing a PsyD in Clinical Psychology degree. To be granted the MA in Clinical Psychology, students must petition the school and meet all requirements of the MA in Clinical Psychology program.

#### **Non-Academic Competence Policy**

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at [http://www.appic.org/downloads/CCTC\\_Comprehensive\\_Ev82AA3.pdf](http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf)

#### **Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials**

It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.

Argosy University encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context.

Argosy University policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

### **Program Requirements — Based on Campus Requirements**

The curriculum offered within the doctoral program consists primarily of courses that are required of all graduate students. Some of these required courses cover the major theories of historical and modern psychology and their application in current practice; the stages of the developmental process, and the basis for behavior; psychopathology; and a series of courses dealing with the administration and interpretation of various forms of assessment. Students are also required to participate in two years of practicum field experience and the seminar that accompanies each practicum. Various elective courses cover a wide range of areas, including advanced therapy and the treatment of special populations. A one-year internship or its equivalent is the final stage in the training process. Program-specific requirements and options may change from time to time. For campus-specific program information, refer to the *Academic Catalog Addendum*.

#### *Professionalization Group Requirements*

During their first year, doctoral students participate in Professionalization Groups that focus on topics related to professional psychology. Through independent reading and discussions led by faculty members, students begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers.

More detailed information on Professionalization Groups can be found in the campus-specific *Academic Catalog Addenda*.

#### *Practicum Requirements*

Students in good academic standing participate in the practicum, as approved by faculty and staff responsible for field training. The practicum is a field experience that spans 9–12 months for approximately 16–20 hours per week during the academic year. The specific clinical focus of the practicum varies according to the student's program, training needs, interest, and the availability of practicum sites. Because of the critical nature of practicum experience in the training of a clinical psychologist, students are not released from the practicum requirement, regardless of prior work experience. In addition, to ensure that the practicum experience is dedicated exclusively to training, students may not complete the practicum in their place of employment. Students are advised to review the campus-specific *Academic Catalog Addenda* available at each campus for more information on practicum requirements.

#### *Practicum Seminar Requirements*

Students participating in the practicum are enrolled concurrently in a regularly scheduled practicum seminar that meets throughout the academic year. The content and emphasis of the seminars vary according to the practicum setting of the enrolled students and the professional expertise of the faculty member leading the group.

The seminars offer a variety of valuable experiences, which include an analysis of audio/video material covering diagnostic interviewing and therapy, skills development in diagnostic interviewing, and training in a wide variety of therapy techniques. Students are evaluated in the seminar. These evaluations are included in the student's academic record. Students should consult their *Academic Catalog Addenda* for specific information concerning various practicum experiences.

#### *Comprehensive Examination Requirements*

At certain Argosy University campuses, students must successfully complete a Comprehensive Examination to demonstrate that they have mastered the fundamental theories and concepts required of a clinical psychologist. The time and format of the Comprehensive Examination is determined by each campus. Adequate advance notice is provided to each student preparing for the Comprehensive Examination. Further information on the Comprehensive Examination can be found in the campus-specific *Academic Catalog Addenda*.

#### *Clinical Competency Examination Requirements*

The Clinical Competency Examination (CCE), which is also referred to as the CEC, and/or CPE, or PCE at some Argosy University campuses, is a series of competency-based tasks in which students demonstrate to the faculty a mastery of major clinical assessment and therapy skills. The purpose of this evaluation is to monitor the student's growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent internship training and clinical practice. In this evaluation, students may be required to demonstrate clinical competency in the following clinical areas:

- Diagnostic interviewing
- Psychodiagnostic scoring
- Psychodiagnostic interpretation
- Psychotherapy
- Professional ethics

Approval for an internship is based upon faculty evaluation of the student's total performance on clinical tasks. A student who does not demonstrate proficiency in the overall CCE performance may not begin an internship. The faculty may require further intensive training and demonstration of competency before approving a student's enrollment in an internship. Refer to the campus-specific *Academic Catalog Addenda* for further information on CCE requirements.

#### *Internship Requirements*

Designated faculty and staff members at each campus help the student identify an appropriate location for internship and prepare the documentation necessary for internship application. During the course of the internship, those responsible for training continue to monitor the progress of the student and maintain contact with the student and his or her supervisor.



Since the needs of students differ during the internship process, all internship sites must receive the approval of the training staff. While an internship may be a paid position, the internship site may not be the student's regular or prior place of employment. Refer to the campus-specific *Academic Catalog Addenda* for further information on internship requirements.

#### *Clinical Research Project/Dissertation Requirements*

Each doctoral student is required to develop a Clinical Research Project (CRP) or dissertation as a requirement for graduation. The CRP or dissertation is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues; and to produce an original piece of scholarly work in the field of clinical psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions to the student. The student should plan to spend a minimum of 9–12 months completing the CRP or dissertation. Most campuses require the initiation of CRP or dissertation prior to the start of internship, even though the required dates for completion may vary.

Throughout the CRP or dissertation process, the student works closely with the committee chairperson and other committee members in order to develop a proposal and complete an original and scholarly work. Refer to the campus-specific *Academic Catalog Addenda* for further information on Clinical Research Project and dissertation requirements.

#### **Concentrations in the Doctor of Psychology in Clinical Psychology Program**

At some campuses, the following optional concentrations are offered to PsyD in Clinical Psychology students to provide more intensive training in a specialty area.

Child & Adolescent Psychology  
Child & Family Clinical Practice  
Child & Family Psychology  
Client-Centered and Experiential Psychotherapies  
Clinical Health Psychology  
Diversity in Clinical Practice  
Diversity & Multicultural Psychology  
Family Psychology  
Forensic Psychology  
General Adult Clinical  
Geropsychology  
Health & Neuropsychology  
Health Psychology  
Marriage/Couples & Family Therapy  
Neuropsychology  
Neuropsychology/Geropsychology  
Psychoanalytic Psychology  
Psychology & Spirituality  
Sport-Exercise Psychology

For complete information on available concentrations and the requirements for fulfilling a concentration, consult the campus-specific *Academic Catalog Addenda*.

#### **DOCTOR OF PSYCHOLOGY IN SCHOOL PSYCHOLOGY PROGRAM**

The Doctor of Psychology (PsyD) in School Psychology program is designed to prepare students to meet the criteria for state certification as school psychologists, and to prepare them to become nationally certified school psychologists in accordance with criteria developed by the National Association of School Psychologists (NASP). The program emphasizes the development of attitudes, knowledge, and skills essential to the training of school psychologists who are committed to the ethical provision of quality services.

Using objectives built on the training standards by NASP, students will gain knowledge and skills in the areas of:

- Data-based decision-making and accountability
- Consultation and collaboration
- Effective instruction and development of cognitive/academic skills.
- Socialization and development of life skills
- Student diversity in development and learning
- School and systems organization, policy development and climate
- Prevention, crisis intervention, and mental health
- Home/school/community collaboration
- Research and program evaluation
- School psychology practice and development
- Information technology

This program prepares students to become leaders in district school psychology departments, as well as trainers in school psychology university programs. Graduates of this program may also be eligible for licensure as psychologists at the state level, as well as certified school psychologists, which may enable them to provide school psychology services as independent consultants in private practice.

The program faculty ensure through direct instruction, assessment, and supervision that students acquire competencies in each of the following areas: psychological and educational foundations, cognitive, academic and personality assessment, psychoeducational interventions, statistics and research methodology, research initiatives, practicum experiences and professional school psychology coursework.

Currently, the PsyD in School Psychology program is only available at Argosy University/Hawai'i and at Argosy University/Phoenix.

### School Psychology Clinical Training Overview

School psychology clinical training involves the coursework and supervised out-of-class contact of graduate students with children, youth, and families. Through this contact, Argosy University students will apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a school psychologist. By the end of their clinical training in school psychology, students will possess effective assessment and intervention skills, so that they can practice in a highly skilled manner.

During the school psychology clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in various ways by faculty members and site supervisors on the skills delineated above. Students generally complete 12 credit hours of practicum and a 1500-hour internship.

### Admission Requirements

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.25 (on a scale of 4.0) in work leading to the bachelor's degree or any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

### Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file.

Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

### Prerequisites for Admission

Applicants should have completed the following five undergraduate prerequisite for admission courses or their equivalent with a grade of "B-" or better prior to the anticipated date of enrollment in the PsyD in School Psychology program:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

- Applicants are expected to meet the prerequisite course requirements by the end of the first year of coursework.

### Application Deadlines

#### Fall Admission

January 15	Priority deadline
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

#### Spring Admission (Argosy University Phoenix Only)

November 15 Final deadline

#### Summer I Admission (Argosy University/Phoenix Only)

April 15 Final Deadline (applications may be accepted after this date dependent on space availability)

#### Summer II Admission (Argosy University/Phoenix Only)

June 15 Final Deadline (applications may be accepted after this date dependent on space availability)

### Graduation Requirements

Students admitted into the Doctor of Psychology in School Psychology program will be responsible for completing the requirements that are in effect at the time of their admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession of school psychology.

To be eligible for awarding of the PsyD in School Psychology degree, students must meet the following requirements:

- Satisfactory completion of 98 semester credit hours which include:
  - 77 credit hours of required coursework
  - 6 credit hours of elective coursework
  - 12 credit hours of practicum and practicum seminar
  - 3 credit hours of School Psychology Research Project
- Successful completion of the required practicum
- Successful completion of the School Psychology Evaluation Competency (SPEC)

- Successful completion of the School Psychology Intervention Competency Examination (SPICE)
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of “B-” or better in all required courses
- Successful completion of the School Psychology Research Project
- Successful completion of a full year 1500-hour internship
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

#### **Non-Academic Competence Policy**

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).

- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at [http://www.appic.org/downloads/CCTC\\_Comprehensive\\_Ev82AA3.pdf](http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf)

#### **Writing Program**

The Writing program helps students master the skills of writing psychological and research reports in an accurate, informative, and professional manner. All new students are required to complete a writing assessment at the time of orientation to evaluate their writing skills and needs in the areas of organization, clarity, and professional writing style. Based on the results of the writing assessment, students may be required to enroll in a tutorial in the Writing program, where they work one-on-one with an advanced student in developing their skills.

In addition, the student will be required to take the writing tutorial if any instructor indicates that it is required, if two instructors recommend it during the same semester, or upon three recommendations for it by instructors accumulating over more than one semester. The writing tutorial may be required more than once. The student instructors work closely with the faculty in order to link the writing program to the actual work requirements of the classes in which the student is enrolled. All students have the option of voluntarily enrolling in the Professional Writing Tutorial at any time. The tutorial does not count toward credits required for graduation, though students are encouraged to take it.

#### **Program Requirements**

The PsyD in School Psychology program requires the successful completion of 98 semester credit hours, distributed as follows: assessment and intervention requirements, 27 credit hours; consultation and clinical knowledge requirements, 18 credit hours; elective requirements, 6 credit hours; professional roles and issues requirements, 11 credit hours; psychological foundations requirements, 15 credit hours; science and scholarship requirements, 9 credit hours; and practicum and practicum seminar requirements, 12 credit hours.

#### **Assessment Intervention Requirements— Students Are Required to Take the Following**

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PS7331	Psychological Assessment Children and Adolescents (3)
PS7370	Cognitive Assessment (3)
PS7373	Integrative Assessment (3)
PS7385	Personality Assessment (3)
PS8000	Learning and Advanced Interventions (3)
PS8010	Cognitive Behavioral Therapy (3)
PS8050	Family and Couples Therapy (3)
PS8060	Group Psychotherapy (3)
PS8646	Introduction to Neuropsychological Assessment (3)

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Assessment Intervention Requirements—27 Credit Hours

**Consultation and Clinical Knowledge Requirements—  
Students Are Required to Take the Following**

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PS7070	Foundation of Exceptional Student Education (3)
PS7330	Child and Adolescent Psychopathology (3)
PS7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PS7360	Clinical Psychopharmacology (3)
PS8100	School Consultation and Supervision: Theory and Procedure (3)
PS8710	Child Psychotherapy (3)

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Consultation and Clinical Knowledge Requirements—18 Credit Hours

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

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PS7000	History and Systems (3)
PS7009	Professional Issues in School Psychology: Ethics, History and Practice (3)
PS7100	Professional Issues: Ethics, Conduct and Law (3)
PS7110	Professionalization Group I (1)
PS7111	Professionalization Group II (1)

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Professional Roles and Issues Requirements—11 Credit Hours

**Psychological Foundations Requirements—  
Students Are Required to Take the Following**

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PS7010	Lifespan Development (3)
PS7040	Cognition and Affective Processes (3)
PS7050	Physiological Psychology (3)
PS7060	Social Psychology (3)
PS7080	School Organization and Curriculum (3)

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Psychological Foundations Requirements—15 Credit Hours

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

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PS7200	Statistics and Research I (3)
PS7201	Statistics and Research II (3)
PS8501	School Psychology Research Project I (1)
PS8502	School Psychology Research Project II (1)
PS8503	School Psychology Research Project III (1)

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Science and Scholarship Requirements—9 Credit Hours

**Practicum and Practicum Seminar Requirements—  
Students Are Required to Take the Following**

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PS8201	Practicum I (3)
PS8202	Practicum and Seminar II (3)
PS8203	Practicum and Seminar III (3)
PS8204	Practicum and Seminar IV (3)

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Practicum and Practicum Seminar Requirements—12 Credit Hours

**Internship Requirement—Students Are Required to Take the Following**

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PS8900	Internship—Doctoral (0)
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Internship Requirement—0 Credit Hours

*Elective Requirements*

Students in the PsyD in School Psychology program are required to complete 6 credit hours of electives, to be approved by the campus dean or program chair prior to enrollment in the class.

*Professionalization Group Requirements*

During their first year, students participate in weekly Professionalization Groups that focus on topics related to professional school psychology. Through readings and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in school psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers. The faculty member who leads the student's Professionalization Groups also serves as his/her academic advisor.

*Practicum and Practicum Seminar Requirements*

The goal of the practicum, or field work, experience is to assist students in relating their knowledge in a practical setting by learning professional skills that make them a school psychology professional. The objective of the practicum is to learn the knowledge and skills. The learning objectives that are used are the same as the requirements for the National School Psychology Certification System of the National Association of School Psychologists.

*Eligibility Requirements for Practicum*

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0). In Hawaii no student can be placed in a Hawaii department of Education (HDOE) practicum site until that student has successfully completed a criminal background check as agreed to in the Argosy University/Hawai'i and HDOE *Memorandum of Agreement*.

Students must demonstrate readiness to assume a professional role and interact appropriately with children, youth and parents. Personal adjustment issues, interpersonal difficulties, poor communications skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the director of Clinical Training regarding their eligibility to continue practicum.

*Practicum Prerequisites*

To be eligible for Practicum I (PP/PS8201), students must have successfully completed (or transferred, if applicable) the following courses:

**Practicum Prerequisites**

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PS7010	Lifespan Development (3)
PS7110	Professionalization Group (1)
PS7111	Professionalization Group (1)
PS7330	Child and Adolescent Psychopathology (3)
PS7331	Psychological Assessment of Children and Adolescents (3)
PS7370	Cognitive Assessment (3)
PS7385	Personality Assessment (3)
PS8010	Cognitive Behavioral Therapy (3)

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To be eligible for Practicum III (PS8203), [the second year of practicum], students must have fulfilled the following requirements:

- Successful completion of the SPEC
- Successful completion of Practicum and Practicum Seminar I (PS8201)/Practicum and Practicum Seminar II (PS8202)
- Good academic standing

#### Practicum Seminar

All students enrolled in the practicum must also attend the practicum seminar. The content of the practicum seminar varies according to the learning outcomes and practicum site of the enrolled students and the learning outcomes for the year. Concurrent enrollment in practicum seminars is mandatory.

#### Practicum Experiences

The PsyD in School Psychology student takes 12 credit hours with a minimum of 1000 hours of practicum. The majority of the direct experiences will be in the schools, however, students are encouraged to attend professional development opportunities, including membership in professional organizations and attending professional presentations that are related to school psychology. Of this, 6 credit hours can be transferred from the master's-level practicum experiences. If the student took a school psychology master's-level internship at Argosy University/Phoenix or Argosy University/Hawai'i, the program chair can waive an additional 6 of practicum if the experience is deemed equivalent.

A practicum may not be done in a student's place of employment. All students placed on practicum must be covered by professional liability insurance, purchased through Argosy University. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of registration.

#### Advanced Practicum

Students may opt to complete practicum hours beyond the required 12 credit hours of practicum. To be eligible for Advanced Practicum, students must be in good academic standing, have completed 12 credit hours of required practicum, and successfully completed the School Psychology Intervention Competency Examination (SPICE) or the equivalent (e.g., be certified as a psychologist).

The requirements for Advanced Practicum are the same as those for the first two years of school psychology practicum. Students are expected to provide services consistent with those provided by professional psychologists in school and clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

6 credit hours of Advanced Practicum are equivalent to one 3-credit hour general elective in the doctoral program.

#### Practicum Evaluation

Students are expected to demonstrate mastery of their educational and psychological knowledge base, demonstrate mastery of assessment and intervention skills, and demonstrate appropriate professional attitudes throughout the practicum. The summary evaluations of student progress will be based on these criteria as the student progressively becomes more competent. The student will keep a portfolio to demonstrate this growth.

The formative evaluations are done by site supervisors and fieldwork leaders (seminar leaders) after each practicum. The summative evaluations are done through the evaluation of the student's portfolio and two major outcome measures: the School Psychology Evaluation Competency (SPEC) and the School Psychology Intervention Competency Examination (SPICE).

#### *National School Psychology Certification System Requirements*

All students must take the National School Psychology Certification test to become nationally certified.

#### *School Psychology Evaluation Competency Examination (SPEC) Requirements*

The School Psychology Evaluation Competency Examination (SPEC) requires each student to present a diagnostic interview and conceptual analysis in writing resulting in a case formulation, diagnostic formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the SPEC is to monitor the growth and development of the student's competency in school psychology problem-solving in diagnosis and proposed delivery of services, direct and indirect.

The SPEC ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundation of school psychology, the student's ability to manage a clinical interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation. Students must pass the SPEC prior to beginning the second year of practicum. The SPEC is taken during the spring semester of the student's first practicum year.

The SPEC requirement is met by submitting a tape and transcript or other approved sample of a psychodiagnostic interview that the student has conducted with a client, and a diagnostics case formulation report, including self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique.

Students should refer to the *School Psychology Evaluation Competency Examination* document for complete information concerning the requirements and process for completing the SPEC.

### *School Psychology Intervention Competency Examination (SPICE) Requirements*

The School Psychology Intervention Competency Examination (SPICE) requires each student to make a presentation of either a direct or indirect intervention. A direct intervention should include a summary detailing the assessment of the client's needs, plans for remediation, implementation of treatment and evaluation of progress or improvement. An indirect intervention should include consultation, the assessment of needs/risks, planning of an intervention program, the implementation and evaluation of the program's successor or benefits. Following successful passage of the written analysis and work sample, the student schedules an oral defense with her/his seminar faculty and an additional faculty member. During the oral defense, the student answers questions based, in part, upon SPICE materials. Additionally, the student's fund of knowledge regarding foundations in clinical psychology will be assessed.

The SPICE requirement is met by submitting a tape and transcript, or other approved sample, including self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique.

A student is ineligible for internship until he/she has passed the SPICE. In the event of a failure, the examination may be re-taken once. If the written component of the SPICE is passed, an oral examination is scheduled. Failure of either the written or the oral component of the SPICE constitutes a failure of the SPICE.

Students should refer to the *School Psychology Intervention Competency Examination* document for complete information concerning the requirements and process for completing the SPICE.

### *School Psychology Research Project Requirements*

Each doctoral student is required to develop a School Psychology Research Project (SPRP) as a requirement for graduation. The SPRP is intended to provide students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to analyze methodological issues, and to produce an original piece of scholarly work in the field of school psychology.

The philosophy of the doctoral program faculty with respect to research, research skills and the SPRP is consistent throughout the program. The program model is the scholar-practitioner model in which students are expected to learn to understand research and use research findings as a primary resource for their professional work. Students are expected to read current research articles and understand the methods and statistics, draw appropriate conclusions from research, and critique research interns of internal and external validity. All of these skills are important and necessary when integrating information in the field and, more generally, in being a qualified school psychologist. Types of projects that are acceptable for the SPRP include a broad range of qualitative and quantitative methods, such as empirical research including archival studies, case studies, literature reviews, program development, and program evaluation. Students should refer to the *School Psychology Project Manual* for complete information concerning the requirements and process for completing the SPRP.

Students must register for a minimum of 3 credit hours of SPRP during one, two, or three semesters. If the SPRP has not been successfully completed after the completion of 3 credit hours, students must continuously register for 1 credit hour per semester until it is completed. Students must be registered for SPRP when they defend their proposal, while they are using faculty committee time, and Argosy University resources, and when they defend the final project. Students must complete the SPRP prior to beginning the internship.

### *Internship Requirements*

The internship serves as a Capstone Course, where theory and practice are demonstrated. Students in the school psychology program demonstrate knowledge and skills that reflect the professional and ethical standards of the field. The internship allows students to provide the full range of school psychological services to pupils in regular and special education in school and clinical settings.

The internship involves direct and indirect services to students and their families in conjunction with school personnel and related mental health professionals. Some internship sites may be paid.

1500 hours of internship are required in the PsyD in School Psychology program. Students may complete a 2,000-hour internship, if they desire. At least 600 hours of the internship must be spent in the schools. The remaining hours of the internship may be spent in clinical settings with children, youth, and their families.

This requirement for the School Psychology program cannot be obtained in more than two placements. Internships are an invaluable culminating experience for school psychology students, providing the opportunity to work with a variety of children and adolescents with and without disabilities in both regular and special education, and in clinical settings.

The internship experience allows students to integrate all of their previously learned skills and knowledge in a comprehensive service delivery system. The internship sites must meet state and national professional and ethical guidelines. Typically, full-time students will begin the internship during their fifth year of enrollment.

### *Eligibility Requirements for Internship*

To be eligible to begin internship, students must be in good academic standing, and must have completed all program requirements, including the following:

- Successful completion of the School Psychology Evaluation Competency Examination
- Successful completion of the School Psychology Intervention Competency Examination
- Successful completion of all coursework, with no grades of "Incomplete"
- Successful completion and defense of the School Psychology Research Project (SPRP)

Students should consult their campus dean or program chair about the Internship Applications and the specific application procedures.

#### Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Training Department and/or program chair to make certain that the student is meeting the minimum standards for academic progress.

The Training Department and/or the program chair of the School Psychology program actively work to address areas of significant difficulty. If the student is in need of remediation at any point of the internship, the Argosy University Training Committee and/or program chair will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the Training Department and/or program chair make the final determination as to whether or not the internship requirements have been met. If post-internship remedial work is required, the student, the Training Department, the program chair, and the internship site supervisor will develop a written contract specifying the areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the Training Department and the program chair and/or the hearing of student appeals by the Appeals Board apply to internship remediation.

#### **Course/Credit Transfer**

##### *Courses Taken at Other Institutions*

Students who have completed graduate coursework at another institution may petition for a transfer of courses in the PsyD in School Psychology program up to a maximum of 10 courses (30 credit hours). Complete information on course/credit transfer criteria can be found in section 7, "Academic Policies and Procedures."

Practicum, practicum seminars, and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit will appear on the student's transcript as a "transfer course" under the corresponding course number and title.

##### *Transfer of Courses/Credit Earned in the Doctor of Psychology in Clinical Psychology Program Practicum into the Doctor of Psychology in School Psychology Program*

In some cases, practicum hours and the practicum seminar taken while the student was in-residence in the Argosy University PsyD in Clinical Psychology program (including sport-exercise psychology) may be transferred into the PsyD in School Psychology program if the functions performed at the practicum site were primarily those of a school psychologist and/or the populations served were primarily children and/or adolescents and their families. The student must have been supervised by a licensed psychologist, and have completed 500 hours of service at each practicum. Half of the practicum hours must have been in direct service. The accompanying competency examination(s) that were completed in the PsyD in Clinical Psychology program, if passed, may be substituted for the School Psychology Competency Examination(s), if the campus dean or program chair ascertain that the examination is acceptable and that the student has attained the required competencies for the field of school psychology.

*Section Eleven*

## **Course Listing**





# Undergraduate Courses

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Not every course is offered at each Argosy University campus. Availability is based on curriculum, faculty interest, local clinical needs, and student interest. *Registration Bulletins* and other announcements provide detailed course availability and prerequisite information. The listing presented here was current at the time of publication. We recommend contacting the particular campus for current course availability.

Course prerequisites that are campus-specific are indicated by the following abbreviations:

ATL	Argosy University/Atlanta
CH	Argosy University/Chicago
DAL	Argosy University/Dallas
DEN	Argosy University/Denver
DC	Argosy University/Washington DC
HI	Argosy University/Hawai'i
IE	Argosy University/Inland Empire
NAS	Argosy University/Nashville
ORA	Argosy University/Orange County
PHX	Argosy University/Phoenix
SAR	Argosy University/Sarasota
SCH	Argosy University/Schaumburg
SEA	Argosy University/Seattle
SF	Argosy University/San Francisco Bay Area
SD	Argosy University/San Diego
SM	Argosy University/Santa Monica
TAM	Argosy University/Tampa
TC	Argosy University/Twin Cities

## COURSE NUMBERING SYSTEM

While many courses cross lines between class levels, and therefore the numbering system is not always completely consistent, the following offers a general correlation between course numbers and grade levels:

Grade Level	Course Number Range
Freshman	100–199
Sophomore	200–299
Junior	300–399
Senior	400–499

Argosy University awards semester credit hours as noted in each course description.

## ACCOUNTING (ACC)

### ACC201 Principles of Accounting 3 credit hours

This course provides an introduction to the preparation and use of accounting principles. Emphasis is on basic accounting procedures, measurement of income and expense, working capital, and investments. Includes material on corporations, capital budgeting, and interpretation of financial statements.

## BIOLOGY (BIO)

### BIO110 Understanding Human Anatomy 3 credit hours

This course covers the structure and function of the human body with emphasis on understanding the basic systems that make up our bodies. Students will be able to identify the fundamental components of the integumentary, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine, and reproductive systems. In addition, students will acquire a basic understanding of the functional relationships between these systems.

### BIO115 Fundamentals of Human Physiology 3 credit hours

This course describes how the major organs and tissues in the human body function. Basic anatomy is also reviewed to help describe the location and function of major organs and tissues. Instructional topics include the heart, blood vessels, lungs, skin, gastrointestinal system, urinary system, hormones, liver and interstitial fluid. The interrelationship between selected organs and tissues is also presented. Medical conditions and disease states are introduced as pathologically altered physiology to help students relate better to the instructional topics.

### BIO120 Human Anatomy and Physiology 3 credit hours

Principles of human anatomy and physiology are introduced, including the internal regulatory mechanisms which maintain an individual in a healthy state. The relationship between normal structure and function emphasized so that the student may have a basis to continue with course emphasizing altered health states.

## BUSINESS (BUS)

### BUS211 Business Law 3 credit hours

Current topics in the area of law, regulatory controls, and ethical issues and their effect on decision making are examined. Attention is given to developing critical thinking skills to make humane and informed choices in resolving managerial dilemmas that pose ethical or legal problems.

### BUS270 Business Ethics 3 credit hours

This course examines the role of ethics in business and the ethical issues that confront today's corporate leaders, managers, and employees. Emphasis will be on advancing ethical awareness, critical reasoning skills, and core principles of ethical behavior to provide students with the basic tools to address and resolve complex, critical and at times, conflicting interests and opportunities. Students will assess the role of ethics in relationship to corporate social responsibility, managerial decision-making, executive leadership, and corporate governance through diverse perspectives.

**BUS301 Organizational Communications**

*3 credit hours*

The role of communication in the effective management of formal organizations is studied. Contemporary communication theory, as well as a set of strategies and methods helpful in analyzing an organization's ability to communicate, are examined.

**BUS312 Critical Thinking and Planning**

*3 credit hours*

Principles, procedures, and practices of good communication and their relationship to management supervision are discussed. Oral and written communication skills, critical thinking skills, and time-management planning are emphasized.

**BUS350 Operations Management**

*3 credit hours*

This course focuses on the production and operations components of business. Topics include operations systems objectives and incentives, production management, forecasting of demand, inventory management, capacity planning and location planning, scheduling of jobs and projects, quality management and management of operations to meet special market needs in a global economy. Examination of how manufacturing and service processes utilize human resources, technology, equipment, materials, information, and capital to create goods and services are specifically discussed as part of the discussion of some of the topics.

**BUS365 Marketing, Sales and Channel Management**

*3 credit hours*

Develops an understanding of the marketing, sales and channel management functions in organizations. An awareness of the interrelated nature of these functions is developed. Students are given an opportunity to examine the nature of this interdependency through simulations, case studies, and experiments. Through these activities, student will explore the strategic and operational aspects of marketing, sales, and channel functions. Students will also explore methods of maintaining relationships between firms and their channel partners including, strategic channel design, channel evaluation, and managing marketing, sales and channels for competitive advantage.

**BUS375 Consumer Behavior and Market Research**

*3 credit hours*

This course helps students develop an understanding of the strategic and operational aspects of the marketing, sales, and channel management functions in organizations.

**BUS377 International Finance Management**

*3 credit hours*

This course focuses on the study of financial institutions in the global economic environment. Among the areas covered are foreign exchange markets, international trade, global regulatory environments, interest rate volatility, and technological advances.

**BUS380 Organizational Leadership and Change**

*3 credit hours*

This course examines models and theories of organizational leadership and change management. Topics include alternative leadership roles and styles; attributes of effective leadership; managing change and methods for predicting change; critical drivers of effective change management processes; and evaluating the success of change interventions.

**BUS401 Business Presentations**

*3 credit hours*

This course examines the various aspects of business communications including verbal and nonverbal approaches used in the business industry. Students will explore the importance of internal and external methods of communications incorporated in current organizations.

**BUS412 Personnel Law**

*3 credit hours*

This course introduces the students to labor relations and emphasizes the legal aspects of needs planning, employee relations, and policy administration. Communications, compensation, employer/union discrimination, and collective bargaining are also examined.

**BUS423 Business Psychology**

*3 credit hours*

A study of the application of personal and organizational psychology in the workplace and its effects on personnel training, motivation, employee assessment, health and safety, ergonomics, and marketing strategies.

**BUS430 International Business**

*3 credit hours*

This course provides a broad picture of international business. Topics include globalization and its main phenomenon: international trade and investment, global monetary system, strategies and structures of international business. Be familiar with how political, economic, and legal systems of countries differ and how they influence a country's ability to achieve meaningful economic progress.

**BUS431 International Economics**

*3 credit hours*

This course focuses on applications of economic theory, including the impact of international trade, regional economic integration and international trade policy. The course provides insights in different economic models around the world.

**BUS432 International Organizations**

*3 credit hours*

This course provides insights into the most important international organizations, such as: International Bank for Reconstruction and Development, International Monetary Fund, European Bank for Reconstruction and Development, Bank for International Settlements, General Agreement of Tariffs and Trade, World Trade Organization, European Union, North American Free Trade Agreement, Organization for Petrol Exporting Countries, Asian Pacific Economic Council, Organization for Economic Development, various commissions of the United Nations Organization, multinational corporations, North Atlantic Treaty Organizations, Organization for Security and Cooperation in Europe.

**BUS433 International Marketing**

*3 credit hours*

This course focuses on international diversity in consumer behavior, advertising, distribution, sales, and marketing management.

**BUS450 Introduction to E-Business**

*3 credit hours*

This course provides an introduction to the concepts of electronic commerce as facilitated by the Internet, World Wide Web, and related technologies. The topics covered include an understanding of the catalysts for e-business business-to-business (B2B) and business-to-customer (B2C), convergence of technologies and capabilities, technological challenges, legal and regulatory framework, behavior and educational challenges, organizational and business barriers, and strategies for e-business. A combination of lectures, discussions, presentations, and student projects will be used to gain a broad understanding of the dynamic field of e-business.

**BUS451 Object-Oriented Programming with Java***3 credit hours*

The object-oriented programming paradigm explicitly models the problem space in the program itself; thus its design and maintenance are simpler and more straightforward. Java is a relatively new object-oriented programming language particularly well suited to Web page development. Java can make Web pages highly graphic and interactive. This course will explore in-depth the topics of object-oriented design and development. Students will have the opportunity to design and implement object-oriented programs in Java that run on the Web.

**BUS452 Database Concepts***3 credit hours*

Data management concepts are covered from the business perspective, with emphasis on developing strategies for managing and organizing data to support business functions. Areas covered include data analysis, data models, data administration, logical design, and normalization.

**BUS453 Telecommunications and Network Concepts***3 credit hours*

This course is designed to provide the student with an understanding of the technical and managerial aspects of business data communications and networks. Topics covered include telecommunications applications, standards, transmission, networks, and computer telephony. This course will prepare a student, by providing examples of network concepts, design, and planning networks to meet the enterprise needs.

**BUS454 The Internet***3 credit hours*

An introduction to the business uses of the Internet, including the history, facilities and services, architecture, browsers, and search engines. Topics also covered include development tools and security issues.

**BUS455 Transaction Processing on the Web***3 credit hours*

The primary focus of this course will be on the identification, acquisition, management, and use of emerging technologies in business transactions. The course will address Web-based approaches to inventory control, purchasing, accounting, and automated information exchange approaches.

**BUS456 Strategic Issues in E-Business***3 credit hours*

This course focuses on the development of business strategies for using e-business within a firm. It will include a review of key foundational concepts in the field of strategic management and will then consider various strategies and business models for e-business. There will be an emphasis on alliances between organizations, value chain analysis, supply chain management, network organizational forms, and competition in rapidly changing environments.

**BUS460 E-Business and Marketing***3 credit hours*

This course addresses the ways in which electronic commerce is changing the ways firms market their products and services. Topics that will be addressed include advertising and selling on the Internet, the use of Web sites to provide service and support to customers, consumer decision making when shopping on the Internet, and the development of databases that allow customization of products and services to specific customer segments. Strategic issues are also addressed, such as how communication and distribution strategies are changing due to the Internet. The course will consider examples of using e-business to market to both business and business-to-customers as well as to final consumers. While the primary emphasis will be on the Internet, additional topics relate to information systems and communications technologies that support marketing on the Internet (e.g., telemarketing and database marketing).

**BUS461 Legal Issues in E-Business***3 credit hours*

This course will explore the legal landscape confronting businesses taking part in the rapidly expanding global Internet economy. Numerous current legal issues will be explored in the course, including the impact of copyright, trademark and trade secret laws, contract and jurisdictional concerns, Internet payment systems, and the need for strong, reliable security, encryption, and digital signature issues, and First Amendment concerns related to privacy and defamation. The course will rely upon information on the Internet, so students should be comfortable searching and navigating the Internet.

**BUS462 E-Business Project and Risk Management***3 credit hours*

The role of systems analysis, decision analysis, and risk analysis in the project management process: analytical techniques of project management including CPM/PERT; use of project management software; management of software development projects.

**BUS463 Human Factors in Information Systems***3 credit hours*

Current trends in system design lead to the development of systems that fit in better with what humans find natural and easy to do. These ideas are at the root of this course. The course focuses on information about human behavior, cognition, abilities and limitations, and other characteristics that are relevant to interaction with information systems. Specific strategies that apply these concepts in order to improve usability will be explored; benefits of the incorporation of human factors into information processing systems such as less training, fewer errors, increased ability to perform complex operations, less stress, and faster work will also be discussed. Students will have the opportunity to incorporate human factor principles in an information system in order to maximize human-computer cognitive compatibility.

**BUS464 Data Mining Techniques for Business**

*3 credit hours*

Advances in information and data capture technologies have accelerated the rate at which organizations are able to gather large volumes of data pertaining to customers, suppliers, competitors, and other entities of interest. These databases are rarely tapped for the wealth of information they may hide. This course addresses the issue of extracting information and knowledge from large databases. The extracted knowledge is subsequently used to support human decision making with respect to summarization, prediction, and the explanation of observed phenomena (e.g., patterns, trends, and customer behavior). Techniques such as visualization, statistical analysis, decision trees, and neural networks can be used to discover relationships and patterns that shed light on business problems. This course examines the methods for transforming massive amounts of data into new and useful information, uncovering factors that affect purchasing patterns, and identifying potential profitable investments and opportunities.

**BUS465 Information Retrieval System Design**

*3 credit hours*

Review of information retrieval problems: functional overview of information retrieval; deterministic and probabilistic models; text analysis and automatic indexing; query formulation; system/user interfacing and learning mechanisms; applications to natural language processing.

**BUS466 Project Planning**

*3 credit hours*

This course provides the foundations of successful planning, organization, and implementation in information technology. Using case studies, topics covered will include project scoping, estimating, budgeting, tracking, and controlling.

**BUS467 User Interface Design for the Web**

*3 credit hours*

Interface design for Web sites is essentially about providing meaning to a mass of visual information, while at the same time making it interesting. Ensuring the best possible experience for users who can easily and quickly leave a site is paramount. This, along with rapidly improving technologies that facilitate greater design expression, latitude, and interactivity, make meeting the ever-increasing expectations of users central. A well-designed page must incorporate visual cues and navigation, as well as aesthetic appeal. This course discusses how to design effective visual interfaces suitable for Web sites and how to design and create compelling Web sites.

**BUS468 Special Topics in E-Business**

*3 credit hours*

The course will cover current topics in e-business, and the content of this course will vary depending upon the instructor and topic.

**BUS470 Global Business Management**

*3 credit hours*

Students study characteristics of international management and the bases for business among countries. Different perspectives on organizational behavior, human resource management, management styles and the practical aspects of international management are discussed. Business in the international environment is interpreted from a strategic management and marketing perspective that yields practical guidance concerning the management of firms and social responsibility.

**BUS475 Strategic Cost Management**

*3 credit hours*

This course introduces the planning and control aspects of internal accounting. Topics include cost systems, cost behavior, direct costing, capital budgeting, decentralized operations, relevant costs, budgets, differential cost, and variance analysis.

**BUS481 Crisis and Conflict Management**

*3 credit hours*

This course examines contemporary theories and practice in preventing and managing crisis. Several conceptual frameworks for analyzing the character, impact, and consequences of crises will be presented and applied to a variety of private and public sector case studies. Using a multidisciplinary approach, the course will explore the dynamics of crisis decision-making, multifaceted consequences of crisis and conflict resolution.

**BUS499 Business Policy and Strategic Solutions**

*3 credit hours*

This integrative course is the culmination of the Bachelor Science in Business Administration Degree Completion program and focuses on analyzing a company's current strategy, performance, and results. Students investigate the external environment, industry dynamics, and competitive forces in a strategic business plan. Attention is given to special issues, topics, and challenges faced by those making corporate strategy. This course must be taken in the students' final semester.

**CHEMISTRY (CHM)**

**CHM100 General Chemistry**

*3 credit hours*

This foundation course introduces the student to basic chemistry concepts and medical terminology essential to understanding some medical concepts. Atomic theory, the periodic table, chemical bonding, chemical formulas and names, diffusion, osmosis, pH, buffer systems, electrolytes, ionization, and equilibrium are some basic chemistry topics. Students will develop a medical vocabulary of words and phrases commonly used in the healthcare environment.

**COMMUNICATION (COM)**

**COM098 Computer Workshop**

*0 credit hours*

This workshop will focus on basic computer skills using Microsoft Word, including desktop and tool bar functions; developing, editing and sending documents electronically; basic Web functions; and creating PowerPoint presentations.

**COM101 Basic Communications**

*3 credit hours*

This course includes an examination of informal and formal communication patterns that characterize daily life; analysis of communication situations, including preparation for professional careers; and development of effective communication. Interpersonal, intercultural, small group, and speaker/audience communication settings will also be explored.

**COM102 Interpersonal Communication**

*3 credit hours*

Students in this course focus on the development of communication in interpersonal relationships through class discussions, group exercises, and individual research. Special attention is given to the influence of gender, culture, and goals on communication. Research and theory are used as a means to gain more effective skills in daily communication situations and to adapt to changing environments on individual and societal levels.

**COM104 Persuasion**

*3 credit hours*

This course examines persuasion from the perspective of the humanistic and social scientific traditions. It explores both theory and practice with the goal of enhancing the student's ability as consumer and practitioner.

**COM105 Organizational Communication***3 credit hours*

The role of communication in the effective management of formal organizations is studied. Contemporary communication theory, as well as a set of strategies and methods helpful in analyzing an organization's ability to communicate, are examined.

**COM110 Medical Terminology***1 credit hour*

Study of the words and phrases commonly used in the healthcare environment. Students will develop a proficient medical vocabulary that will be used in the clinical setting. This is a foundation course for the health sciences programs.

**COM301 Negotiation and Conflict Resolution***3 credit hours*

This course introduces students to the nature and components of negotiation and conflict management. Theoretical perspectives focus on models, metaphors, interests, goals, power, and style. Students will engage in individual and group practices, simulations, and projects designed to develop negotiation and conflict intervention skills. These include assessing conflicts, win/win negotiating, principled negotiating, responding to negotiation gambits, selecting interaction formats, third party intervention, and forgiveness and/or reconciliation. The numerous health and relational benefits of becoming proficient at negotiation and conflict resolution are examined as well as the role of perception, problem solving, and decision making.

**COM425 Career and Life Planning***3 credit hours*

The Career and Life Planning course seeks to provide students with the career-related knowledge and skills to make career decisions and implement career action plans. The course will equip students for the lifelong tasks of career management, self-assessment, and job searching. This course will cover the following work-related areas: values, personality traits, skills, interests, life roles, résumé/cover letter writing, job interviewing techniques, networking and career/life plan of action. The specific focus of the course will be to prepare students to make a successful transition from Argosy University to the world of work or graduate school.

**COM450 Communication, Gender, and Culture***3 credit hours*

A comprehensive study that examines how gender is created and sustained through communication within cultures; how conventional views of masculinity and femininity lead to inequities, reflecting cultural values; and how institutional, social and personal communication sustain the status quo. Using theories and the latest research in gender communication, students will discuss topics/issues such as stereotypes of women and men; growing up feminine, growing up masculine; key concepts of the women's and men's movements; gender communication in family dynamics, in school, in organizational settings, in the media; gendered communication in romantic/personal relationships/ friendships; and gender issues involving power and violence.

*Prerequisite: COM102.***DENTAL HYGIENE (DEN)****DEN100 Dental Hygiene I***2 credit hours*

A lecture course which addresses the fundamentals necessary in the preparation of the clinical experience in dental hygiene. Information dealing with prophylactic techniques, clinical procedures, patient management, and oral health education is an integral part of the course. Accumulated theoretical knowledge will be related to the practical clinical application.

**DEN102 Dental Hygiene-Exploring Your Future Career***1 Credit Hour*

This preclinic experience will give the student the opportunity to observe and participate in the dental hygiene environment. This observation experience allows individuals to shadow a clinical student throughout the process of patient care including taking and developing x-rays, patient treatment, sterilization techniques, and clinical assistant duty

**DEN110 Dental Anatomy/Histology/Embryology***2 credit hours*

This lecture/lab course examines the anatomical form, function, and nomenclature of the deciduous and permanent dentitions, as well as their surrounding tissues. The morphological characteristics and development of the teeth and oral structures are presented including a study of embryology and histology of oral structural formation.

**DEN111 Head and Neck Anatomy***2 credit hours*

This lecture course studies the anatomical structure of the head and neck region including hard and soft tissues, bones, muscles, nerves, blood supply, glands and TMJ, and how they function.

**DEN120 Biomaterials***3 credit hours*

This class/lab experience is the study of the composition and properties used in the contemporary practice of dentistry. Emphasis is placed on the science and proper usage of dental materials.

*Prerequisites: BIO110, CHM100, all previous dental hygiene courses.***DEN121 Clinic I—Preclinical/Instrumentation Clinic***4 credit hours**9 weekly clinical hours*

This is a clinical course in which the students apply knowledge, skills, and techniques that are being learned in Dental Hygiene I (DEN100) in order to gain a working understanding of the clinic environment. Patient assessment, charting, instrumentation, and sterilization are emphasized. Students must successfully complete this course before enrolling in Clinic II (DEN122).

**DEN122 Clinic II***3 credit hours**9 weekly clinical hours*

This is a clinical course in which students will demonstrate skill and knowledge learned in Dental Hygiene I and II and Clinic I. Emphasis will be placed on assessment and treatment of patients in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic III (DEN221).

*Prerequisites: BIO110, CHM100, all previous dental hygiene courses.***DEN123 Clinic III***3 credit hours**9 weekly clinical hours*

This is a clinical course in which the students reinforce skills and techniques gained in previous courses. Students will have the opportunity to continue performing assessments, treatment planning, sealants, impressions, application of topical medicaments, fluoride application, amalgam polishing, and pain management in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic IV (DEN221).

*Prerequisites: all previous dental hygiene courses.*

**DEN125 Dental Radiology**

2 credit hours

This lecture/lab experience includes the study of the principles of radiology and provides an introduction to the use of x-rays in dentistry. Designed to provide knowledge of equipment, its operation, radiation production, and safety. Lab sessions give the student experience in exposing, processing, mounting, charting and interpreting of dental radiographs. Students must successfully complete this course before enrolling in Clinic II (DEN122).

**DEN126 Radiographic Interpretation**

1 credit hour

This course provides the dental hygiene student with the skills required to interpret dental radiographs. Topics include the importance of dental radiographs, film mounting and viewing; descriptive terminology; normal anatomic structures seen on periapical and panoramic films; identification of restorations, dental materials and foreign objects; dental caries; periodontal disease; trauma, pulpal and periapical lesions; and film exposure, processing and technique errors.

*Prerequisites: all previous dental hygiene courses.*

**DEN130 Dental Hygiene II**

3 credit hours

A more in-depth study of the principles of dental techniques and the application of comprehensive dental hygiene services. Emphasis is placed on the dental hygiene treatment plan and evaluation of the dental hygiene process of care. Advanced instrumentation techniques and additional clinical duties of the dental hygienist will be practiced in the lab portion of this course.

*Prerequisites: BIO110, CHM100, all previous dental hygiene courses.*

**DEN135 Biochemistry/Microbiology**

3 credit hours

Introduces the student to the basic principles and practices of biochemistry, lab safety, and quality control. Included is the study of infectious disease caused by such bacteria as Staphylococcus, Streptococcus and other gram-negative bacilli, gram-positive bacilli, spirochetes, and anaerobes.

**DEN150 General and Oral Pathology**

2 credit hours

This course covers the basic pathology, oral, and perioral pathologies as related to dental hygiene care. The oral manifestations of systemic diseases are presented relating to etiology, histological characteristics, clinical and radiological appearance, and laboratory finding.

*Prerequisites: BIO115, all previous dental hygiene courses.*

**DEN160 Pain Management**

3 credit hours

This lecture course provides the student with a review of the anatomy of the human head, neck, face, and jaw through lecture and demonstration. Emphasis will be placed on the neurological system of the head and neck. This course will discuss methods used to control dental pain and dental anxiety, concentrating on the use of local anesthesia and nitrous oxide/oxygen sedation.

*Prerequisites: BIO115, all previous dental hygiene courses.*

**DEN170 Periodontology**

3 credit hours

This lecture course discusses the anatomy and physiology of the periodontium, as well as the histology, etiology, and clinical features of healthy and periodontally involved tissues. Emphasis will be placed on the recognition of perio disease types, and the complex treatment planning for the periodontally involved patient.

*Prerequisites: BIO110, CHM100, all previous dental hygiene courses.*

**DEN200 Dental Hygiene III**

3 credit hours

Students will apply knowledge and skills learned in previous classes and clinical experiences to the in-depth study of the dental hygiene treatment process, including assessment, treatment, and evaluation for patients with special needs. Case presentation will be emphasized for patients with special needs.

*Prerequisites: all previous dental hygiene courses.*

**DEN210 Nutrition**

3 credit hours

This lecture course provides dental hygiene students with knowledge of the fundamentals of nutrition, diseases related to the oral cavity as a result of lack of proper nutrition, and the role that proper nutrition and nutrition counseling for these patients play in dental hygiene care. Emphasis is placed on the foods that contribute to the cariogenic process, as well as the development of a balanced food plan for individual patients.

*Prerequisites: CHM100, all previous dental hygiene courses.*

**DEN211 Pharmacology**

3 credit hours

This lecture course provides dental hygiene students with the knowledge of drugs used in dentistry and medicine for the treatment, prevention, and diagnosis of disease. Prevention and the management of potential medical emergencies as related to these drugs will also be covered.

*Prerequisites: BIO115, CHM100, MAT101, all previous dental hygiene courses.*

**DEN221 Clinic IV**

3 credit hours

12 weekly clinical hours

This is a clinical course in which the students reinforce skills and techniques gained in previous courses. Students have the opportunity to continue performing assessments, treatment planning, sealants, impressions, fluoride application and amalgam polishing, and pain management in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic V (DEN222).

*Prerequisites: all previous dental hygiene courses.*

**DEN222 Clinic V**

3 credit hours

12 weekly clinical hours

This clinical course allows students to expand skills learned in previous clinical and didactic experiences. Program proficiencies will be achieved in preparation for the dental hygiene practical examination, licensure and private practice.

*Prerequisites: all previous dental hygiene courses.*

**DEN230 Dental Hygiene IV**

2 credit hours

Students are provided the opportunity to expand their knowledge through case and presentations and portfolio development. This course examines issues of ethics and jurisprudence in preparation for the Jurisprudence Exam. Students will participate in group activities to review for the National Board.

*Prerequisites: all previous dental hygiene courses.*

**DEN240 Community Dental Health***3 credit hours*

Principles of public health and community dentistry are applied to the dental public health model. Students will compare the private practice dental model with that of public health. Current national public health trends will be discussed, as well as changes in national demographics and the need for cultural awareness in provision of dental healthcare. Students will participate in a community project in which they will develop and implement a dental education presentation for a target population.

*Prerequisites: all previous dental hygiene courses.*

**DIAGNOSTIC MEDICAL SONOGRAPHY (DMS)****DMS100 Patient Care***1 credit hour*

This course gives the student basic concepts of patient care, including considerations for the physical and psychological needs of the patient and family. Routine and emergency patient care are discussed as well as universal precautions, infection control, patient safety, and patient comfort. A shadowing experience in a hospital or clinic is a requirement for the course.

**DMS105 Ultrasound Concepts***1 Credit Hour*

This course is an introduction to ultrasound basics. It will include a fundamental study of cross-sectional anatomy as it relates to ultrasound imaging, as well as basic scanning principles and ultrasound machine technology. An introduction to ultrasound terminology will also be presented. This course will assist students in beginning to build strong conceptual and scanning skills.

**DMS110 Ultrasound Physics I***2 credit hours*

This course establishes the basic foundation for the understanding of physics of sonography and its impact on interpreting data.

*Prerequisites: BIO110, ENG101, MAT099 or MAT107, PHY105.*

**DMS115 Abdominal I***3 credit hours*

This course is an introduction to abdominal ultrasound with an emphasis on the role of the diagnostic medical sonographer in practice. The student will have comprehensive discussions of cross-sectional anatomy, liver, and pathology. The student gains experience through participation in scanning labs.

*Prerequisites: BIO110, ENG101, MAT107, PHY105.*

**DMS120 Ob/Gyn I***3 credit hours*

This course establishes the basic foundation for the imaging technique and interpretation of the female pelvis. Pelvic anatomy, physiology, clinical indications for pelvic imaging, and imaging techniques will be covered in detail. The student gains experience through participation in scanning labs.

*Prerequisites: BIO110, PHY105, ENG101, MAT107.*

**DMS155 Vascular I***2 credit hours*

Introduction to the application of vascular ultrasonography for the use in identifying vascular structures in the human body. This course provides an in-depth study of the vascular physical principles and instrumentation for color Doppler. Emphasis is placed on understanding basic anatomy, vascular physics, hemodynamics, and vascular disease. The student gains experience through participation in scanning labs.

*Prerequisites: DMS110, DMS115, DMS120.*

**DMS210 Ultrasound Physics II***2 credit hours*

Continuation of ultrasound physics principles, hemodynamics, bioeffects, and quality assurance.

*Prerequisites: DMS110, DMS115, DMS120.*

**DMS220 Ob/Gyn II***3 credit hours*

This course builds on the knowledge and skills learned in Ob/Gyn I (DMS120). The student will have discussions on first and second trimester, as well as the normal fetal growth and development and fetal anomalies as it applies to the diagnostic medical sonographer.

The student gains experience through participation in scanning labs.

*Prerequisites: DMS110, DMS120.*

**DMS225 Abdominal II***3 credit hours*

This course will provide the intermediate student with an understanding of the gallbladder, urinary system, pancreas, and spleen. This is a continuation of the skills and knowledge acquired in Abdominal I (DMS115). The student gains experience through participation in scanning labs.

*Prerequisites: DMS110, DMS115.*

**DMS250 Topics and Special Procedures, and Scanning***2 credit hours*

A study of interventional procedures is emphasized. Students will review ultrasound films and compose differential diagnoses. Students will research a disease and also enhance skills by using terminology related to sonography. The scanning course builds on the skills developed in Abdominal and Ob/Gyn classes. Students will increase their proficiencies in these critical areas.

*Prerequisites: DMS210, DMS225.*

**DMS255 Vascular II***2 credit hours*

This course provides the intermediate student with a more extensive understanding of vascular anatomy, carotid, and abdominal examinations. The student gains experience through participation in scanning labs.

*Prerequisites: DMS155, DMS210, DMS225.*

**DMS280 Comprehensive Review, Diagnostic Medical Sonography***3 credit hours*

This is a seven and one-half- to 14-week course which integrates the range of skills and knowledge the student has gained in Vascular, Abdomen, Ob/Gyn sonography. Course content will focus on Abdomen and Ob/Gyn with a comprehensive review of lecture material learned in previous quarters. Students will complete an abdominal and pelvic proficiency. Final preparation for entry into clinical setting.

**DMS290 Clinical Training***3 credit hours*

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency will be attained. Clinical training occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.



**DMS300 Clinical Training**

6 credit hours

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level competency will be attained. clinical training occurs off-campus at an actual clinic or hospital approved by Argosy University.

**DMS326 Abdominal III**

3 credit hours

This course is a continuation of Abdominal II (DMS225), and provides the advanced student with comprehensive discussions on small parts anatomy, which includes the thyroid, breast, prostate, and scrotum. The student gains experience through participation in scanning labs.  
*Prerequisites: DMS155, DMS210, DMS225.*

**DMS330 Ob/Gyn III**

3 credit hours

This course is a continuation of Ob/Gyn I (DMS120) and Ob/Gyn II (DMS 220), and provides the advanced student with comprehensive discussions in the third trimester, fetal anomalies, and biophysical profiles. The student gains experience through participation in scanning labs.  
*Prerequisites: DMS220, DMS210.*

**ECHOCARDIOGRAPHY (ECH)****ECH100 Scanning Lab**

2 credit hours

This course builds on the knowledge and skills learned in Cardiac Anatomy and Physiology (ECH110), Cardiovascular Principles I (ECH115), Cardiovascular Principles II (ECH215), Cardiac I (ECH155) and Vascular II (DMS255). The student gains experience in the scanning lab.  
*Prerequisites: DMS210, DMS255, ECH155, ECH215.*

**ECH110 Cardiac Anatomy and Physiology**

3 credit hours

In this course, the student develops a firm understanding of the structure of the cardiovascular system and how it operates. Emphasis is placed on gross and cross-sectional cardiac structure, cardiac electrical activity, cardiac pumping action and clinical indices of ventricular function. Students are introduced to coronary blood flow, fetal circulation, and pathophysiology of the cardiovascular system.  
*Prerequisites: BIO110, ENG101, MAT107, PHY105.*

**ECH115 Cardiovascular Principles I**

3 credit hours

This course includes an introductory study of cardiovascular terminology as it relates to general anatomy and physiology. Students will be introduced to basic EKGs, heart sounds, electrophysiology of the heart, transthoracic viewing, M-Mode, and 2-D images of the heart. The student gains experience through participation in scanning labs.  
*Prerequisites: BIO110, ENG101, MAT107, PHY105.*

**ECH120 Patient Care**

1 Credit Hour

This course gives the student basic concepts of patient care, including considerations for the physical and psychological needs of the patient and family. Routine emergency patient care are discussed as well as universal precautions, infection control, patient safety, and patient comfort. A shadowing experience in a hospital or clinic is a requirement for the course.

**ECH155 Cardiac I**

4 credit hours

Students are introduced to the study of ischemic and nonischemic diseases of the myocardium including coronary artery disease, myocardial infarction, and cardiomyopathies. The role of stress echo in the diagnoses of coronary artery disease is also discussed, as well as diseases of the pericardium.

*Prerequisites: DMS110, ECH110, ECH115.***ECH215 Cardiovascular Principles II**

3 credit hours

This course builds on the knowledge and skills learned in Cardiovascular Principles I (ECH215). The student will be introduced to the following topics: Doppler of the echocardiography examination to include pulsed wave, continuous wave, and color Doppler, normal Doppler measurements and techniques, global left ventricular systolic function to include measurements of masses and volumes, and clinical significance and potential limitations of left ventricular quantification. The student gains experience through participation in scanning labs.  
*Prerequisites: DMS110, ECH110, ECH115.*

**ECH225 Congenital Heart Disease and Pediatric Echo**

2 credit hours

This course builds on the knowledge of heart diseases and the technical considerations in performing a pediatric echocardiography examination. Other topics included in the course are congenital heart disease in the adult patient, hypertensive heart disease, cardiac masses, and diseases of the aorta.

*Prerequisites: DMS210, ECH115, ECH215.***ECH250 Topics and Special Procedures**

3 credit hours

A study of special echocardiography procedures is emphasized. This course introduces the student to transesophageal echo, 3-D imaging, contrast imaging, interventional and intraoperative echocardiography, digital echocardiography, and miscellaneous systemic diseases. Students research a disease and enhance skills by using proper terminology related to sonography.

*Prerequisites: DMS210, DMS255, ECH155, ECH215.***ECH255 Cardiac II**

4 credit hours

This course builds on the knowledge and skills learned in Cardiac I (ECH250). the course continues the study of cardiac disease states and introduces valvular heart disease and diastolic function. Doppler and diastolic measurements are discussed and applied to learning process.  
*Prerequisites: DMS210, DMS255, ECH155, ECH215.*

**ECH280 Comprehensive Review**

3 credit hours

This course reviews and integrates the range of skills and knowledge students have gained in echocardiography. Course content includes a comprehensive review of lecture material learned in previous semesters. Students demonstrate proficiency in cardiac imaging, with final preparation for entry into a clinical setting. This course is to be taken after the completion of all program-specific courses.

*Prerequisites: all program coursework.***ECH290 Clinical Training**

3 credit hours

Students demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency is attained through clinical training which occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

**ECH300 Clinical Training***6 credit hours*

In a continuation of Clinical Training (ECH290), students demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency is attained through clinical training which occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

**ECONOMICS (ECO)****ECO110 Principles of Economics***3 credit hours*

As an introduction to the fundamental nature of micro- and macroeconomic theory, students acquire a basic understanding of how economic systems and principles work and the ways they influence daily life. The course will present the role of markets, the forces of supply and demand, the importance of producer/consumer relationships, distinctions between fiscal and monetary policy, and the nature of international trade.

**ECO201 Macroeconomics***3 credit hours*

This course provides a study of economic analysis of the factors at work in the marketplace. Emphasis is placed on the study of macroeconomics. The study of the determination of income, output, employment, and prices in the economy are also examined.

**ECO202 Microeconomics***3 credit hours*

This course places an emphasis on the study of microeconomics. A descriptive and analytical study of the market economy, it includes market structures, pricing, and distribution of wealth and income.  
*Prerequisite: ECO401.*

**ECO311 International Business***3 credit hours*

This course examines the aspects and activities of international business and offers insight into the importance of world trade among multinational organizations. The diversity among international markets is also examined.

**ECO403 Contemporary Issues in Economics***3 credit hours*

This course offers a practical examination of the principles of macro- and microeconomics. Topics include fiscal and monetary policies, regulatory action and competition, and issues related to domestic and international economics.

**EDUCATION (EDU)****EDU100 Assessing the Learning Abilities and Disabilities of Elementary and Special-Needs Learners***3 credit hours*

Using teacher-decision making as a theme, this course addresses the multifaceted process of assessment in educational settings. The use of assessment to design, implement, and evaluate individual and whole group instruction is addressed. Students also learn about diagnostic assessment tools used to write individualized education plans for learners with special needs. Other course topics include standardized tests, descriptive statistics, authentic and performance assessments, and legal/ethical issues regarding assessment.

**ENGLISH (ENG)****ENG099 Writing Review***3 credit hours*

This class is designed to help students build basic writing skills and prepare them to take the college composition course. Major topics include grammar, parts of speech, punctuation, spelling and proofreading. Credits earned in this course do not apply to the degree or general education requirements. Results of the writing placement test will determine whether or not a student will be required to take this course.

**ENG101 Composition I***3 credit hours*

This course includes expository writing, persuasive writing, and research. In analyzing assigned readings, students will understand the use of strategies, attention to audience and purpose, and organization in their own writing. Students will be taught the use of electronic and library research, which they will use in developing a final argumentative paper.  
*Prerequisite: ENG099 or its test-out.*

**ENG102 Composition II***3 credit hours*

This course concentrates on the development of analytical reading and writing skills along with sound critical thinking as tools for research. Students will produce a major research paper using a variety of sources with an emphasis on bibliographic work, organization of material, synthesis of ideas, and revision and editing of the final project.  
*Prerequisite: ENG 101, or its equivalent.*

**ENG103 The Literary Experience***3 credit hours*

Students are introduced to the cultural and intellectual content of the world's literature, poetry, and drama. Students develop critical and analytical skills through written and oral discussions of selected readings and enhance their understanding and appreciation of the world's diverse modes of literary expression.

**ENG104 Professional Writing***0–3 credit hours*

Professional Writing recognizes the intrinsic challenges of written expression and respects the individual student's struggles to overcome problems. The instructor tries to define, with the student's help, the student's weaknesses and strengths. Together they attack the problem areas, whether of focus, logical structure, style, correctness, or APA style.

**ENG401 Shakespeare Today***3 credit hours*

This course examines the ideas and art of Shakespeare's writings with a modern-day perspective.  
*Prerequisite: ENG101.*

**FINANCE (FIN)****FIN401 Financial Management***3 credit hours*

An introduction to the processes and principles involved in financial management. Practical emphasis is given to corporate entities, capital markets, as well as stock markets. Basic principles such as financial ratios and other financial measurements are examined.

**FIN430 Corporate Finance**

*3 credit hours*

This course examines the financial decisions of firms with regard to their capital budgeting decisions, dividend decisions and capital structure decision. Students examine these decisions in an idealized world in which the firm cannot change its value by altering its dividend or capital structure policy. Students explore the effect of changes (e.g. taxes, bankruptcy costs, inefficient or uncompetitive financial markets, or self-interested managers) on the firm's financial decision and how it can affect a firm's value.

**FIN431 Treasure and Credit Management**

*3 credit hours*

This course looks into the application of major issues with working capital and short-term financing management. Integration of financial concepts and models through electronic spreadsheets and other relevant technology to provide expertise in the area of short-term financial management while enhancing the student's analytical skills. Topics include cash budgeting, pro forma statements, and other techniques of analyzing current assets and liabilities.

**FIN432 Investment Analysis**

*3 credit hours*

This course focuses on investment principles and problems. Topics include the effects of current financial events upon the markets and their operations. Students analyze the selection of investments that provide the maximum future return at an acceptable level of risk. Examination of Marketable financial instruments, common stocks, preferred stocks, bonds, put options, call options, futures contracts on the traditional commodities and financial futures.

**FIN433 Financial Markets and Institutions**

*3 credit hours*

This course provides an overview of the principal financial markets, participating institutions, financial instruments, and operations of financial intermediaries. This assists the student in understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals.

**GENERAL STUDIES (GEN)**

**GEN301 General Studies**

*3 credit hours*

This course presents special topics relating to general education subject areas. Students enrolled in the Bachelor of Science in Organization Management and Bachelor of Science in Business Administration programs examine various general education topics required for degree completion.

**HEALTHCARE MANAGEMENT (HCM)**

**HCM401 Strategic Planning and Program Development**

*3 credit hours*

The elements and significance of business strategy are examined, drawing on the literature of leadership, strategy and organization; students learn to formulate and implement strategy and apply general business theory to the healthcare industry.

**HCM402 Human Resource Management in Healthcare Systems**

*3 credit hours*

This course examines the functions and strategies of human resource management in healthcare systems. Planning, staffing, compensation and benefits, performance evaluation, labor relations, and legal compliance are studied, using lecture, case analysis, exercises and simulations.

**HCM403 Quality Assurance in Healthcare Systems**

*3 credit hours*

This course focuses on developing, managing, and implementing quality assurance operations in healthcare systems. Course materials and assignments develop student skills in intra-company, supplier, and customer quality relationships, supported by quality planning, quality manuals, procedure and job instruction development, communication, training, and preparation for quality certification programs with emphasis on continuous improvement.

**HCM404 Healthcare Policy and Administration**

*3 credit hours*

This course examines a wide variety of societal problems and evaluates the healthcare public policies that have been proposed and implemented to address those problems. Students analyze problems using basic economic concepts and techniques, relying on economic criteria to develop optimal public policy.

**HISTOTECHNOLOGY (HTT)**

**HTT100 Introduction to Microtechnique**

*5 credit hours*

This is a combination lecture and laboratory course. Featuring an in-depth discussion of tissue processing, embedding, frozen sections, and decalcification of tissue specimens. In the laboratory the student are introduced to the techniques and equipment necessary to perform histological preparations.

*Prerequisites: BIO110, CHM100, or concurrent.*

**HTT120 Educational Methodology**

*2 credit hours*

This course provides instruction in understanding the adult learning process. The student also becomes acquainted with the methods needed to teach effectively.

**HTT140 Histology**

*3 credit hours*

This course explores basic cell structure and function. Students are introduced to the microscopic components and functions of the four primary tissues. They become familiar with the histology of several different human body systems, as well as the individual cellular structure and organization peculiar to each system. This course builds a strong base that will be utilized in all histology classes.

*Prerequisite: BIO110 or concurrent.*

**HTT150 Microtechnique I**

*5 credit hours*

This is a combination lecture and laboratory course, featuring an in-depth discussion of the principles of tissue fixation, as well as the reagents and compounds used in the laboratory for fixation of tissues. In the laboratory the student builds upon the skills learned in Introduction to Microtechnique (HTT100), as well as working as a team in a simulated laboratory setting.

*Prerequisite: HTT100.*

**HTT160 Microtechnique II**

*2 credit hours*

The course builds upon the knowledge and laboratory experience acquired in Microtechnique I (HTT150). Students continue to become proficient in the art of microtechnique in a simulated laboratory setting.

*Prerequisite: HTT150, or concurrent Track II.*

**HTT170 Special Procedures I**

5 credit hours

This is a combination lecture and laboratory course. Examining various histochemical stains necessary to demonstrate muscle and connective tissue, carbohydrates and amyloid. The course is designed to assist the student in developing the organizational skills required to simultaneously perform multiple histochemical staining procedures.

*Prerequisites:* HTT140, HTT160, or concurrent Track II.

**HTT210 Electron Microscopy**

3 credit hours

An introduction to the electron microscope and its role in clinical diagnosis. Fundamental histological techniques used in electron microscopy preparation will be discussed.

*Prerequisite:* HTT150.

**HTT230 Enzyme Histochemistry**

3 credit hours

Introduction to enzyme histochemical staining and its practical application to surgical diagnosis.

*Prerequisites:* HTT150, HTT255.

**HTT250 Microtechnique III**

2 credit hours

This course builds upon the knowledge and skills learned in previous microtechnique classes. In the laboratory students focus on integrating the complete range and depth of the histotechnology skills learned in Microtechnique I ( HTT150) and Microtechnique II ( HTT160).

Hematoxylin and Eosin staining will be an area of focus. Emphasis is placed on the requirements for the ASCP Board of Registry (practical) examination. There is a critical in-depth discussion of appropriate professional behavior during clinical training.

*Prerequisite:* HTT160.

**HTT255 Histochemistry and Immunohistochemistry**

3 credit hours

This course is an introduction to the nomenclature of organic compounds and their implementation as histochemical fixatives, dehydrants, clearing agents and stains. Nuclear and cytoplasmic stains will be explored with emphasis placed on hematoxylin dye and its usage. The principle and application of immunohistochemistry stains in a surgical pathology lab will be examined. Laboratory math will be emphasized.

*Prerequisites:* CHM100, HTT100.

**HTT260 Techniques in Problem Solving: Case Studies**

3 credit hours

Through the use of case studies, the student becomes skillful in troubleshooting in the areas of microtomy, tissue processing, and histochemical stains, including Hematoxylin and Eosin staining. The student will be able to determine source of error, initiate, and implement corrective measures.

*Prerequisites:* HTT170, HTT250, concurrent enrollment in HTT270.

**HTT270 Special Procedures II**

5 credit hours

This course covers the theory and principle of the histochemical stains utilized to demonstrate pathogenic microorganisms, nerve fibers, pigments, minerals, and cytoplasmic granules. Students integrate the complete range and depth of skills acquired in Special Procedures I (HTT170).

*Prerequisite:* HTT170.

**HTT280 Comprehensive Review, Histotechnology**

3 credit hours

The course provides a comprehensive review of tissue fixation, processing, microtomy and laboratory operations, including an in-depth review of histochemical staining protocols. Emphasis is placed on the student's preparation for the ASCP Board of Registry (written) Examination.

*Prerequisites:* all program coursework.

**HTT290 Clinical Histotechnology**

6 credit hours

Application of all skills and knowledge gained at Argosy University/Twin Cities in a clinical laboratory situation, on a 40-hour-a-week basis. Clinical training occurs off-campus and is a competency-based educational requirement. Training is completed in a pathology laboratory approved by Argosy University.

*Prerequisites:* all program coursework.

**HUMANITIES (HUM)****HUM101 The Arts and Culture**

3 credit hours

A survey of the fine arts and cultural development since the Classical era, this course introduces students to the major artistic movements of western civilization. Attention is given to social and philosophical ideas as they influence and are reflected in the art, theater, and music of their times.

**HUM102 Popular Culture**

3 credit hours

The emergence and influence of popular forms of cultural expression in modern times are investigated in this course. Topics include the distinction between the fine arts and popular culture, a survey of the pop cultural landscape over the last 50 years, the role of technology and mass communications, political and economic influences, and developing a pop culture aesthetic.

**HUM401 American Voices**

3 credit hours

Students contemplate the idea of multiculturalism in America, and the role it may play in their own lives. The historical and cultural importance of notions such as "The American Dream," "American Family Values," and America as a "nation of immigrants" are examined in close readings of a wide array of American writers. Students are guided in methods to best engage in the readings, and are asked to respond in writing—using both formal (traditional papers) and less formal (online class discussions) venues. Students develop critical and analytical skills that will be applicable in many other areas of life.

*Prerequisite:* ENG101.

**HUM440 Critical Thinking: Common Sense and Everyday Life**

3 credit hours

What can we know for certain? The student who can critically read, write and listen has an advantage in every area of life: home, work, school and community. This course will help you gain that advantage.

**INFORMATION SYSTEMS MANAGEMENT (ISM)****ISM401 Software Operating Systems and Business Applications**

3 credit hours

This course introduces students to the world of computer software through lecture and laboratory sessions. Lectures introduce the conceptual framework of computer software systems, as well as the implications of computer software technologies in contemporary business environments. The laboratory sessions provide hands-on training on a specific computer operating system and teach typical business application software functions. Email and Internet-enabled computer environments are used to further help students to complete projects.

**ISM402 Web Programming and Web Site Design Fundamentals**  
*3 credit hours*

This course introduces students to the process of designing and developing business-oriented Web sites through lecture and laboratory sessions. Students investigate how businesses utilize Web sites to gather information for clients, products, services, and suppliers. Incorporation of high levels of interactivity into Web sites will be focused on to ensure that essential information exchanges occur between Web site users and the business. Students will plan and design a Web site that will sell products and/or services, build a company's image ("branding") and/or provide information to prospective customers or buyers. Students also learn to employ industry standard programming languages, including SQL and Java, to develop database-centric Web applications through lecture and laboratory sessions. Error and exception handling techniques are reinforced as students develop skills to programmatically manage and manipulate Web-based database management systems. Stored procedures and functions are explored to promote code reusability. Concurrency issues are addressed through the data locating capabilities of the database environment.

**ISM403 Essentials of E-Business**  
*3 credit hours*

This course introduces students to the world of Internet-based business/e-business through lecture and laboratory sessions. Lectures introduce the conceptual framework of Internet-based commerce for business-to-consumer (B2C) and business-to-business (B2B) computer systems. The implications of e-business in contemporary business environments are explored. The laboratory sessions will provide hands-on training and using and exploring various B2C and B2B e-business systems. The knowledge and skills gained will enable students to complete course and team projects.

**ISM404 Applied IT Project I**  
*3 credit hours*

This course is designed to introduce students to project-based, team-driven learning. The laboratory sessions are devoted to the design and development of project deliverables that satisfy the business requirements of the assigned project. Student teams work through various team-building problems to learn the process of forming an effective, productive team. Once complete, the assigned project requires student teams to use the skills and knowledge acquired throughout the semester and collaboratively to complete the project. Core learning outcomes from the software operating systems and business applications, Web programming and Web site design fundamentals and essentials of e-business courses highlight the technical requirements of the project. Students learn to work effectively in various team roles as they analyze the project's requirements, design viable solutions and develop project deliverables. Appropriate time and resource management principles are applied to assure compliance with deliverable due dates as prescribed by the curriculum.

**MANAGEMENT (MGT)**

**MGT302 Organizational Behavior**  
*3 credit hours*

This course examines small-group interactions and the processes that groups experience as they make decisions and complete tasks. Individual member traits, leadership, and intergroup conflict are also examined.

**MGT312 Organizational Leadership in Organizations**  
*3 credit hours*

This course examines the skills for understanding and leading individuals and groups in attaining both personal and organizational objectives. The basic concepts of motivation, control change, team building, and developing effective relationships in diverse work environments are examined. Proactive leadership devices such as organizational development, decision making, and influence techniques are presented.

**MGT331 Technology and Business Integration**  
*3 credit hours*

This course examines information technology trends and use in the context of modern business organizations. Emphasis is placed on the integration of a wide assortment of information system applications that support: a) management decision making; b) organizational communications; and c) business processes. Students will obtain an understanding of emerging hardware and software technologies, evaluation tools for justifying the development of new systems, methodologies for designing and managing systems development projects, and implementation approaches.

**MGT341 Managing Decision Models**  
*3 credit hours*

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, formulating hypotheses, collecting data, working with levels of significance, analyzing variance, and constructing questionnaires.

**MGT401 Management Skills and Practice**  
*3 credit hours*

Current and significant issues in management are examined. Students will examine the formal and informal functions of organizations, as well as basic management theories and principles associated with current business practices.

**MGT402 Project Management**  
*3 credit hours*

This course examines the formal and informal functions of organizations and diagnoses an agency or organization based on a systems model. Students analyze and solve problems using systematic approaches associated with project management.

**MGT411 Human Resource Management**  
*3 credit hours*

Students explore the values and perceptions of the workforce through an analysis of policies and practices of recruitment, selection, training, development, and compensation of employees. Special attention is placed on problem solving, case studies, and simulations associated with human resource management.

**MGT412 Human Services/Team Management**  
*3 credit hours*

This course examines the field of human services and the implementation of teams in organizations. Concepts, delivery strategies, and values associated with human services are examined. The development and implementation of team organizational approaches are also discussed.

**MGT413 Managing Change***3 credit hours*

This course examines concepts and strategies for managing change in the business environment. Emphasis is given to the recognition of human diversity and strategies associated with organizational change in the workplace. Processes, procedures, and skills for managing change are also discussed.

**MGT414 Nonprofit and Governmental Organizations***3 credit hours*

This course examines the unique aspects of planning, organizing, directing, coordinating, and controlling in nonprofit and governmental organizations. Emphasis is given to the organizational structures, management, and leadership involved in nonprofit agencies.

**MGT442 Quantitative Methods in Business***3 credit hours*

This course is a continuation of Managing Decision Models (MGT341) and examines the practical techniques available for solving business problems, with a focus on quantitative methods associated with current business applications. Students will examine current statistical computer applications, such as SPSS, used in quantitative research.

*Prerequisite: MGT341.***MGT450 Cultural Diversity in the Workplace***3 credit hours*

This course is designed to teach students how to manage the increasingly multicultural workforce in the United States. Students are exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and explore the challenge that managing cultural diversity presents to both organizations and individuals.

**MARKETING (MKT)****MKT302 Marketing***3 credit hours*

This course studies the management of marketing in a dynamic organizational environment, including an analysis of such functions as product development, promotion, channels of distribution, and logistics. Includes a survey of basic methods of market research.

**MKT430 Marketing Fundamentals***3 credit hours*

This course focuses on domestic and global marketing decision making processes within the company in the areas of products and services, pricing, promotion, distribution, branding, sales force management, business-to-business, market information management, legal implications and ethics.

**MKT431 Consumer Behavior***3 credit hours*

This course focuses on the relationship of domestic and global consumer behavior in purchasing, utilization, and disposition of products. Topics include marketing research and information management; psychological-social-cultural influences on consumer behaviors and decision making.

**MKT432 Marketing Research and Analysis***3 credit hours*

This course focuses on domestic and global marketing research methodologies in product-price-promotion-distribution. Students examine the primary and secondary research design process. Other topics include sources, sampling, associations, testing, and interpretations.

**MKT433 Marketing Strategy and Implementation***3 credit hours*

This course focuses on domestic and global external factors affecting marketing's products-pricing-promotion-distribution opportunities and threats; assimilation of the most appropriate strategy that fits the business environment; implementation plan using the internal marketing, management and infrastructure strengths.

**MATHEMATICS (MAT)****MAT096 Mathematics Review I***3 credit hours*

This course consists of a review of basic mathematical concepts and skills to improve the ability to acquire, evaluate, and analyze information as it applies to problem solving using positive and negative whole numbers, fractions, decimals, ratios, and proportions. It provides introduction to the topics of percentages and their practical applications, measurements in different systems of units (US and Metric), basic algebraic expressions and equations, statistical graphs, probability of simple events.

*Prerequisite: Placement Test***MAT097 Mathematics Review II***3 credit hours*

This course is a continuation of MAT096 or can stand alone for students who may require one semester of review prior to enrolling in MAT107. Skills acquired and developed in MAT097 will be utilized in MAT107 College Algebra.

*Prerequisite: Placement Test.***MAT104 Statistics and Probability***3 credit hours*

As an introduction to statistics, the focus of this course is the collection of numerical data and its organization and presentation. Topics addressed for study are measures of location and measures of spread, the basics of probability analysis, including simple cases of conditional probability, and probability distributions. Normal and binomial distributions and their applications are also investigated, along with correlation, regression, and predictions.

*Prerequisite: MAT107 or its equivalent.***MAT107 College Algebra***3 credit hours*

The first course in the College Algebra sequence. Topics include operations with polynomials, rational expressions, systems of linear equations, inequalities, radical expressions, quadratic equations, geometry, and trigonometry.

*Prerequisite: MAT097 with a "C" or better or placement test.***MAT108 Intermediate College Algebra***3 credit hours*

The second course in the College Algebra sequence. Topics include operations with real numbers, first degree equations, and inequalities, systems of linear equations and inequalities, exponents and radicals, quadratic equations, functions, exponential and logarithmic functions, sequences and series.

*Prerequisite: MAT107 or its equivalent.*

**MAT110 Precalculus Mathematics**

3 credit hours

This course includes a study of polynomial, exponential, logarithmic and trigonometric functions and their applications, ruler and compass constructions, plane analytic geometry, cartesian and polar coordinates, pythagorean theorem, law of sines, combinations and permutations, algebra of sets and normal distribution.

*Prerequisite: MAT108.*

**MAT115 Introduction to Calculus**

3 credit hours

Students are introduced to both differential and integral calculus in this course. The concepts of limits, derivation, differentiation, and integration of functions are presented. The relationship of calculus to other fields and its value in addressing problems and their solutions in real-world settings are also discussed.

*Prerequisite: MAT107 or its equivalent.*

**MEDICAL ASSISTING (MED)**

**MED099 American Heart Association CPR Training**

0 credit hours

This eight-hour seminar provides hands-on instruction in adult, child, and infant CPR skills and life-saving techniques. Training is designed for the health professional and includes use of ambu-bag, one-way valve mask, and an automatic external defibrillator (AED) using a state-of-the-art simulator. Individual evaluation of skills and written exam are required at the conclusion of the seminar, and students successfully completing the course receive an American Heart Association certification card. The two-year certification period is designed to meet the prerequisite requirements for medical assisting, diagnostic medical sonography, dental hygiene, radiation therapy, and radiologic technology programs.

**MED100 Accounting**

3 credit hours

Basic theory and structure of accounting including payables, receivables, inventory, payroll, and taxes.

*Prerequisite: MAT101.*

**MED110 Medical Assisting I**

3 credit hours

Introduction to medical assisting. Emphasis is on the medical record, medical asepsis, OSHA standards, sterilization and disinfection of instruments, obtaining patient vital signs, assisting with physical examinations, assessing hearing and vision. Also included is the employment of physical agents to promote healing such as application of heat or cold, principles of casts and cast care, and application of ambulatory aids such as crutches, walkers and wheelchairs.

*Prerequisite: BIO110.*

**MED150 Medical Pharmacology**

3 credit hours

This course promotes a basic understanding of pharmacology, calculations for children and adult dosages, common equivalencies, drug abbreviations, sources and schedules; the use of pharmacology references; review of body systems with focus on drugs utilized to treat conditions of those systems; drug administration; and the importance of accuracy and safety when dealing with medications.

*Prerequisite: Successful completion of MAT096 and/or MAT097, or placement into MAT107.*

**MED155 Administrative Office Procedures I**

3 credit hours

This course includes the study of the operation of the administrative departments in the healthcare environment, including patient scheduling, medical record filing, medical correspondence and mail, maintenance of the medical facility, records management, written and verbal communication, telephone techniques, medical transcription, and the use of computers in the healthcare setting.

**MED160 Administrative Office Procedures II**

3 credit hours

Continued study of the administrative aspects of the medical office, including pegboard accounting, billing and collection, processing insurance forms, and CPT and ICD-9 coding techniques. The course also covers the virtual study of a medical practice management program, including patient file maintenance, storage of treatment procedures and charges, matching of CPT and diagnostic codes with treatment procedures, and related tasks.

*Prerequisite: MED155.*

**MED220 Medical Assisting II**

3 credit hours

Continued study of medical assisting with emphasis on assisting with specialty exams such as gynecological, male reproductive and pediatric exams. Also included is assistance with minor office surgeries, cardiopulmonary and colon procedures in the office. Emergency medical procedures covered include treatment of various common emergencies such as heart attack, stroke, shock, bleeding, wounds and burns, and heat and cold exposure, as well as diabetic emergencies. Common human diseases and conditions are explored including etiology, diagnostic procedures, treatments, and prognoses.

*Prerequisites: CHM100, MED110.*

**MED260 Radiology**

3 credit hours

Study of the use of x-rays in a medical setting. Development of skills in the use of equipment, safety, and developing radiographs.

**MED280 Medical Assisting III**

3 credit hours

Continued study of personal and professional development to strengthen the medical assistant in both career and individual actions and interactions; review of skills and techniques learned in previous semesters with emphasis on efficiency; preparation for entry into the field of medical assisting.

*Prerequisites: MED150, MED220.*

**MED290 Clinical Medical Assisting**

3 credit hours

Students demonstrate skills gained through their educational training in a clinical setting. They are exposed to the normal functioning of an actual clinic situation that would include patient contact, laboratory experience, limited x-ray, administrative, and front office work. Clinical training occurs off-campus at an actual clinic approved by Argosy University.

*Prerequisites: all program coursework must be satisfactorily completed.*

**MEDICAL LABORATORY (MLT)****MLT103 Urinalysis/Microbiology***3 credit hours*

In this course, students review renal anatomy and physiology and the process of urine formation. Laboratory evaluation of the urine specimen includes physical, chemical, and microscopic assessment. Laboratory test results correlate with the state of health and disease of a patient. Safety and quality control are emphasized in laboratory exercises. The course also includes an introduction to microbiology. Topics include basic structures and functions of microorganisms with, and emphasis on, bacteria. Specimen collection, culture techniques, identification, and susceptibility testing are also introduced. Pathogenesis of infection is compared with non-disease producing organisms.

*Prerequisites: concurrent with BIO110, CHM100, and COM110.*

**MLT107 Hematology/Phlebotomy***3 credit hours*

A basic hematology course that introduces the concepts of blood formation and blood cell structure and function in normal, healthy humans. Laboratory exercises include Erythrocyte and Leukocyte counts, Leukocyte differentials, Hemoglobin, Hematocrit, Erythrocyte indices, preparation and assessment of blood smears, quality control and recognition of normal laboratory test values. Students learn and practice blood collection techniques, specimen processing, and safety.

*Prerequisites or concurrent: BIO110, COM110.*

**MLT109 Immunology***2 credit hours*

Study of the immune system and immunology technology includes basic genetics, anatomy of the lymphatic system, immune function of leukocytes, the immune response in health and disease, vaccines, antigens, antibodies and their reactions, and the complement system.

*Prerequisites or concurrent: BIO110, COM110.*

**MLT130 Clinical Chemistry I***3 credit hours*

Introduces the student to the basic principles and practices of clinical chemistry, lab safety and regulations, quality control and statistics, lab mathematics, and point-of-care testing. Clinical correlations and lab procedures, amino acids and proteins, enzymes, vitamins and nutritional assessment carbohydrates, lipids and lipoproteins are studied in the laboratory. Students learn to prepare solutions, perform photometric and other clinical chemistry assays, and organize a laboratory. Quality control and laboratory safety are incorporated into the practice of laboratory testing. Correlation of laboratory test results with health status and disease is emphasized.

*Prerequisites: BIO110, CHM100, COM110, MAT107, MLT103, MLT107.*

**MLT150 Clinical Microbiology I***3 credit hours*

The study of infectious disease caused by bacteria including: Staphylococcus, Streptococcus, and Neisseria, Enterobacteriaceae and other gram-negative bacilli, gram-positive bacilli, spirochetes, and anaerobes. Laboratory procedures focus on safety, and quality control bacteria are identified using techniques including gram stains and biochemical tests, and susceptibility testing using both Kirby-Bauer and MIC methods.

*Prerequisites: COM110, MLT103, MLT107.*

**MLT170 Clinical Hematology I***3 credit hours*

Normal hematology includes the description, maturation, identification, and function of blood and bone marrow in the healthy patient.

Classifications of anemias and leukemias are introduced. Laboratory exercises lead to completion of a complete blood count (CBC) including automated and manual methods for leukocyte (WBC) and erythrocyte (RBC) counts, hemoglobin and hematocrit, blood smears, identification and differentiation of normal, abnormal, mature, and immature blood cells. Laboratory safety, quality control, and recognition of normal values are emphasized.

*Prerequisites: CHM100, MLT107.*

**MLT209 Clinical Immunology***3 credit hours*

In-depth study of immune response to infectious disease, immune disorders, transplant, and tumors. Laboratory procedures are introduced for detection of antigen/antibody reactions, complement activity, genetics, antibody titers for infectious diseases, immunology technology as well as applications to other clinical areas like clinical chemistry and blood banking. A variety of techniques such as hemagglutination, latex agglutination, diffusion, antigen testing, ELISA, and other procedures for detection of syphilis, mononucleosis, streptococcus group A, rheumatoid arthritis, rubella, blood groups, febrile agglutinens, and others are practiced in the clinical laboratory. Emphasis is on proper specimen handling, safety, and quality control.

*Prerequisites: MLT107, MLT109.*

**MLT230 Clinical Chemistry II***3 credit hours*

Further study of clinical chemistry includes these topics: trace elements, electrolytes, non-protein nitrogenous compounds, arterial blood gases, pH and buffer systems, assessment of organ system functions, including liver, endocrinology, thyroid, cardiac, renal, pancreatic and gastrointestinal function, specialty areas of clinical chemistry, therapeutic drug monitoring, toxicology, and tumor markers. In the laboratory, automated procedures and immunoassays emphasize multitasking, precision, and accuracy in patient testing and reports, and quality control while following the laboratory safety protocol are emphasized.

*Prerequisite: MLT130.*

**MLT250 Clinical Microbiology II***3 credit hours*

Mycobacterium, Chlamydia, Mycoplasma, Rickettsia, yeast, fungi, viruses, and parasites are infectious agents introduced in this advanced course, along with review of pathogenic bacteria. Laboratory examination of bacteria, and prepared slides of parasites, yeast, and fungi are performed. Sample collection, proper media use, growth requirements, control of microorganisms, identification of bacteria, biochemical testing, stain reactions, susceptibility testing, and other laboratory procedures are discussed and performed following laboratory quality control and safety protocol.

*Prerequisite: MLT150.*

**MLT270 Clinical Hematology II***3 credit hours*

This course introduces the student to hemostasis, coagulation process and assessment of bleeding disorders, and anticoagulant therapy. Diseases of blood and bone marrow, including anemia and leukemia, with emphasis on classification and correlation of laboratory values with state of health, are studied further. Body fluid analysis, including spinal fluid, synovial fluid, amniotic fluid, semen, and others are discussed in relation to diagnostic significance of lab results.

*Prerequisite: MLT170.*



**MLT279 Immunohematology***3 credit hours*

The study of blood transfusion practice includes discussion of donor screening and use of blood components. Concepts of genetics, biochemistry, and immunology of blood group systems, including the ABO, Rh, and others provide the foundation for testing associated with transfusion, diseases, prenatal testing, and hemolytic disease of the newborn. Protocol for selection of components, the pretransfusion testing, transfusion reactions, and other applications are addressed. In the laboratory, students perform blood typing, antibody screening and identification, compatibility testing, and some specialized procedures. Quality control and safety in the laboratory are stressed.

*Prerequisites: MLT170, MLT209.***MLT280 Clinical Simulated Lab/Comprehensive Review***3 credit hours*

As preparation for entry into clinical training, this course includes a comprehensive review of course materials, laboratory techniques, and integration of other skills necessary for success in the practice of medical laboratory technology. Field trips to clinical sites such as clinical laboratories in hospitals, clinics, research, government, and other facilities are arranged when possible and vary depending on availability for tours. The clinical training assignment process, scholarship application, immunizations completion, TB test within six months of clinical training start are integrated here. Must be taken the semester immediately preceding clinical training.

*Prerequisites: all technical courses (MLT230, MLT250, MLT270, MLT279 concurrent).***MLT290 Clinical Medical Laboratory***6 credit hours*

Application of all skills and knowledge in an actual laboratory situation, on a forty-hour-per-week basis. Clinical Training occurs off-campus, at a clinic, laboratory, or hospital which is approved by Argosy University/Twin Cities to conduct internship programs.

*Prerequisites: all coursework must be completed.***PHILOSOPHY (PHI)****PHI101 Ethics in Contemporary Society***3 credit hours*

Ethics is the investigation of moral motive and action: What is the right thing to do, and why do the right thing? Students investigate personal, professional, and social issues of the day using the major ethical theories of western civilization. Based on research, students formulate and evaluate their own ethical positions in the context of respectful classroom dialogue.

*Prerequisite: ENG101 or its equivalent.***PHI102 World Religions***3 credit hours*

This course introduces students to the varieties of religious expression throughout human cultures. Particular attention is given to the dominant religions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Students are encouraged to develop an understanding of the historical and cultural influences on the nature and diversity of the world's religions.

**PHYSICS (PHY)****PHY105 General Physics***3 credit hours*

This is a foundational course that introduces the history and principles of general physics.

**POLITICAL SCIENCE (POL)****POL110 American Experience***3 credit hours*

Students are encouraged to acquire a deeper understanding of the historical development and basic structure of the American political system. The course surveys the nature of the U.S. federal system of government and its essential components, especially the executive, legislative, and judicial branches, along with the U.S. Constitution and Bill of Rights. Attention is also given to the roles and influence of political parties, mass media, and special interest groups.

**PSYCHOLOGY (PSY)**

*It is recommended that students complete General Psychology (PSY101) before taking any course at the 200-level or higher.*

*Courses marked with an asterisk (\*) are recommended for students considering the pursuit of graduate-level education in the field of psychology.*

**PSY101 General Psychology***3 credit hours*

This course is designed to provide a broad, general overview of the field and introduce basic concepts and ideas central to contemporary psychology. Topics include the biological bases of behavior, human development, learning and cognition, motivation and emotion, intelligence, personality, psychological disorders, ethics and social thought.

**PSY102 Tests and Measures***3 credit hours*

This overview presents the major assessment instruments and a consideration of issues of reliability, validity, test scores and measurement, ethical and cultural factors in testing, correlations, measures of central tendency and variance, standardization, and norm-referenced testing.

**PSY210 Psychological Statistics\****3 credit hours*

This course will introduce you to statistical concepts and tests used in psychological research as well as analysis and computation.

**PSY220 Critical Thinking in Psychology***3 credit hours*

This course will focus on the ability to take topics in psychology and look at them using flexibility and open-mindedness, logical inference, thorough analysis of the evidence, divergent thinking, and skepticism while also identifying their inherent biases and assumptions.

**PSY230 Psychology in the Community***3 credit hours*

This course will examine the variety of services provided by psychology in the community. Types of services, types of agencies, and types of populations served will be explored (e.g. inpatient vs. outpatient vs. residential or forensic vs. chemical dependency vs. mental health). A broader view of psychology's role in the community will be taken as students examine its influences in the fields of business, health, religion, advertising, and research. Field trips will be an important part of this class.

**PSY240 Psychology in the Media***3 credit hours*

This course will look at the influence of psychology in the media. Media is widely defined as movies/television, music, news, printed material and the internet, all of which are available to the general public. This course will examine the advertising of psychology, stereotypes portrayed in the media, accuracy of information provided by the media through various venues, as well as how media portrayal of psychopathology has changed over time.

**PSY250 Writing in Psychology***3 credit hours*

This course will focus on the introduction of APA style, the use of PSY-CLIT/PSYCINFO, doing appropriate literature searches, writing in a professional style, selecting appropriate topics, and practice in writing.

**PSY300 Developmental Psychology\****3 credit hours*

Survey of theory and research on cognitive, emotional, and social development during childhood, adolescence, and adulthood.

*Prerequisite: (DAL) PSY101.*

**PSY301 Children and Violence***3 credit hours*

This course enables students to gain an understanding of the issues resulting from children's exposure to violence. Topics examined include community violence, war and terrorism, peer victimization, media violence, and familial abuse and maltreatment. In addition, best practices in prevention and intervention programming are highlighted, as well as a dialogue encouraging students to examine their own beliefs about the nature and impact of violence our world.

**PSY302 Research Methods\****3 credit hours*

Review of quantitative and qualitative scientific research methods used to investigate psychological questions. Emphasis on gathering and evaluating information from multiple sources, synthesizing findings from available literature into specific research questions, and designing effective methods to address those questions. Emphasis on critical thinking, problem solving, and developing writing skills in a style appropriate to the discipline of psychology.

*Prerequisites: (DAL) PSY101, (SEA) PSY210.*

**PSY304 Human Sexuality***3 credit hours*

Examination of human sexuality as expressed in attitudes, beliefs, and behaviors. Analysis of research methods and findings on social and developmental psychological aspects of sexuality, including dysfunction and its treatment.

**PSY305 Psychology of Religion***3 credit hours*

In this course students discover how psychology helps us understand religious behavior and experience. We investigate the meaning and value of religious faith as interpreted through the major psychological schools. Students reflect upon their own past spiritual development and consider its future possibilities. They also probe into reasons why religion sometimes "gets sick" and what factors contribute to religious health.

**PSY306 Psychology of Aging***3 credit hours*

Multidisciplinary perspectives on the biological, psychological, and social issues of aging, including affective, cognitive, and physiological changes and the social effects of increasingly older population demographics in a diverse and global society.

**PSY310 Social Psychology\****3 credit hours*

Survey of theory and research on human social behavior, including topics such as aggression, attitudes, attribution, group dynamics, interpersonal relations, and prejudice and stereotypes. Emphasis on the diversity of human experience and ethical conflicts in psychological research and practice.

*Prerequisite: (DAL) PSY101.*

**PSY312 Diversity***3 credit hours*

Examination of how an understanding and respect for the diversity of class, ethnicity, gender, religion, and sexual orientation differences contribute to the scientific study of human behavior. Cross-cultural research is also explored.

**PSY314 Psychology of Women***3 credit hours*

This course provides a comprehensive overview of the major topics and theories relevant to the current study of psychology of women, and the research on the impact of gender on thinking and behaving. Topics include psychosocial development (e.g. marriage, relationships), biologically-based experiences (e.g. menstruation, sexuality, mothering), mental health issues, gender differences/similarities (e.g. cognitive abilities, personality, social behavior), issues related to ethnicity and sexual orientation, and social issues (e.g. violence against women, power, achievement and the worlds of education and work).

**PSY320 Industrial/Organizational Psychology\****3 credit hours*

Application of the theories and research in psychology to industrial and social organizations, including topics such as personnel, human factors, organizational development, and welfare of the consumer. Examination of the ethical and legal dimensions of conducting psychological research and practice in the workplace.

*Prerequisite: (DAL) PSY101.*

**PSY350 Physiological Psychology\****3 credit hours*

Survey of relationships of physiological processes, especially nervous system functioning, to behavior. Emphasis on current, interdisciplinary research findings on brain and behavior and their applications.

*Prerequisite: (DAL) Natural Sciences course.*

**PSY360 Cognition and Learning***3 credit hours*

This course provides an introduction to theories and research on cognition and learning, especially topics such as knowledge acquisition, language, memory, thinking and the biological basis of learning and cognition. Applications to the assessment and treatment of human problems in a variety of organizational settings in education and mental health are also discussed.

**PSY361 Personality Theory***3 credit hours*

This course examines psychoanalytic, biological, behavioral, cognitive, trait, humanistic, and interactionist theoretical approaches to understanding personality. Strengths and weaknesses of the various approaches are noted. Where available, modern research is integrated with each theoretical approach. Thoughtful evaluation of the eight approaches is emphasized, as is integration of theories to create a rich and multi-faceted picture of human personality. Practical applications to gender and cultural/ethnic differences are noted. Assignments are designed to foster student awareness and reflection concerning personal assumptions about personality. The assignments also encourage students to practice critical thinking skills when evaluating the eight approaches and the related research.

**PSY370 Introduction to Addiction and Addictive Behavior***3 credit hours*

This introductory course provides an overview of addictions and substance abuse, including alcoholism and drug abuse. It introduces both the physiological and psychological characteristics of substance abuse and its effect in various life areas. Both individual and family dynamics are covered, as well as ideas for treatment options and recovery. Cross addiction and dual-diagnosis are discussed.

**PSY390 Special Topics**

3 credit hours

Intensive study of a theme, process, or problem in psychology. May be repeated for credit.

**PSY395 Independent Study**

1–3 credit hours

An Independent Study provides a means for students to pursue a topic of interest in greater depth than is otherwise provided by the curriculum. Typically, it engages the student in an extensive literature review of a topic, an independent research project, or supervised experience at an internship site.

**PSY400 Counseling Theories\***

3 credit hours

The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues in the practice of professional counseling.

*Prerequisite:* (DAL) PSY101.

**PSY405 Interviewing Techniques\***

3 credit hours

Interviewing Techniques is an applied course designed to develop basic relationship building, interviewing, reporting, problem-solving and decision-making skills with diverse clients. The focus is on fundamentals and techniques that cut across multiple interviewing situations. The fundamentals and techniques learned will prepare students for current real-world applications. For those students planning to attend graduate school, the fundamentals and techniques learned will serve as a foundation for the development and refinement of clinical skills.

*Prerequisite:* (DAL) PSY101.

**PSY410 Maladaptive Behavior and Psychopathology**

3 credit hours

This course provides the student with a body of knowledge concerning the recognition, classification, course, prognosis, and treatment of the range of human problems usually defined as psychological disorders. Human problems are examined within the framework of the *DSM-IV TR* classification system. In addition, students will be exposed to the various ethical issues and dilemmas associated with identifying, classifying and treating behavior as maladaptive or pathological. The role gender and culture play in identifying, classifying and treating behavior as maladaptive or pathological will also be explored.

**PSY415 Psychological Assessment\***

3 credit hours

In-depth examination of assessment processes and measurement strategies for aptitudes, intelligence, interests, performance, and personality of diverse populations. Ethical, legal, and social issues in test theory, construction, and evaluation. Emphasis on psychometric properties.

*Prerequisite:* PSY210.

**PSY420 Disabilities**

3 credit hours

In-depth examination of research findings and personal beliefs and attitudes about disabling conditions and their effects on families, communities, and the larger society. Ethical and legal issues in the assessment, evaluation, and treatment of disabled persons in educational, mental health, and organizational settings.

**PSY422 Forensic Psychology**

3 credit hours

In-depth examination of the theories and methods of forensic psychology and their applications to the policies and procedures of criminal justice, legal, and mental health settings.

**PSY423 Psychology and Criminal Justice**

3 credit hours

This course aims to provide students with an understanding of psychology as it has been applied to crime and criminal justice. The course examines psychological perspectives on the offender, ranging from the examination of offenders' individual characteristics, such as intelligence, to integrated theories of offending behavior.

**PSY430 Ethics In Psychology**

3 credit hours

Students are asked to explore the legal, ethical and professional choices faced by social service workers and chemical dependency counselors. Topics include confidentiality, counselor values, client rights, the licensure process, complaint procedures, informed consent, and standards of care. A multicultural perspective is used throughout the course.

**PSY440 Psychology Internship and Seminar**

3 credit hours

Supervised field experience in a variety of settings (such as counseling, industrial/organizational, criminal justice type settings), combined with integrative, reflective class seminar. This course ties together the theories and methods of psychology in an applied setting and a practical grounding for ethics, diversity, and effective written and oral communication skills developed during the baccalaureate program.

**PSY450 History and Systems of Psychology\***

3 credit hours

Development of the discipline of psychology from its philosophical roots to the present, with an emphasis on the last 100 years. In-depth examination of psychology as a science, practice, and sociocultural force in contemporary times. Emphasis on critical thinking, writing skills, and critical history research methods.

**PSY480 Biopsychosocial Effects of Substances**

3 credit hours

The biological, psychological, and social effects of mood-altering substances and behaviors, as well as their implications for the addiction process, are reviewed. Psychopharmacology of substances is emphasized, and effects on health are covered. Cultural norms and the disease concept/model are considered.

*Prerequisite:* (TC) PSY370.

**PSY481 Substance Abuse and the Family**

3 credit hours

This course is an introduction to family systems, focusing on the effects of addiction pertaining to family roles and behavior patterns. The impact of mood-altering substances and behaviors as they relate to the family are discussed, along with multicultural and transgenerational issues. Students are introduced to family interventions and treatment.

*Prerequisite:* (TC) PSY370.

**PSY482 Substance Abuse Treatment I**

3 credit hours

This course covers all aspects of treatment with attention to readiness to change. Students are introduced to the core functions of individual and group chemical dependency counseling, including screening, orientation, intake, assessment, treatment planning, counseling, case management, crisis intervention, relapse prevention, client education, referral, reports and record-keeping, and consultation.

*Prerequisite:* (TC) PSY370.

**PSY483 Substance Abuse Treatment II***3 credit hours*

This course is a continuation of Substance Abuse Treatment I (PSY482). It explores in greater depth the core functions of chemical dependency counseling, as well as readiness to change. The course is designed for students who plan to pursue licensure as substance abuse/chemical dependency practitioners.

*Prerequisite: PSY482.*

**PSY485 Chemical Dependency Practicum***2–8 credit hours*

The Chemical Dependency Practicum provides supervised experience and training in chemical dependency. In addition to assigned hours on site, students will also meet weekly in a practicum seminar led by a faculty member. Students will be matched to sites based on their need for particular skill development, interest, and schedule.

**PSY490 Human Services Internship and Seminar***3 credit hours*

Capstone Course. Supervised field experience in a variety of community settings. A portfolio of projects accomplished during this internship will be completed, including a literature review. This course ties together the theories and methods of psychology in an applied setting and a practical grounding for ethics, diversity, and effective written and oral communication skills developed during the baccalaureate program.

**PSY492 Advanced General Psychology***3 credit hours*

Capstone Course. Advanced seminar on topics from the natural and social sciences knowledge bases of the discipline. A portfolio of papers and projects from prior coursework will be completed, including a literature review. This course ties together the theories and methods of psychology as a science and practice, and is a scholarly integration of ethics, diversity, and effective written and oral communication skills developed during the baccalaureate program.

**PSY493 Crime and Causes***3 credit hours*

This course studies the sociological and social psychological foundations of crime and delinquency. Topics include the definition and meaning of crime and delinquency, the etiology of crime and delinquency, the history and development of criminal law, and criminal behavior.

**PSY494 Substance Abuse Treatment in the Criminal Justice System***3 credit hours*

This course will examine treatment and intervention approaches that are effective with the offenders in correctional settings. Such topics to be introduced are drug and alcohol treatment in correctional institutions, treatment modalities, principles of the therapeutic communities, characteristics and traits of the offender and issues related to the transition into the community.

**RADIATION THERAPY (RTH)****RTH100 Introduction to Radiation Therapy***2 credit hours*

This course provides students with an overview of radiation therapy and the practitioner's role in the healthcare delivery system. The course also includes the basic principles of radiation therapy, the cancer-management perspective, and patient care, as well as principles of radiation and health safety, and the professional responsibilities of the radiation therapist. This course must be taken in the first semester prior to all other program courses.

**RTH102 Computer Science***1 credit hour*

This course include and introduction to computers and computing. It will include basic computer concepts and vocabulary and an overview of computer hardware and software. The role and function of computers will be discussed. The use of computers to solve problems will be discussed. Information storage and accessibility and computer networking and internetworking will be discussed.

**RTH110 Radiologic Physics***3 credit hours*

This course is designed to establish basic knowledge of physics pertinent to developing an understanding of radiation used in the clinical setting. Concepts presented will include atomic structure, electricity, electromagnetism, the production of x-rays and interaction with matter, and the fundamentals of x-ray generating equipment. An overview of imaging modalities will be presented, with emphasis on fluoroscopy, computed tomography, and magnetic resonance imaging.

*Prerequisite: PHY105 (or concurrent), RTH100, RTH107.*

**RTH115 Sectional Anatomy***2 credit hours*

This course establishes a working knowledge of sectional anatomy of the cranium and facial bones, brain, spine, neck, thorax, abdomen and pelvis. It also provides discussion of the application of sectional anatomy in the imaging sciences fields, particularly as it relates to CT, MRI, Sonography and Radiation Therapy Treatment Planning.

*Prerequisites: BIO110, BIO115, COM110, RTH100.*

**RTH120 Radiation Therapy Physics/QM***3 credit hours*

This course reviews and expands upon concepts and theories from the Radiologic Physics course. A detailed analysis of the properties of radiation, x-ray production, radiation quality, and the interactions of ionizing radiation with matter are emphasized. The treatment units to deliver external beam radiation therapy are presented. Radiation measurement, exposure, and absorbed dose are discussed. The course addresses quality management topics in radiation therapy, including quality checks on charts, films, simulators, treatment units and treatment planning systems. The role of the radiation oncology team in quality management is discussed, along with the regulatory and legal implications for maintaining appropriate quality management guidelines.

*Prerequisites: COM110, MAT107, MAT110 (or concurrent), PHY105, RTH100, RTH110.*

**RTH130 Radiation Protection/Radiobiology***2 credit hours*

Basic principles of radiation protection and safety for the radiation therapist. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and healthcare organizations are incorporated. Specific responsibilities of the radiation therapist are discussed, examined, performed, and evaluated. Also included are basic concepts and principles of radiation biology. The interactions of radiation with cells, tissues, and the body as a whole and resultant biophysical events are presented. Discussion of the principles of tolerance dose, time-dose relationships, fractionation schemes, and the relationship to the clinical practice of radiation therapy are discussed, examined, and evaluated.

*Prerequisites: BIO110, BIO115, COM110, MAT107, RTH100, RTH107.*

**RTH135 Principles and Practices I***3 credit hours*

This course provides an overview of the immune system and its role in fighting diseases including cancer. The pathology of neoplasms are discussed, including their cause, diagnosis, and how to differentiate between benign and malignant neoplasms. Cancers of the skin, bones, soft tissues, endocrine system, lymphoreticular system, and leukemia are discussed in regard to their etiology, epidemiology, detection, diagnosis, treatment, and prognosis. The radiation therapist's responsibilities of education, assessment, and communication in the management of these cancers are presented.

*Prerequisites: BIO110, BIO115, COM110, MAT107, RTH100, RTH110, RTH115, RTH120, RTH130, RTH150.*

**RTH150 Treatment Planning I***3 credit hours*

This course is designed to establish factors that influence and govern clinical patient treatment planning for radiation therapy. Included are patient measurement, immobilization, and contour considerations, as well as radiobiological factors. Conventional and computed tomography simulation is explained. Radiographic consideration, anatomical landmarks, treatment simulation procedures, techniques, and objectives are emphasized. Class demonstrations/laboratories and projects are incorporated to complement specific content areas and are focused on the clinical application of treatment planning and radiological imaging principles. These include simulator operation, block fabrication, and beam modification.

*Prerequisites: BIO110, BIO115, COM110, MAT107, RTH100, RTH110.*

**RTH201 Research Methodology***1 credit hour*

This course include and introduction to elements of the research process and protocols. Gathering and evaluation of information from multiple sources will be discussed. Interpretation of data and application of results will be discussed. Scientific research related to radiation therapy will be discussed.

*Prerequisites: COM110, ENG101, RTH100, RTH135, RTH130, RTH220.*

**RTH210 Medical Law and Ethics***3 credit hours*

This course is designed to define sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system.

*Prerequisite: PHI101.*

**RTH220 Treatment Planning II***3 credit hours*

This course is a continuation of Treatment Planning I (RTH150). Photon and electron beam therapy and dosimetry are discussed, along with the factors that influence them. Dose distribution, dose calculation and treatment planning application are emphasized. The role of computers in radiation therapy is presented. Brachytherapy sources, applicators and implant methods, as well as 3-D conformal, intensity modulated, stereotactic, intraoperative and other new technologies in radiation therapy are introduced.

*Prerequisites: BIO110, BIO115, COM110, MAT107, MAT110 (or concurrent), RTH100, RTH115, RTH120, RTH135, RTH150.*

**RTH230 Building Clinical Skills***3 credit hours*

This course addresses the necessary clinical skill requirements for competent radiation therapists. It prepares the student physically and emotionally for interaction with sick and terminally ill patients. Patient care aspects of the class address proper lifting techniques, patient transportation, and aseptic and sterile procedures involving catheters, syringes, needles and other radiation therapy and hospital/clinic equipment. Nutrition, pain, and infection control concerns are taught. The psychological and emotional challenges that cancer patients face (generally, and those that are specific to certain diagnoses) will be discussed. The course introduces technical and quality management skills prior to the student's clinical training, with emphasis on how these aptitudes contribute to the patients successful treatment experience.

*Prerequisites: BIO110, BIO115, COM110, MAT105, RTH220, RTH240.*

**RTH240 Principles and Practices II***3 credit hours*

This course, a continuation of RTH 135, covers cancers of the respiratory system, central nervous system, head and neck, digestive system, female and male reproductive systems, genitourinary system, breast, and pediatrics. Field design, treatment prescription and side effects of treatment will be presented, discussed, recommended, and evaluated. As part of the process, the course examines and evaluates the management of neoplastic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The radiation therapist's responsibilities of education, assessment, and communication in the management of neoplastic disease are presented and discussed.

*Prerequisites: BIO110, BIO115, COM110, MAT107, MAT110, RTH100, RTH115, RTH120, RTH130, RTH135, RTH220, RTH230.*

**RTH280 Radiation Therapy Comprehensive Review***3 credit hours*

In this course students have the opportunity to assess, summarize, and incorporate all previously learned radiation therapy concepts and principles, including a review of simulation and basic dosimetry.

*Prerequisites: all technical courses except RTH210.*

**RTH290 Clinical Training, Radiation Therapy***6 credit hours*

Content and clinical practice experiences are designed for sequential development, application, analysis, integration, synthesis, and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development shall be discussed, examined and evaluated.

**RTH291 Clinical Training, Radiation Therapy***6 credit hours*

Continuation of Clinical Training, Radiation Therapy (RTH290).

**RADIOLOGY (RAD)****RAD100 Introduction to Radiologic Technology***3 credit hours*

This course introduces the basic radiologic and professional concepts of radiologic technology and patient care, including considerations for the physical and psychological needs of the patient and family. Topics discussed include imaging equipment, basic positioning and terminology, patient care, universal precautions, infection control, monitoring vital signs, and pharmacology. An introduction to the terminology and basic principles of radiology is included. Students apply classroom theory in the laboratory.

**RAD105 Radiologic Procedures I***3 credit hours*

This course provides the student with an in-depth study of the anatomy and positioning of the upper extremity, shoulder girdle, lower extremity, and pelvic girdle. Students apply classroom theory in the laboratory.

*Prerequisites: BIO110, RAD100.*

**RAD106 Fundamentals of Image Analysis I***1 Credit Hour*

Students will learn the basic fundamentals of image analysis, including a system for identifying and correcting technical, positioning, and exposure errors in the radiographic image.

*Prerequisite: RAD105 concurrent.*

**RAD110 Radiologic Physics***3 credit hours*

This course presents an introduction to general physics principles, electricity, and electromagnetism as they relate to the production of radiation. The origins of radiations, generators, motors, transformers, x-ray circuitry, and x-ray tube operation are introduced, and the characteristics of x-ray production and its interactions with matter are discussed.

*Prerequisites: MAT101, RAD105.*

**RAD115 Sectional Anatomy***2 credit hours*

This course introduces the student to a basic study of sectional anatomy and its applications in the field of radiology, specifically as it relates to MRI and CT.

*Prerequisite: BIO110.*

**RAD116 Fundamentals of Image Analysis II***1 Credit Hour*

Student will expand on the basic fundamentals of image analysis. Students will analyze radiographic images using a system for identifying and correcting technical, positioning and exposure errors in the radiographic errors in the radiographic image.

*Prerequisite: RAD225 concurrent*

**RAD120 Principles of Exposure I***3 credit hours*

This course is a study of image formation and processing. Instruction is provided in the composition and maintenance of radiographic film, intensifying screens, film processing, chemistry, and darkroom procedures. Students apply classroom theory in the laboratory.

*Prerequisites: MAT101, RAD105.*

**RAD130 Radiobiology/Radiation Protection***1 credit hour*

A discussion of radiation's interactions with living systems. Acute and chronic effects of radiation are discussed, as well as factors affecting biological responses and the characteristics and interactions with matter. Federal and state guidelines are reviewed and methods of minimizing radiation exposure.

*Prerequisites: RAD110, RAD120.*

**RAD140 Radiographic Pathology***2 credit hours*

This course explores the radiographic correlation of the causes, appearances, and symptoms of disease based on radiographic findings. A research paper pertaining to a radiographic topic as outlined by the MSRT is required for the submission and review.

*Prerequisites: RAD105, RAD205.*

**RAD154 Exploring Opportunities in Medical Imaging***2 credit hours*

Students will explore career options in medical imaging. Following an introduction to the various options, students will select a topic to complete various components of research intended to further their knowledge and assist them in determining if it is a career option for which they may pursue.

**RAD160 Computed Radiography***2 credit hours*

This online course will present the basic concepts and applications of computed radiography. The student will investigate the process, function, limitations and advantages of computed radiography.

**RAD170 Trauma Radiography I***3 credit hours*

This course will instruct students in the skills necessary to think critically in trauma imaging. Students will utilize Problem-Based Learning skills to integrate material from the Introduction to Radiologic Technology (RAD100) and Radiologic Procedures I (RAD105). Independent and group projects will be used to identify critical thinking mechanisms to solve scenarios.

**RAD205 Radiologic Procedures II***3 credit hours*

This course provides the student with an in-depth study of the anatomy and positioning of the vertebral column, bony thorax, thoracic viscera, skull, facial bones, and sinuses.

*Prerequisite: RAD105.*

**RAD225 Principles of Exposure II***2 credit hours*

This course expands upon Principles of Exposure I (RAD120). Instruction in the theory and application of radiographic quality, automatic exposure control, exposure charts and quality assurance procedures.

*Prerequisite: RAD120.*

**RAD240 Advanced Imaging***3 credit hours*

Provides an overview of specialty areas in the radiography department. Modalities include: CT, MRI, ultrasound, nuclear medicine, angiography, pediatrics, orthoroentgenography, arthrography, myelography, interventional angiography, cardiac catheterization, and radiation therapy. The student gains an understanding of the basic procedure, equipment, terminology, and contrast agents.

*Prerequisites: all general education courses, RAD140, RAD225, RAD270 concurrent .*

**RAD250 Quality Assurance for Diagnostic Imaging***1 credit hour*

This course is designed to provide the radiology student with an overview of the principles and practices of quality assurance for diagnostic imaging facilities. Course work will assist the student in developing skills in the planning and operating a quality assurance program. Topics include Total Quality Management, state and federal laws governing ionizing radiation, equipment testing and maintenance, personnel monitoring, training and continuing education, record maintenance, radiation protection programs, and the writing of policies and procedures.

*Prerequisite: RAD120.*

**RAD255 Radiologic Procedures III**

3 credit hours

This course provides the student with an in-depth study of the anatomy and positioning of the digestive and urinary systems, mobile trauma, pediatric, geriatric, and venipuncture with a review of previous procedures. A review of previous radiologic procedures classes is included. Students apply classroom theory in the laboratory.

*Prerequisite: RAD205.*

**RAD270 Clinical Education I**

9 credit hours

Direct supervised experience in the clinical affiliate that enables the student to become familiar with departmental policies, workflow and office procedures, body mechanics and radiographic procedures. The online component includes a demonstration of the application of didactic education in the clinical setting.

*Prerequisites: all general education courses, CPR, and all radiologic technology technical courses except RAD280 and RAD290; RAD240 concurrent.*

**RAD280 Comprehensive Review**

3 credit hours

Students have the opportunity to assess, summarize, and incorporate all previously learned radiological concepts, principles, and positioning skills necessary for preparation of the national Radiologic Technology Examination.

*Prerequisites: RAD240, RAD270, RAD290 concurrent.*

**RAD290 Clinical Education II**

9 credit hours

Continuation of radiologic technology clinical education in the clinical affiliate site. Students gain experience and develop skills in radiologic procedures, positioning, and techniques in preparation for entry-level skills. Students accomplish standard procedures under indirect supervision upon demonstration of performance-based competencies. Online component includes a demonstration of the application of didactic education in the clinical setting.

*Prerequisites: all general education courses, CPR, and all radiologic technology technical courses except RAD280; RAD280 concurrent.*

**SCIENCE (SCI)**

**SCI110 The Rise of Modern Science**

3 credit hours

The course begins by exploring the evolution of science since the scientific revolution of the 16th and 17th centuries. Emphasis is placed on the development of the scientific method and its role in influencing the course of scientific discovery and perspectives on the world. Students become familiar with the fundamental nature of scientific reasoning and its importance in understanding and shaping contemporary life.

**SCI115 The Ecological Perspective**

3 credit hours

An introduction to the interrelationships of living things to each other and their environment. Students learn about plant and animal identification and behaviors as these relate to the important ecological concepts of habitat, ecosystem, biological communities, and dynamic balance. The roles of natural resources and impact of human activity are also considered.

**SCI120 Science and Technology**

3 credit hours

An examination of the close relationship between scientific discovery and technological advancement, how theoretical scientific principles shape technological developments, and vice versa. Students also learn how practical concerns influence both technology and science, and how various scientific principles underlie certain technological applications.

**SOCIOLOGY (SOC)**

**SOC110 Sociology in a Global Perspective**

3 credit hours

This course presents an analysis of the development and persistence of social patterns and the impact of cultural, environmental, and social factors on the individual. Discussions include the theories and methods by which groups are studied; current interpretations of issues, such as family, ethnicity, and politics; cross-cultural comparisons of sociological areas; the global community of human beings and its sociological constructs.

*Prerequisite: ENG101 or its equivalent.*

**SOC115 Loss and Grief**

3 credit hours

This course addresses issues of loss and grief in life and in preparation for death. It examines uncomplicated and complicated grief reactions and disenfranchised grief and loss.

**SOC116 Sex, Power, and Socialization**

3 credit hours

This course explores male and female gender roles in the contemporary United States. It examines gender socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation are also explored.

**SOC117 Crime and its Causes**

3 credit hours

This course studies the sociological and social psychological foundations of crime and delinquency. Topics include the definition and meaning of crime and delinquency, the etiology of crime and delinquency, the history and development of the criminal law, and criminal behavior.

**SOC118 Juvenile Delinquency**

3 credit hours

This course provides a comparative and historical survey of juvenile delinquency and juvenile justice. It studies issues such as the nature, magnitude, and social location of youth crime, an analysis of causal theories, and an overview of programs aimed at delinquency prevention and control.

**SOC416 Sociological Perspectives on Class, Ethnicity, and Gender**

3 credit hours

This course explores the impact of social class, ethnicity, and gender on identity as well as the functions of roles in social organization. Family life, work, violence, sexuality and the possibilities for social change will be considered.

*Prerequisites: PSY101 or SOC110.*

**VETERINARY (VET)**

**VET001 Animal Care I**

0 credit hours

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

**VET002 Animal Care II**

0 credit hours

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

**VET003 Animal Care III**

0 credit hours

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

**VET004 Animal Care IV***0 credit hours*

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

**VET005 Animal Care V***0 credit hours*

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

**VET100 Comparative Anatomy***2 credit hours*

Students will be able to identify the fundamental components of the skeletal, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine, and reproductive systems. This course includes a basic study of the anatomical and physiological differences of domestic animals. The primary species examined are the dog and cat. This is a foundation course and must be taken in the first semester. Students entering the program during Session II must complete Comparative Anatomy in the second semester.

**VET105 Veterinary Pharmacology***3 credit hours*

A study of general drug classifications, uses, terminology, dosages, interpretation of prescriptions, and adverse side effects is included. Introduction to anesthetics.

*Prerequisites: MAT097, MAT107 concurrent, VET100.*

**VET110 Small Animal Medicine I***3 credit hours*

An introduction to the role of the veterinary technician in the care of small animals. Study of basic animal safety, behavior, and husbandry. The recognition of common breeds, physical exams, and basic small animal care is introduced. Aspects of veterinary office procedures and drug calculations are included. An eight-hour vet clinic shadowing experience is required outside of class time.

**VET115 Veterinary Laboratory Procedures***3 credit hours*

Introduction to clinical laboratory disciplines, such as lab safety, microscopy, immunology, hematology, cytology, urinalysis, and automation. Course focuses on urinalysis, kidney function, and renal diseases. Other components such as chemistry analysis, fluid analysis, and specimen handling are discussed.

**VET120 Veterinary Hematology***3 credit hours*

A study of normal hematological principles. Formed elements, blood cell count and morphology, hemoglobin determination, hematocrits, and blood smears are discussed. The course investigates the unique hematological features of various species, including bovine, equine, avian and reptile, and rodent. An introduction to abnormal morphology is also included. Lecture and laboratory experiences prepare students to perform a thorough laboratory analysis of blood.

*Prerequisite: VET115.*

**VET125 Animal Behavior***3 credit hours*

An optional course designed as a general study of behavior, theory, and modification techniques for the dog and cat.

*Prerequisite: VET110.*

**VET130 Veterinary Diseases***3 credit hours*

A survey of various common small animal disease conditions. Included are vaccination protocol, dermatology, endocrinology, immunology, clinical chemistry, and oncology and public health topics.

*Prerequisites: ENG101 (concurrent); VET100, VET110, VET115.*

**VET140 Parasitology***3 credit hours*

Parasitology includes the study of internal and external parasites of animals. Life cycles and laboratory techniques for proper identification are emphasized. Transmission, treatment, control, and public health concerns are discussed.

*Prerequisite: VET115.*

**VET160 Veterinary Ultrasonography***3 credit hours*

An optional course that introduces the student to the basic foundation for the understanding of ultrasonography procedures. Equipment instruction and imaging interpretation are emphasized.

*Prerequisites: VET100, VET110.*

**VET201 AZEW: Introduction to Avian Medicine***2 credit hours*

This course will be very helpful for any students interested in exotic medicine. This course will be a 2 credit, 1/2 semester (session 1), optional course that will describe pet bird husbandry, common illnesses, behavior problems and treatments. There will be a 2 hour per week lecture plus an off site, hands-on laboratory at the Midwest Avian Adoption and Rescue Services (MAARS) on Tuesday afternoons. The facility at MAARS focuses on parrots. Students will learn techniques such as avian venipuncture, bandaging, medicating, tube feeding, anesthesiology and radiology. There will be time allotted into the schedule for students to drive from Argosy to MAARS. (Students must arrange their own transportation to the lab.) Offered fall and summer semesters.

*Prerequisites: VET120 and VET240 completed or concurrent.*

**VET210 Large Animal Medicine***3 credit hours*

Introduction to healthcare and nursing needs of large animals, specifically, cattle, pigs, sheep, goats, and horses. The focus is on the unique nutritional and nursing requirements of the large animal species, diseases, and equipment identification. Course includes laboratory experiences off-campus. Students must provide their own transportation to off-campus sites. Students practice basic restraint with emphasis on safety, grooming, knot tying, radiography, bandaging, physical examination, and sample collection techniques on farm animals. Knot tying is also taught.

*Prerequisites: VET100, VET120, VET140, concurrent with VET 235.*

**VET215 Microbiology***3 credit hours*

Students are introduced to the morphological, biochemical, and stain reactions of common pathogenic bacteria affecting animals. Sample collection, media and growth requirements, and antibiotic sensitivity techniques are emphasized.

*Prerequisite: VET115.*

**VET220 Anesthesiology and Surgical Assisting***3 credit hours*

An introduction to the basic concepts of anesthesiology, with an emphasis on assisting veterinarians in the proper application and monitoring of anesthesia, use of equipment, and its identification. Surgical assisting will be presented through the study of surgical procedures commonly performed in veterinary practice. Skills in preparing animals and equipment for surgery, assisting veterinarians, and providing postoperative care are developed. Dentistry or spay/neuter and other techniques are performed on anesthetized animals.

*Prerequisites: VET105, VET240.*



**VET230 Laboratory and Exotic Animals**

3 credit hours

Study of laboratory animals and exotic pets, with emphasis on the special care and housing requirements. Lab focus is on the handling of laboratory animals.

*Prerequisite:* VET120, VET140.

**VET235 Veterinary Imaging**

3 credit hours

Study of the use of radiography in veterinary medicine. Development of skills in the use of equipment, safety, positioning, and developing radiographs. Special emphasis is on technique chart development and troubleshooting. Includes an introduction to ultrasonography techniques.

*Prerequisites:* VET100, VET110.

**VET240 Small Animal Medicine II**

3 credit hours

The study of small animal nursing care. Topics include emergency care, reproduction, nutrition, dentistry, and fluid therapy. Students perform CPR, advanced diagnostic, and therapeutic techniques including venipuncture and bandaging. This course is a more in-depth approach to the physical exam, behavior analysis, and supportive care of the dog and cat.

*Prerequisite:* VET130.

**VET250 AZEW Aquatics, Zoology, Exotics, and Wildlife**

3 credit hours

An optional course designed to give students a general overview of the study of aquatics, zoology, exotic species, and wildlife. Includes information about wildlife rehabilitation, zoo animal management, and nondomestic animal medicine such as reptiles, amphibians, and birds. Some field trips are scheduled.

*Prerequisites:* VET100, VET120, VET135 concurrent.

**VET260 AZEW Wildlife Handling**

3 credit hours

This optional course will cover information used in different areas of wildlife management such as the use of telemetry systems, laws on exotic animals, Species Survival Plans, techniques for handling various groups of animals and current information on listed animals throughout the world. Lecture is online. There is an off-campus laboratory developed by Global Wildlife Resources, Inc. to be held on Columbus Day weekend at the Wildlife Science Center in Forest Lake, Minnesota. This is an intensive 3-day, hands-on course in techniques for capturing and sampling animals in the wild. Topics covered will be drug delivery systems and drug combinations for anesthesia, venipuncture, use of monitoring equipment, physical examination and emergency procedures. Procedures are performed on captive wolves and other large mammals. Offered fall semester only.

*Prerequisites:* VET100, VET110.

**VET270 AZEW Ecology**

3 credit hours

An optional course in which students learn to identify many species by special anatomical features and life histories. The student is introduced to the environmental factors that affect the health and well-being of animals in a natural setting. The course includes 12–14 field trips.

**VET280 Comprehensive Review**

3 credit hours

This course provides a comprehensive review of previous veterinary technician curriculum with an emphasis on laboratory procedures. Students assume primary care responsibility for one resident animal, including medical care, laboratory testing, and record keeping conducted under the supervision of a veterinarian and veterinary technician. Students also perform basic office procedures in a simulated small animal clinic, including practice in developing client relationships, nursing care, record keeping, clinic maintenance, and professional behavior. Clinic assignments are to be arranged by the instructor. This course must be taken immediately preceding clinical training. Some outside class time is required.

*Prerequisites:* all VET courses except VET290, concurrent with VET230. May be taken concurrently with VET220 with permission from the program chair.

**VET290 Clinical Veterinary Training**

6 credit hours

Students work under supervision in a veterinary training setting during their final semester, receiving additional hands-on experience and improving their technical skills. Clinical training is conducted at facilities approved by Argosy University. Examples of sites include large and small animal hospitals, research labs, zoos, and universities and are selected according to the interests and qualifications of the student and site availability. This requirement must be fulfilled within one year of successfully completing academic coursework at Argosy University/Twin Cities.

*Prerequisites:* all academic coursework must be completed prior to clinical training.

# Graduate Courses

Not every course is offered at each Argosy University campus. Availability is based on curriculum, faculty interest, local clinical needs, and student interest. *Registration Bulletins* and other announcements provide detailed course availability and prerequisite information. The listing presented here was current at the time of publication. We recommend contacting the particular campus for current course availability.

Course prerequisites that are campus-specific are indicated by the following abbreviations:

ATL	Argosy University/Atlanta
CH	Argosy University/Chicago
DAL	Argosy University/Dallas
DEN	Argosy University/Denver
DC	Argosy University/Washington DC
HI	Argosy University/Hawai'i
IE	Argosy University/Inland Empire
NAS	Argosy University/Nashville
ORA	Argosy University/Orange County
PHX	Argosy University/Phoenix
SAR	Argosy University/Sarasota
SCH	Argosy University/Schaumburg
SEA	Argosy University/Seattle
SF	Argosy University/San Francisco Bay Area
SD	Argosy University/San Diego
SM	Argosy University/Santa Monica
TAM	Argosy University/Tampa
TC	Argosy University/Twin Cities

## COURSE NUMBERING SYSTEM

While many courses cross lines between class levels, and therefore the numbering system is not always completely consistent, the following offers a general correlation between course numbers and grade levels:

Grade Level		Course Number Range
Master's	First-Year	6000–6499
	Second-Year	6500–6999
Doctorate	First-Year	7000–7499
	Second-Year	7500–7999
	Third-Year	8000–8499
	Fourth-Year	8500–8999

Argosy University awards semester credit hours as noted in each course description.

## ADJUNCT ENROLLMENT (ADJ)

### ADJCOMP Comprehensive Exam

0 credit hours

Students may enroll in Comprehensive Exam (ADJCOMP) when they complete all coursework required to take the Comprehensive Exam as defined by their program of study, and submit a Comprehensive Exam Petition to the Student Services Department. No credit hours are earned, but enrollment allows students to maintain a less than half-time active enrollment status for up to one semester while taking Comprehensive Exams. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts with a final grade of "Credit" or "No Credit."

### ADJ900 Adjunct Enrollment

0 credit hours

No credit is earned for adjunct enrollment, but it allows students to maintain their status in the degree program. Adjunct enrollment serves both students who have finished their coursework, but have not yet met all degree requirements, and those who choose not to enroll in regular classes for a given semester.

## BUSINESS (B)

### B5001 Macroeconomics

3 credit hours

This course provides a study of economic analysis of the factors at work in the marketplace. Emphasis is placed on the study of macroeconomics. The study of the determination of income, output, employment, and prices in the economy are also examined.

### B5002 Microeconomics

3 credit hours

This course places an emphasis on the study of microeconomics. A descriptive and analytical study of the market economy, it includes market structures, pricing, and distribution of wealth and income.

### B5003 Principles of Accounting

3 credit hours

This course provides an introduction to the preparation and use of accounting principles. Emphasis is on basic accounting procedures, measurement of income and expense, working capital, and investments. Includes material on corporations, capital budgeting, and interpretation of financial statements.

### B5004 Financial Management

3 credit hours

An introduction to the processes and principles involved in financial management. Practical emphasis is given to corporate entities, capital markets, as well as stock markets. Basic principles such as financial ratios and other financial measurements are examined.

### B5005 Managing Decision Models

3 credit hours

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, formulating hypothesis, collecting data, working with levels of significance, analyzing variance, and constructing questionnaires.

**B6002 Financial Accounting for Managers**

*3 credit hours*

This course introduces students to published financial statements of public companies, which are usually incorporated into the annual reports issued to shareholders, creditors, financial analysts, and others interested in the company's financial position and results of its operations. The course examines management's analysis of the financial statements, generally accepted accounting principles, the financial statements, and the related footnotes.

**B6003 Ethics in Business**

*3 credit hours*

This course addresses the ethical dimensions of management with a special focus on the processes managers may use to raise and resolve ethical dilemmas and conflicts in organizational settings. Policies pertaining to treatment of those raising ethical issues will be considered. The legal and regulatory requirements of ethical conduct will be examined. Policies and codes of conduct established by various organizations and industry groups will be critically examined. The course will feature case studies involving alleged breaches of ethical conduct among publicly held corporations.

**B6004 E-Business Applications**

*3 credit hours*

This course is designed to introduce students to the dynamic world of Internet-based business/E-Business. Topics focus on the conceptual framework of Internet-based commerce for Business-to-Consumer (B2C) and Business-to-Business (B2B) computer systems, and how they integrate with organizational objectives. Students explore the implications of key information technologies used within and across businesses to conduct e-business, including customer relationship management, enterprise resource planning, online ordering and inventory management, supply chain management, e-procurement systems, data warehousing, data mining, intra-extranets, and knowledge management. Applied work provides hands-on application of programming and software development skills.

**B6005 International Business for Managers**

*3 credit hours*

The student gains knowledge of the current international business environment, including trade agreements, interacting with employees, issues in expatriate assignments (selecting them, training them, bringing them back home, etc.), an overview of tax concerns in international environments, and the difficulties/advantages of doing business across borders.

**B6006 Business Principles**

*3 credit hours*

This course discusses general business terminology, and briefly introduces accounting, economics, management, marketing, and finance. Emphasis is on understanding and applying concepts associated with current business practices. (No credit awarded toward degree requirements).

**B6007 Psychology Foundations for Leadership**

*3 credit hours*

This course reviews the basic concepts, theories, and research regarding psychological issues related to organizational behavior and leadership. It examines the nature of leadership, leadership behavior, and specific psychological traits of ordinary individuals in leadership roles. Individuals will be helped to identify their leadership style.

**B6010 Practicum in Business**

*1–3 credit hours*

This course provides an opportunity for students with little or no practical work experience in a relevant business setting to meet Argosy University's requirement for such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper describing the application of his or her studies in the work setting.

**B6021 Managerial Accounting**

*3 credit hours*

Managerial accounting helps direct the financial activities of managers within the organization and has a strong emphasis on the future direction of the organization. This course examines the role of managerial accounting as it impacts organizational decision-making. It also reviews the analytical methodologies and performance measurements that are an integral part of the system of financial control within a business. Emphasis is placed on the critical thinking and decision-making ability of corporate managers.

**B6022 Financial Management**

*3 credit hours*

This course studies the conceptual framework for analyzing financial decisions based on contemporary principles of financial theory. The focus is on the development of corporate financial policy with emphasis on capital structure, cost of capital, and dividend policy. Students will examine discounting cash flow techniques, capital budgeting, and managing risk in investment decisions.

**B6023 Strategic and Operational Planning**

*3 credit hours*

Students learn how to develop the skills and concepts needed to ensure the ongoing contribution of a firm's operations to its competitive position. Typically this requires the firm to achieve, at a minimum cost, quality and economic parity, responsiveness and adaptability to customer needs and desires, rapid time to market, process technology, and sufficient and responsive capacity. Topics encompass all elements of coherent operation systems, process analysis, cross-functional and cross firm integration, product development, and technology and operations strategy.

**B6024 Information Management**

*3 credit hours*

This course addresses managing information resources and providing support services for users from a general management perspective. Information resources include internally and externally developed information (past, present and future), local and global communications networks and associated hardware and software technology; personnel and users; and operational and management systems. Support services include training and support for users and operational practices and security for electronic commerce. Best practices for the entire information technology management team are examined.

**B6025 Management Decision Models**

*3 credit hours*

This course offers students the opportunity to learn and apply specific methods, techniques and topics related to statistics and quantitative analyses. Students design analyses around professional problems in their organizations or an organization in which they choose to enhance efficiency or effectiveness. Successful managers and decision makers are able to understand and effectively use the tremendous amount of information available to them. This course provides practical applications and a critical thinking perspective for business managers.

**B6026 Marketing Planning and Strategy***3 credit hours*

Organizations do not always have a clear understanding of marketing, the components of developing a marketing strategy, and the elements of planning and implementing a marketing plan. This course emphasizes the identification, analysis, and selection of target markets; development and management of product/service lines; pricing; demand analysis and forecasting; distribution systems; and advertising and promotions. Major forces impacting marketing strategy, such as electronic marketing, one-to-one marketing, consumer trends, competition, and regulating forces, are examined. Students diagnose marketing problems, identify opportunities at operational and strategic levels, and develop a marketing plan for their organization or an organization they choose to enhance.

**B6027 Perspectives in Change Leadership***3 credit hours*

This course focuses on the essence of leadership and management, including the behaviors, attitudes, and perspectives that distinguish leaders. Effective strategies for developing managers and leaders in the context of modern organizations are emphasized. Leadership dilemmas and issues are analyzed. A multidisciplinary approach will be used to explore new demands and relevant strategies for effective leadership. Individuals will be helped to identify their leadership style.

**B6028 Solutions to Organizational Challenges***3 credit hours*

This is a Capstone Course that “puts it all together” through a program application project. Students must complete a minimum of 30 semester credit hours before taking this course. The course is intended to help students frame unstructured business problems. Students must identify the central issues and determine the most appropriate tools and concepts from the core curriculum to apply in order to gain insight into these issues. This approach helps develop a cross-functional approach to business issues. Students are engaged in a project with an outside organization of their own choosing and receive extensive feedback as they carry out the project. Their project is presented to a faculty panel acting as decision makers for the organization.

**B6101 Legal Environment of Business***3 credit hours*

This course provides an introductory environmental approach to understanding liability in the business environment, involving both personal and real property. Types of labor, business, and stock structures are examined with an eye toward maximizing control and minimizing liability for participants. Emphasis includes practical application of the Uniform Commercial Code.

**B6102 Economic Analysis***3 credit hours*

This course offers a practical examination of the principles of microeconomics and macroeconomics as they relate to economic change, fiscal and monetary policies, regulatory action, and competition. Applications of economic principles and consideration of economic history include international as well as domestic issues.

**B6103 Marketing Management***3 credit hours*

This course provides an introduction to the fundamentals of managing the marketing function of an organization. Marketing decision making and planning with regard to products, prices, promotions, and channels of distribution are emphasized. The case study approach is utilized for pragmatic analysis of a realistic product situation. Market characteristics, product life cycles, segmentation, advertising, and consumer behavior are also discussed.

**B6104 Organizational Behavior***3 credit hours*

This course includes an exploration of the diverse determinants and organizational consequences of both individual and group behavior within formal organizations. Emphasis is on theories, concepts, and empirical findings from the behavioral sciences that will help managers to understand, predict, and influence the behavior of members of an organization. A systems approach is used to integrate behavioral theory into effective managerial practices.

**B6105 Managerial Finance***3 credit hours*

The contemporary fundamentals of the theory of finance through the identification of tools such as net present value analysis are presented. The course applies financial theory and tools to capital budgeting and asset management. It includes the management of the asset structure and the liability structure of the firm. Both certain and risky situations in the contemporary business environment and possible management alternatives are considered.

**B6106 Managerial Accounting***3 credit hours*

This course studies contemporary topics relating to the collection and use of internal accounting data for management decision making. Topics covered include activity-based costing, flexible manufacturing systems, the cost of quality, and ethical issues. These topics, where appropriate, are applied to not-for-profit, service, retail, and wholesale organizations in addition to manufacturing organizations.

**B6107 Management of Information Resources***3 credit hours*

This course explores the strategic and management issues associated with the effective organizational use of information technology. Topics include role of the chief information officer; strategic planning, impacts and alliances; information technology assimilation; information technology architectures, functional organization, and operational control; information systems project management.

**B6110 Supply Chain Optimization and Outsourcing***3 credit hours*

Supply Chain Management encompasses development of integrated strategies in managing over-all costs, attaining profit goals, and satisfying customers. Building on the implementation of enterprise software and new applications, leaders are better able to plan sales revenue, schedule production, set optimal inventory levels, plan distribution/warehousing and global logistics, source goods and services strategically, and finance operations through better working capital management. Recognition is also given to important interrelationships among sales management, logistics, production, marketing, and financial management. This course also focuses on outsourcing as a corporate strategy to reduce costs, improve cycle time, customer service and improve the overall performance of the supply chain. The human resource implications and challenges inherent in implementing outsourcing will be addressed and the pros and cons of this strategy debated in class. Requirements of the course will include case analyses.

**B6120 Communications Strategies for Managers**

3 credit hours

This course focuses on the development of effective communication strategies and their applications in various organizational contexts and with different stakeholder groups. Topics covered include defining the organizational communications culture and styles, audience assessment, overcoming communications barriers, communications etiquette, and ethical dimensions of communications. Techniques covered include preparation of memos and business reports, business correspondence using email and hard copy formats, preparing and delivering oral reports, and facilitating discussions.

**B6125 Leadership and Organizational Behavior**

3 credit hours

This course includes an exploration of the diverse determinants and organizational consequences of both individual and group behavior within formal organizations. Emphasis is on theories, concepts, and empirical findings from behavioral theory that will help leaders understand and motivate members and teams of an organization. Featured in this course are case studies of actual business situations.

**B6190 Independent Study in Accounting**

3 credit hours

This course is completed on a one-on-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, the collection and interpretation of accumulated data, or a field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B6201 Investments/Portfolio Theory**

3 credit hours

This course explores theory and techniques that are basic for the control of investment risks and optimization of investment returns. This course analyzes contemporary theories such as the Random Walk, Market Efficiency, Portfolio Theory, Security Analysis and techniques of security selection and availability to the institutional portfolio manager. Topics include analysis of securities and security market operations, theories of market behavior, and application in selection of personal and corporate investment strategies. Students focus on the role of the modern portfolio manager in achieving diversification along with reviewing and evaluating client investment goals.

**B6202 Corporate Taxation**

3 credit hours

This course provides a practical review of the federal corporate income tax structure. At the same time, the evolution of specific statutory provisions through the interaction of case law, political compromise, and economic considerations are discussed to give the student a broad base for understanding and applying the tax law.

**B6203 Money and Banking**

3 credit hours

This course includes a contemporary and historical assessment of the functions, concerns, and problems of money and the Federal Reserve System, and their roles in economic efficiency and stability. Topics include financial markets and instruments; fundamentals of bank operations, regulation, and structure; the money supply process; the functions of a central bank; the strategy of monetary policy; the federal budget and the economy; and the causes and effects of inflation.

**B6204 Advanced Finance**

3 credit hours

This course focuses on the capital structure of a corporation, including dividend policy. Also discussed are options, warrants, initial public offerings, and mergers and acquisitions.

**B6205 Advanced Accounting**

3 credit hours

This course covers traditional advanced accounting topics such as consolidations and reporting for the combinations, accounting for partnerships, not-for-profit accounting, and other areas of interest.

**B6206 Global Finance**

3 credit hours

This course explores managing international business and global competition with an understanding of international financial instruments, markets and institutions. Topics include foreign exchange risk, determination of exchange rates and interest rates, management of foreign exchange risk with forwards, options, and swaps; exchange rate forecasting; the a review of currency speculative attacks; and dynamics of the balance of payments with focus on understanding international capital flows, country debt and exchange rate fluctuations.

**B6208 Case Studies in Finance**

3 credit hours

This course uses the case-study method to explore short- and long-term financing options, capital costs, investment decisions, and mergers and acquisitions as financial solutions for a wide range of organizations. Using the cases, students study and analyze the current financial situation, then consider possible alternatives and, finally, select and justify the best financial solution for the case.

**B6210 Special Topics in Finance**

3 credit hours

This seminar provides advanced graduate students an opportunity to explore selected topics, issues, and problems in finance with the guidance of a senior faculty member.

**B6252 Accounting Theory and Practice**

3 credit hours

This course focuses on accounting theory and policy concepts, and is designed to enhance understanding and analysis by students. Accounting theory is examined, as well as its implications and relations to problems in accounting.

**B6253 Auditing**

3 credit hours

This course covers theory and issues relevant to internal and operational auditing. The focus is on relevant auditing concepts and their applications to current auditing problems, including electronic audits.

**B6254 Accounting Information Systems**

3 credit hours

This course explores and analyzes the topics and methods in accounting information systems. The focus is on management of the accounting information system. Both practical and theoretical issues are considered.

**B6290 Independent Study in Finance***3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B6301 Promotion Management***3 credit hours*

Promotional strategy is analyzed through its major components: personal selling, advertising, sales promotion, and public relations. Marketing communications and sales methods are examined through a task-objective method.

**B6302 Consumer Behavior***3 credit hours*

Theories and research findings from the behavioral sciences are examined from the point of view of their applicability to marketing management. Conclusions are drawn from psychology, sociology, anthropology, economics, and marketing research.

**B6303 Marketing Research for Decision-Making***3 credit hours*

This course focuses on the importance of marketing research for making sound marketing strategy decisions. The course details the stages of the marketing research process including: the purpose of the research, designing the plan for the research, performing the research, and preparing the research report. The course identifies marketing information systems and highlights the marketing decision support system.

**B6304 Advanced Marketing Management***3 credit hours*

This course provides an in-depth examination of the role of marketing in helping to define the objectives of businesses and not-for-profit organizations, and in achieving these objectives. Aspects of marketing decision making, such as strategic planning, the marketing management process, promotion, distribution, and pricing strategies, are covered. Cases and current problems are utilized in applying theory to the real world.

**B6309 Special Topics in Marketing***3 credit hours*

This course provides advanced graduate students an opportunity to explore selected topics, issues, and problems in marketing, with the guidance of a senior faculty member.

**B6311 Marketing Behavior and Decision-Making***3 credit hours*

This course focuses on the consumer and business-to-business decision making processes of which can be extensive, limited, or routine. Consumers proceed through multiple stages to reach a purchasing decision, usually personal and often impulsive, when they purchase from businesses. Topics include need recognition, alternative search, alternative evaluation, purchase decision, post-purchase evaluation. The course highlights how the process is influenced by social, marketing, and situational factors. In parallel, business-to-business (B2B) marketing behaviors and decisions are different in their purchasing issues: purchasing decisions, providing a problem-solving solution, long-term profitable relationships; product development, branding, communications channels, promotions, pricing/discounts/quantities.

**B6320 Integrated Marketing Communications***3 credit hours*

This course focuses on the marketing communications tools, techniques and media used in the business world. Creating the right customer focus requires a coordination and integration of multiple elements: promotion, advertising, sales promotion, personal selling, public relations, licensing, sponsorships, and customer services. The goal of the course is to present an integrated marketing strategy through the unification of all communications tools providing a comprehensive message to targeted customers.

**B6390 Independent Study in Marketing***3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B6401 HRM/Personnel Administration***3 credit hours*

This study of contemporary views on the complex decision-making process regarding the management of human resources within an organizational system is geared to meeting both individual needs and organizational objectives. New acquisition, development, rewarding, and maintenance of human resources are researched, analyzed, and discussed.

**B6402 Personnel Law and Regulations***3 credit hours*

This course introduces students to labor relations by examining the scope of statutes that govern self-organization, as well as employer actions that affect the right to self-organize. Emphasis is placed on the legal aspects of needs planning, employee relations, and policy administration. Negotiating and administering collective bargaining agreements, as well as remedies for illegal strikes, boycotts, and picketing are stressed. Other selected topics include communications, compensation, appraisal/development, employer/union discrimination, and collective bargaining.

**B6403 Labor and Management Relations**

*3 credit hours*

An objective evaluation of the demand for, and supply of, labor in its relation to management's needs provides a solid foundation for managers and human resources professionals. The theory and application of collective bargaining and employee benefit programs are also emphasized. The impact of labor contracts on global competition and corporate flexibility in a changing world are examined.

**B6404 Compensation Management**

*3 credit hours*

This course includes a practical exploration of the concepts, theories, principles, and applications of job analysis, job evaluation, position design and descriptions, job classification, compensation systems, salary and wage surveys, incentive pay, profit sharing, and fringe benefits. Current practices are examined and projected; changes and trends are discussed.

**B6405 Training and Human Resources Development**

This course explores the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Components of effective training are identified and addressed, including needs assessment, program development, instructional design and delivery, and evaluation.

**B6409 Special Topics in Human Resources**

*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in human resources, with the guidance of a senior faculty member.

**B6450 Financial Strategies for Managers: An Integrated Approach**

*3 Credit Hours*

This course is designed for managers who need a background in accounting and finance. The course integrates, from a management perspective, relevant principles and concepts drawn from both accounting and finance. The course introduces students to such financial concepts as the relationship of cash flow to the time value of money; cash management, receivables management, and capital budgeting techniques. Completion of this course will prepare students to assess and analyze the quality of accounting information as presented in financial statements, and utilize the data for both strategic and operational management decisions.

**B6490 Independent Study in Human Resources**

*3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements. *Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B6501 Finance and Accounting in Healthcare Organizations**

*3 credit hours*

This course examines traditional financial management concepts of risk, value, return, cost of capital and cash flow for both for-profit and non-profit organizations. Topics include: the unique nature of the third party payer system, the impact of capital decisions on the cost of capital for healthcare organizations, an examination of operational and capital budgeting as means of risk analysis, tactical alternative analysis and forecasting, an understanding the financial position of accounts receivables, inventory, and cash management and an examination of how ethics in healthcare finance has affected the healthcare marketplace. Challenges include balancing cost effectiveness with patient care.

**B6502 Legal Perspectives in Healthcare Organizations**

*3 credit hours*

This course provides an in-depth study of legal issues unique to healthcare organizations. Topics include malpractice exposure, living wills, confidentiality, licensure, governance, labor law, and other relevant issues. The impacts and interactions of regional, state, and federal regulations are reviewed.

**B6503 Risk Management**

*3 credit hours*

This course offers a comprehensive study of methods available for risk and limiting financial exposure. Topics include insurance, underwriting, self-insurance, loss control, insurance fraud, workers' compensation, government regulation, and current issues in the insurance industry.

**B6504 Managing and Measuring Quality in Healthcare Organizations**

*3 credit hours*

Increasingly healthcare organizations are challenged to improve patient outcomes, redesign business processes and execute quality and risk management initiatives. This course begins by introducing the student to the field of quality management and how these principles have been adopted by healthcare organizations to improve patient outcomes and program quality. Case studies will be used to illustrate how patient outcomes have been improved and business processes redesigned to achieve improvements in quality, risk reduction and other key business results/outcomes.

**B6505 Government Regulation in the Healthcare Industry**

*3 credit hours*

This course is structured to provide an understanding of the varying concerns of government regulators of the healthcare industry. Health licensure, professional provider misconduct, promotion of social policy, and the dynamic application of licensure requirements are reviewed. Regulation of healthcare markets, rationing of health services, and effects of third-party providers are examined.

**B6507 Healthcare Organizations: Changing Dynamics and Emerging Trends**

*3 credit hours*

This course maps the dynamic environment in healthcare focusing on the interplay among organizations, the impact of the changes and trends on business models within healthcare, and the implications of changes in healthcare policy on the future of the healthcare delivery system in the U.S. The course will touch on healthcare economics, effective business models and emerging organizational challenges facing healthcare organizations today.

**B6508 Managing Programs and New Initiatives in HealthCare**  
*3 credit hours*

Managing programs in healthcare is essential to assure quality outcomes and well managed programs. Also, implementing new strategic initiatives to improve performance are part of effective leadership. This course takes the focus of improving day to day operations and also analyzing, implementing and measuring new initiatives. Change management will also be emphasized to help plan successful implementation of programs and initiatives.

**B6509 Special Topics in Healthcare Administration**  
*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in healthcare administration, with the guidance of a senior faculty member.

**B6520 Financial Decision-Making**  
*3 credit hours*

Financial decision making is explored with focus on special topics through case studies such as lease versus buy, Venture Capital and other private equity investing, real estate finance, matching corporate strategy with organizational financing, and tax planning.

**B6590 Independent Study in Healthcare Administration**  
*3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience. Students may not earn credit for any course more than once, including Directed Independent Studies.  
*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B6601 International Business Practice**  
*3 credit hours*

This graduate course examines the nature and complexities of international business; the factors that determine the international environment [economic, accounting, ethical, physical, socio-cultural, political, legal, labor, competitive, and distributive]; most important international organizations; and the methods that can be used by business to effectively and ethically deal with these forces. The course provides an in-depth review and analysis of the latest theories and research on leadership and collaboration research and literature as it related to international business practices will be examined. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns.

**B6602 International Economics**  
*3 credit hours*

This course focuses on applications of economic theory, including the impact of international trade, the World Trade Organization (WTO), the General Agreement on Trade and Tariffs (GATT), regional economic integration such as the European Union (EU) and the North American Free Trade Agreement (NAFTA), and international trade policy.

**B6604 International Marketing**  
*3 credit hours*

This course focuses on the opportunities, problems, and challenges involved in international marketing. The course examines the methods companies use to organize their international versus domestic markets, international market research tasks, methods of entry strategies in the international markets, and potential marketing strategies for a multinational firm. Knowledge of local cultural environments is high-lighted as a prerequisite for success.

**B6606 International Regulatory Compliance**  
*3 Credit Hours*

This course will examine the impact of regulatory and compliance issues within a global marketplace. This course will focus on the evolution of international organizations such as the World Trade Organization, United Nations, the European Union, and North American Free Trade Agreement, Foreign Corrupt Practices Act, and their attempts to regulate international business transactions.

**B6608 International Standards, Regulation, and Compliance**  
*3 credit hours*

This graduate course provides the advanced graduate student with an opportunity to explore the standards, standard setting practices, regulations, and compliance issues with the most important international organizations and agreements. The course provides an in-depth review and analysis of the latest theories and research on international standards, regulation, and compliance. Research is done to discover the processes, regulations, compliance standards that impact international business. Attention is given to issues of violation, defense, conflict resolution options, and resolution. Special attention is given to how international corporations are organized and function internally and as part of the globalization process. The topic must be researched from a multidisciplinary, theoretical, research study, and practical implemental perspective. Communication projects will focus on critical thinking, problem-solving, and decision-making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns.

**B6609 Special Topics in International Business**  
*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems of International Trade with the guidance of a faculty member.

**B6622 Capital Markets**  
*3 credit hours*

This course teaches students how to finance an organization by focusing on financial aspects in terms of original and growth capital. Topics include pro-forma development and review, business valuation modes, financing startups, going public, selling out, cash flow analysis and raising capital from private investors, venture capitalists, vendors, insurance companies and banks.

**B6690 Independent Study in International Trade**  
*3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course, an analysis of new ideas, theories or concepts in business, or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.  
*Note: Students are generally limited to one Directed Independent Studies course per program of study.*



**B6700 Object-Oriented Languages**

*3 credit hours*

A study of high-level languages used in the development of software for management information systems. The course covers the logical and physical structure of programs and data, concepts of structured programming, data structures, file management, and their use in problem solving.

**B6701 Database and Information Management Systems**

*3 credit hours*

This course explores data and information that are critical to the modern organization. Principles of data management explored such as knowledge management, business intelligence, enterprise resource planning, product design, marketing, personalization and other aspects of managing customer relationships. Students learn the components and functions of relational database management systems (RDBMS) using a popular database product. A focus on the various elements of a RDBMS assists students in learning how to access, synthesize and analyze data. Report generation and transferring data to and from a Web-based RDBMS are explored.

**B6702 Team Strategies**

*3 credit hours*

In this course, students join forces to apply the disciplines, frameworks, tools, and techniques required for team and small-group performance. The course builds on basic team skills, such as contracting giving and receiving feedback, and meeting management goals. Topics include task clarification, development of shared values, project management, goal attainment, measuring success, team facilitation and leadership, team learning and coaching. Students in the class work in teams to identify a project in an organization and design a team activity to take place during the course.

**B6710 Field Experience in Business**

*3 credit hours*

This course provides an opportunity for students to undertake focused work experience in a particular field of study in a relevant business setting. A faculty mentor monitors the placement and ensures that the student integrates their work experience into an intensive academic curriculum. At the completion of this course, the student prepares a final paper describing the application of his or her studies in the work setting, and ways in which the placement enhanced their understanding of the field of study/work area.

**B6731 Understanding and Managing Human Differences**

*3 credit hours*

This course offers insights and approaches for understanding cultural/social/gender differences, dealing with difficult people, and assessing conflict styles. Students identify, analyze, and plan for those elements within the cultural, economic, and political environments that require specialized understanding and strategy for successful management.

**B6732 Perspective in Ethics**

*3 credit hours*

This course addresses the ethical and moral dimension of business. It stresses the application of moral concepts to practical case situations involving ethical dilemmas. Practical questions are addressed regarding the responsibilities and values involved in managing a firm's relationship with individual employees, the marketplace, and society. Students analyze and understand the implications alternative resolutions of moral dilemmas have on organizational performance.

**B6733 Team Strategies**

*3 credit hours*

In this course, students join forces to apply the disciplines, frameworks, tools, and techniques required for team- and small-group performance. The course builds on basic team skills, such as contracting, giving and receiving feedback, and meeting management goals. Topics include task clarification, development of shared values, project management, goal attainment, measuring success, team facilitation and leadership, team learning and coaching. Students work in teams to identify a project in an organization and design a team activity to take place during the course.

**B6734 Organizational Systems Leadership and Change**

*3 credit hours*

Managerial leaders are frequently called upon to act as internal consultants and change agents. This course explores these roles, as well as change theory and the skills that are required to bring about change in individuals, groups and organizations. Change is explored from a systems perspective.

**B6735 Power, Culture, and Leadership**

*3 credit hours*

This course focuses on helping individuals understand, and come to terms with, a number of important questions concerning the exercise of leadership. First, while the development of power and influence is essential for effective management, what role do these play in the exercise of leadership? Second, how is leadership impacted, and how does it in turn impact organizational culture? Third, how can the leader engage in creative destruction and renewal of organizations? Fourth, what is the value of corporate pathfinding and vision? Finally, what impacts do individual and collective leadership in organizations have on each other?

**B6736 Women as Leaders and of Influence**

*3 credit hours*

This course focuses on providing an opportunity to practice and improve leadership skills and how professional women lead their lives and what factors influence their effectiveness in the work world. As an outcome of this course, students should understand the multi-dimensional concerns women face, specifically the choices and trade-offs that are unique to being a woman in a leadership role. Time will be spent exploring organizational culture and leadership styles; using influence to lead stakeholders; coping effectively with change; dealing positively with conflict and change; understanding personal styles; working with teams.

**B6750 Communications and Connectivity**

*3 credit hours*

This course explores critical issues of communications and connectivity among global and internet-based information systems, from strategic, organizational, and technical perspectives. Topics of focus are strategic, physical, logical, and organizational connectivity.

**B6761 Leadership in Public and Nonprofit Organizations**

*3 credit hours*

This course provides an opportunity to investigate issues and trends shaping the nonprofit and public sectors and the challenges they present for leaders. "Best practices" and benchmarking public and nonprofit sectors are examined. Topics include trends in philanthropy and public giving; mergers, strategic alliances and joint ventures within and across sectors; new models for governance and boards; and the type of leadership that is required to create and maintain high levels of excellence in organizations.

**B6762 Organizational Theory and Management Behavior***3 credit hours*

Behavior within the public organization framework and the new dynamics required in management are considered. Focus is on such issues as perception, attitude formation, motivation, leadership, systems theory, communication and information flow, conflict theory, and decision theory.

**B6763 Public Policy Process***3 credit hours*

This course studies processes of making public policy, including detection of public issues, consideration of alternatives, and adoption and implementation of solutions. This course highlights the major contributors in the policy process, as well as the environment within which they work.

**B6764 Financial Aspects of Public and Nonprofit Organizations***3 credit hours*

This course studies of fundamental normative debates in the public and nonprofit financial management arena with a focus on resulting implementation principles and techniques in governmental accounting, financial reporting, budget and revenue decisions, debt management, cash and investment management, pensions and employee benefits, and risk management.

**B6801 Forensic Auditing***3 credit hours*

This course concentrates on the taxonomy that is the essence of a fraud audit. This course provides new tools and techniques available to professionals who perform audits designed to uncover instances of fraudulent activity. This course covers topics such as: the recognition of characteristics or organizations likely to become victimized by fraud; how to detect and deter accounting fraud; how to conduct an efficient, systematic fraud investigation; and the most current techniques available to document fraud and prepare and save evidence related to fraudulent activities.

**B6802 Forensic Accounting***3 credit hours*

This course focuses on fraud detection and control from the perspective of public, internal and private accountants. This course covers such areas as principles and standards for fraud-specific examination; fraud-specific internal control systems; proactive and reactive investigative techniques. Case studies and student presentations will be used extensively in exploring the many facets of forensic accounting.

**B6803 Legal Aspects of Fraud***3 credit hours*

This course covers the laws that are violated by those who commit fraud or who are involved with fraudulent activity. A part of this course will be dedicated to the topic of Expert Witnessing in forensic accounting.

**B6804 Forensic Investigative Techniques***3 credit hours*

This course is designed as the Capstone Course. The course covers the nature of fraud and the characteristic of those who commit fraud.

**B6812 Management, NAFTA, and Business in the U.S.A.***3 credit hours*

The course introduces the principles of NAFTA, management values in North America, management values in the United States, American business environment, and American social and political systems as they affect management.

**B6814 World Business***3 credit hours*

This course examines principles and issues in international business, world economics, and international organizations.

**B6832 International Issues in North America***3 credit hours*

The class discusses the impact on human resources management. Other issues, like accounting differences and legal issues, are also reviewed.

**B6834 Mexican Business Environment***3 credit hours*

This course examines management values in North America, management values in Mexico, and the Mexican business environment, social and political systems as they affect management. Participants spend at least 10 hours on-site in Mexican businesses as a form of short internship.

**B6852 International Finance and Trade in North America***3 credit hours*

This course reviews international finance and trade within North America, as well as different approaches regarding financial services to business.

**B6854 Canadian Business Environment***3 credit hours*

This course looks at management values in North America, and the Canadian business environment, and social and political systems as they affect management. Participants spend at least 10 hours on-site in Canadian businesses as a form of short internship.

**B6882 Strategy and Integration in North America***3 credit hours*

Course participants are grouped in teams comprising at least one person from each of the NAFTA countries. Each team generates a business plan for a North American company, and participates in an international business game.

**B6884 International Logistics in North America***3 credit hours*

This class covers all aspects of logistic, distribution, and operation for a company doing business in North America and in the world, including logistics of border crossing and customs. Participants spend at least 10 hours on-site in American businesses as a form of short internship.

**B6899 History of Regulatory Legislation***3 Credit Hours*

This course will focus on a review of the history of the establishment of the Federal and State Agencies and attendant legislation whose goal was, and continues to be, the development, implementation, and monitoring of limits imposed on the business practices of the United States industrial complex. Students will also examine the more significant regulatory legislation of the 19th and 20th century, as well as the cultural events that defined the need for, and the intent of, landmark legislation. Those authors whose writings chronicled both the political agenda and public opinion relative the value of the growth in the regulatory environment will be studied.

**B6900 Thesis***6 credit hours*

This course involves the research for, and the writing of, a thesis on an accounting topic.

**B6902 Corporate Compliance**

*3 Credit Hours*

This course will examine corporate compliance as a response to the Sarbanes-Oxley legislation, which is intended to dramatically alter business practices, relative to honesty, integrity, compliance, and ethical behavior in corporate America. Students will review the elements of the Act with particular emphasis on the areas of the Public Company Accounting Oversight Board (PCAOB); auditor independence; corporate responsibility; enhanced financial disclosure; corporate fraud and accountability all designed to promote greater financial security and address corporate malfeasance. Additionally, students will, through discussion and research, consider the catalytic effect of such scandals such as Enron, Tyco, WorldCom, Arthur Andersen, et al on legislative action. As a part of developing a contextual framework this course will, also, analyze current and proposed changes in corporate governance that is attended to assure corporate compliance with the Act.

**B6904 Monitoring and Assessing Corporate Compliance**

*3 Credit Hours*

The central theme of this course will be to monitor and assess corporate responses to compliance. This course is designed to study in depth those options available to manage compliance. An additional focus of this course will be an examination of the elements necessary to implement an effective risk management program. The elements will include senior management commitment, relevant policy, compliance validation programs, adequate risk measurement, and the role of internal auditors. Students will review options available to corporations for aligning corporate structure and standards more closely with compliance risk measurements. Special focus will be on organizational changes designed to reduce compliance risk related to independent decision making, conflict of interest, and ethical behavior.

**B6910 Customized Course I**

*3 credit hours*

This course provides an opportunity for MBA students to have a customized learning experience whereby they work with a faculty member to create a Customized Course in an area of their choice. The Customized Course may arise from a situation pertaining to professional employment; an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or an applied problem or opportunity that needs identification; analysis; implementation/execution and recommendation or evaluation.

**B6920 Customized Course II**

*3 credit hours*

This course provides an opportunity for MBA students to have a customized learning experience whereby they work with a faculty member to create a Customized Course in an area of their choice. The Customized Course may arise from a situation pertaining to professional employment; an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or an applied problem or opportunity that needs identification; analysis; implementation/execution and recommendation or evaluation.

**B7001 Business Research Writing**

*3 credit hours*

This course provides a solid foundation necessary for academic writing. Topics include formats, literature reviews, citations, problem statements, research proposals, research questions, hypotheses, critiques of journal articles, evaluation of dissertations and dissertation abstracts, and writing for journals. The course is completed when the student, after completing all prior assignments, submits a finished article to an academic journal.

**B7002 Economics for Managers**

*3 credit hours*

This course presents the macroeconomic and microeconomic environments within which business organizations operate. It covers the application of intermediate-level economic theory to business operations and management decisions on the local, national, and international levels.

**B7202 Advanced Corporate Taxation**

*3 credit hours*

This course is an introduction to current topics in accounting information systems. Topics include accounting and systems concepts, the role of accounting information systems, and their applications in computer environments such as e-commerce, developing accounting systems, internal controls, flowcharting, disaster recovery, and EDP/IT auditing.

**B7205 Advanced Accounting**

*3 credit hours*

This course explores advanced issues in accounting for consolidations, branch operations, segment and interim reporting, partnerships, and corporations in financial difficulty.

**B7223 Strategic Planning and Implementation**

*3 credit hours*

Drawing upon a wide range of disciplines this course explores theory, research, and practice in corporate and business strategy focusing on the determinants of firm performance and results. Building on the focus of the doctoral program, doctoral students will gain an in-depth understanding of how to create, execute, and measure strategy effectiveness and business results. The course will develop critical and conceptual thinking skills by understanding the interplay of industry structure, competitive environments, organizational resources, competitive advantage, leadership, corporate structure, globalization, talent development, and uncertainty. By applying concepts to case studies, analytical problem-solving, business judgment, financial analysis, and synthesis will be refined.

**B7251 Research Methodology in Accounting**

*3 credit hours*

This course provides a broad overview of academic literature in accounting. Study focuses on topics of interest, tools and techniques for research, and methodological issues in the various areas of accounting. Exploration and discussion of issues related to developing a personal research agenda in accounting are covered.

**B7252 International Accounting and Taxation**

*3 credit hours*

This advanced course explores an in-depth review and analysis of the latest theories and research on accounting and taxation issues from an international perspective. Study includes how and why accounting and taxation topics differ from country to country, the impact of these issues on the international organization, problems related to the differences and the organizations that have developed to resolve ethical and operational problems. Written projects will focus on critical thinking, problem solving, decision making and information literacy. The class includes independent research into the development, implementation and regulation issues for global organizations.

**B7253 Advanced Seminar in Managerial Accounting**

*3 credit hours*

This course explores the current and historical academic literature in managerial accounting. Previous and current research concepts, findings and methodologies, along with their implications for applied research and practice, are explored. The concepts are studied from the perspective of how they might be developed and tested.

**B7254 Advanced Seminar in Financial Accounting***3 credit hours*

This course explores the current and historical academic literature in financial accounting. Previous and current research, findings, and methodologies along with their implications for applied research and practice are explored. The concepts are studied from the perspective of application in contexts outside the firm.

**B7255 Development of Accounting History and Theory***3 credit hours*

This course focuses on accounting history and the development of theory and organizations in accounting, enabling the student to understand the how and why of current concepts and practices in accounting.

**B7258 Selected Accounting Topics***3 credit hours*

This course allows advanced doctoral-level work in management, financial accounting, educational, and other topics based upon student demand and availability of faculty members.

**B7259 Independent Study in Accounting***3 credit hours*

This course focuses on doctoral-level analysis of selected accounting topics and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B7260 Expert Accounting Systems***3 credit hours*

This course offers doctoral-level exposure to expert information systems in accounting systems that can track goods and resources through manufacturing/work processes, select customers/suppliers automatically, assist in just-in-time approaches to work, and help in automated decision making. The course is designed to explore theoretical, as well as practical, advantages/problems associated with expert accounting systems.

**B7261 Advanced Seminar in Auditing***3 credit hours*

This course involves the study of the academic literature related to internal and independent auditing issues. Current research findings and their application and impact on the field of auditing are analyzed and critiqued within a seminar format.

**B7301 Marketing Decision Models***3 credit hours*

This course is a study of basic marketing and consumer behavior models, with particular attention to the use of classical and contemporary literature sources. Applications include insights into conceptual modeling for cognitive perceptual mapping, multi-attribute preference and choice models, and sales forecasting.

**B7302 Marketing Management Seminar***3 credit hours*

This course examines the latest corporate and marketing strategy theories. It provides an in-depth review and analysis of the latest theories and research in product/service development, pricing promotion, and distribution.

**B7303 Advanced Consumer Information Processing***3 credit hours*

This course allows an advanced study of the classical and contemporary research underlying individual and group behavior of consumers. Theories from the behavioral sciences will be applied to consumer behavior, from descriptive, predictive, and normative perspectives.

**B7304 Advanced Marketing Research***3 credit hours*

This is an advanced study of the total process of generating and transforming data relevant for the marketing decision maker. Emphasis is placed on types of designs, measurement and scaling methodologies, sampling theories, and techniques of data analysis. The student develops an empirical article for submission to a peer-reviewed journal or conference.

**B7305 Advanced Marketing Seminar***3 credit hours*

This course examines the development of marketing theory. Topics are selected from original sources and from the various literature bases that support marketing as a discipline. The course provides an in-depth review and analysis of the foundations of marketing and their impact on modern marketing practice.

**B7306 Advanced Promotion Management***3 credit hours*

This course analyzes promotional strategy through its major components: personal selling, advertising, sales promotion, public relations, publicity, and online marketing. Marketing communications and sales methods are examined through a task-objective method. Students are required to complete wide reading in the area and develop an empirical article for submission to a peer-reviewed journal or conference.

**B7307 Advanced Consumer Behavior***3 credit hours*

This course examines theories and research findings from the behavioral sciences from the point of view of their applicability to marketing management. Conclusions are drawn from psychology, sociology, anthropology, economics, and marketing research. Students are required to complete wide reading in the area and develop an empirical study examining a topic in consumer research at an advanced level.

**B7308 Advanced Marketing Research***3 credit hours*

A thorough examination of the scope and role of research in making marketing decisions is essential for students selecting a career in marketing. This course analyzes current techniques and strategies and provides opportunities for developing skills in conducting actual research. It examines contemporary research findings; students develop a marketing research study that reflects an advanced level of thinking and analysis of a marketing area.

**B7310 Selected Marketing Topics***3 credit hours*

This course offers advanced, doctoral-level work in marketing topics, based upon student demand and availability of faculty.

**B7311 Independent Study in Marketing***3 credit hours*

This course offers doctoral-level analysis of selected marketing subjects including information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B7312 Culturally Responsive Marketing***3 credit hours*

This course examines the cultural, subculture, generational, class, life course, and group influences of consumer behavior based upon domestic and global marketing environments. Major issues to be discussed and experienced through case studies are: positive and normative managerial interventions; multiple interpretations of consumer creativity; and the probing of consumer behaviors. Integration of macro- and micro-level global forces shaping regional and global markets will be investigated through practical business experiences, current literature, research studies, case studies and current marketing practices.

**B7315 Global and Multinational Marketing***3 credit hours*

Marketing and selling products into the global environment presents many demanding decisions that need to be updated on a consistent timeframe with hard-to-retrieve knowledge, information and data. Challenging decisions must be made in international marketing objectives/ strategies/policies, regional and country market selection, products that fit regions-countries, multiple distribution channels, communications to fit each global region, management models and organizations per region/country, knowledge/information/data management, exploration of cultural issues, competition, economies, and customers.

**B7320 Marketing and Innovation***3 credit hours*

This course focuses on the processes involved in marketing innovative products to current and new markets. Taking a product from idea to development to actual launch, including: identifying potential/new markets, appreciation for the innovative product planning phase; understanding the customer's potential needs/wants/behaviors pre-product introduction through diffusion; writing the potential/new market strategic plan; management processes and resources required for marketing innovative products; and the management processes necessary for the re-innovation or sustaining the marketability of the innovative product.

**B7325 Marketing Organization and Control***3 credit hours*

This course examines the challenges of aligning and/or transforming a product-centric organization into a customer-centric organization. Major company and marketing issues discussed are: reassessment of the company and marketing vision-strategy-operations; utilization of company and marketing resources; direct and indirect effects on in-house and customer driven technology/communications/networks/information management; organizational behaviors/changes necessary to convert employees to a new line of thinking; changes in revenues/profits/earnings; and, customer services. The goal of the course is to provide a structure on how to align and/or transform company and marketing operations to maximize customer value.

**B7330 Marketing Research and Design***3 credit hours*

This course is uniquely designed to introduce students to the conceptual and technical issues of marketing research and design based upon behavior research methodologies. Major topics are: behavioral research designs; variances in domestic and global market research data gathering techniques; filling the domestic and/or global product-market knowledge gap based upon company strategies; and analytical techniques applied to marketing data.

**B7335 Theory and Research in Consumer Branding***3 credit hours*

Consumer branding is the focal point of all businesses, domestic and global. Challenges in developing effective consumer brands must be integrated with the company's short- and long-term strategic and operational plans. One of the major goals is to identify branding issues in depth, experienced by marketing firms. Multiple venues are involved in this course—feature presentations by distinguished marketers in the region, corporate marketing professionals, combined with global marketing experts. Topics included are challenges and changes in marketing branding strategies that worked yesterday but likely will not fit tomorrow's customer, managing the distribution channel to build brand equity, developing effective communication strategies in a digital environment, establishing effective global brands by region, issues/ attributes/challenges in building domestic and global customer relationships.

**B7352 Advanced Studies in Accounting Theory and Practice***3 credit hours*

This course focuses on the current development of accounting theory and policy concepts. In this changing world of computer systems, internationalization, larger size firms, environmental concerns, and other developments, it is designed to enable students to study and write on the developing edge of accounting theory. Accounting theory is examined as well as its implications and relations to current business developments.

**B7353 Advanced Auditing***3 credit hours*

This advanced course reviews, and provides research opportunities on, issues of financial auditing. While covering theory and issues relevant to internal and operational auditing. The focus is on relevant auditing concepts and their applications to current auditing problems, including electronic audits.

**B7354 Advanced Accounting Information Systems***3 credit hours*

This course is an introduction to current topics in accounting information systems. Areas include accounting and systems concepts, the role of accounting information systems, and their applications in the variety of computer environments such as e-commerce, developing accounting systems, internal controls, flowcharting, disaster recovery, and EDP/IT auditing.

**B7401 Organizational Behavior***3 credit hours*

The focus of this course is the theoretical and practical implications of organizational behavior, as addressed from a social science perspective. It stresses how being a consumer of organizational research can help the manager with everyday problems, and help the researcher to answer organizational behavior questions. Upon completion of the course, the student will have mastered the concepts of the field, such as diversity in the workplace, perception and attribution processes, motivation and individual differences in organizations, group dynamics and decision making, team work, leadership, and quality improvement programs.

**B7402 Advanced Human Resource Management***3 credit hours*

This course provides advanced exploration in employee selection, performance appraisal, compensation, training and development, human resource policy and strategy, and other areas of human resource management.

**B7403 Management Science***3 credit hours*

This course provides an in-depth presentation of the tools and techniques of management science as applied to real-world problems. The subject matter includes linear programming, sensitivity analysis, distribution models, decision analysis, forecasting, PERT/CPM, financial models as certainty models, and simulation models.

**B7404 Stress Management Control***3 credit hours*

This course examines the organizational factors that cause stress and identifies the costs of stress to the organization. Emphasis is placed on the principles and methods of preventive stress management from an organizational perspective, including the improvement of individual-organizational relationships, the shaping of organizational policies and procedures, and the design of effective stress management training, employee assistance, and personal wellness programs.

**B7405 Business Policy Seminar***3 credit hours*

This course provides the participant with a general overview of the planning, strategy formulation, strategic thinking, strategy implementation, and evaluation processes. Managerial styles and personal strategies are also discussed. The course takes an international view of business policy in a world without borders. Research areas in business strategy are also analyzed.

**B7406 Ethics in Business and Management***3 credit hours*

This course considers ethics in business and management from a research perspective. Topics of study include foundations, ethical codes, ethics education, ethics research, student perspectives of ethics, ethics by business application, and cross-cultural ethics research.

**B7407 International Human Resource Management***3 credit hours*

This course explores the human resource management issues that exist in the international business environment, sensitizes students to the differences in human resource systems, and broadens their perspective on the appropriate management of human resources in a multinational context.

**B7408 Organizational Development and Change Management***3 credit hours*

This course addresses planned change efforts in organizations, covering organizational design, structure, principles of organizations, human resources training, intra- and inter-departmental communications, coordination activities, and leadership growth and development.

**B7409 Holistic Management***3 credit hours*

This course provides advanced exploration of the fusion of Organization Learning and Strategic Management in the development of the concept of Holistic Management. Through discussion of literature, written papers, and case analysis, students will review and analyze strategies that require an integration of the functional activities in production, marketing, R&D, finance, and Human Resources, into a balanced model for strategic decision-making to attain organizational objectives.

Doctoral students will demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject.

**B7410 Selected Management Topics***3 credit hours*

This course offers advanced, doctoral-level work in management topics, based upon student demand and availability of faculty members.

**B7411 Independent Study in Management***3 credit hours*

This course offers doctoral-level analysis of selected management topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies used in research. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B7412 Advanced HRM/Personnel Administration***3 credit hours*

This course provides advanced exploration of employee selection, performance appraisal, compensation, training and development, human resource policy and strategy, and other areas of human resource management. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject.

**B7413 Organizational Systems Theory***3 credit hours*

This course focuses on theories, research and practice at the organization level of analysis. Beginning with a brief overview of the history of organization theory, the course focuses on contemporary perspectives including resource dependence theory, structural contingency theory, social network analysis, organizational ecology and the impact of technology on work. The emphasis will be on the applicability of theory in organizational life. Readings will ground the DBA student in the literature and a project derived from the DBA students' interests and professional experience will form the basis application of the theories and research findings to business. The course will also focus on what theory is, and what theory is not and also on how to apply theory effectively to develop robust solutions and achieve organizational results.

**B7414 Advanced Personnel Law and Regulations***3 credit hours*

This course provides advanced exploration in labor relations by examining the scope of statutes and case law governing self-organization, as well as employer action. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject. Emphasis is placed on the legal aspects of needs planning, employee relations and policy administration. Negotiating and administering collective bargaining agreements as well as remedies for strikes, boycotts and picketing, are covered.

**B7415 Advanced Compensation Management***3 credit hours*

This course provides advanced exploration of the principles of internal/external pay equity through review and creation of salary surveys, job descriptions, job classifications, and comparisons of compensation strategies. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal.

**B7416 Advanced Training and HR Development***3 credit hours*

This course provides advanced exploration of the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Components of effective training are identified and addressed, including needs assessment, program development, instructional design and delivery, and evaluation. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal.

**B7417 Advanced Management Consulting***3 credit hours*

This course provides advanced exploration of the latest theories and research in Organization Development. Through discussion of literature, written papers, and case analysis, students will review and analyze the theoretical foundations of Business Consulting, and the practical applications of Management Consulting to business problems and strategies. Doctoral students will demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject.

**B7418 Management Decision-Making Models***3 credit hours*

This course provides students with a fundamental understanding of management science models. Students research, discuss, and analyze the utility of management decision models in business today, using real-world case studies. The goal of the case study analysis is to examine the deliberation process that produces the optimum course of action. The primary focus of this course will be to understand from a managerial point of view the concept of decision-making models as well as the interpretation and application of these concepts to contemporary business problems.

**B7419 Application of Leadership Skills***3 credit hours*

This course is designed to expose students to comprehensive leadership skills. Individual measurement approaches will assess strengths and weaknesses—in order to help the student develop well-rounded leadership competencies. The student will also demonstrate comprehensive leadership skills in an applied leadership project—one calling for the demonstration of multiple leadership capabilities.

**B7432 Corporate Social Responsibility***3 credit hours*

This graduate course provides an in-depth review and analysis of the latest theories and research on corporate social responsibility. The course focuses on understanding governmental and quasi-governmental regulatory institutions and related corporate social responsibility business impacts; an understanding of the process of developing corporate social responsibility standards and policies, how to interpret them, and how to determine relative weight; and an understanding of how to assess, deal with and prevent corporate social responsibility

risks. Emphasis includes working with and being a team leader and in collaboration. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns. Attention is focused on utilizing leadership and collaboration practices in corporate social responsibility within an organization, an industry, country, region, and world.

**B7501 Healthcare Industry Trends and Analysis***3 credit hours*

This course presents an overview of the United States health services system from an historical and contemporary perspective. Course content will examine patterns and utilization of health services, an examination of health service providers, non-financial and financial resources for health services, assessment and regulation of health services performance, and an overview of national health policy.

**B7502 Healthcare: Political and Social Environment***3 credit hours*

This course examines the formation, implementation and evolution of major health-care policies. Emphasis is placed on the impact of political processes and social ramifications on the delivery of healthcare services.

**B7503 Healthcare Administration***3 credit hours*

This course offers advanced study in the theory and research of healthcare administration.

**B7504 Healthcare Ethics and Issues***3 credit hours*

This course examines the major ethical issues and challenges facing health-care providers today. Emphasis is placed on the impact of ethical issues on the delivery and management of healthcare services.

**B7511 Independent Study in Healthcare Administration***3 credit hours*

This course offers doctoral-level analysis of selected topics in healthcare administration, focusing on doctoral-level analysis of selected Information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience. *Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B7521 Global Challenges***3 credit hours*

This graduate course provides an in-depth review and analysis of the latest theories and research to provide the advanced graduate student with an understanding of a range of global challenges. The issues include management of global businesses, management of businesses that are impacted by globalization, and management of businesses that use the Internet. Cultural, ethical, standards of practice, political, and legal differences are examined. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, and integration concerns. Attention is focused on utilizing leadership and collaboration practices in dealing with global challenges.

**B7601 Multinational Marketing Strategy***3 credit hours*

This course provides an overview of international business. Emphasis is given to the comprehensive international environment (cultural and political environment, legal system, etc.) and similarities and differences of doing business abroad. The course examines international product positioning, promotional strategies, pricing issues, and distribution strategies on the international market. This course also provides practical and theoretical knowledge and skills for entrepreneurs and managers interested in doing business abroad.

**B7602 Global Management Models***3 credit hours*

This advanced course provides an in-depth review and analysis of the latest theories and research on global management models. The course reviews and provides research opportunities on chain management issues focused on ethical international management, including the integration of corporate culture, integration, implementation, and globalization. Specific applications to research areas in business strategies are explored. Written projects will focus on critical thinking, problem-solving, decision-making and information literacy.

**B7603 International Financial Management***3 credit hours*

This course provides a background on the international environment, and focuses on the managerial aspects from a corporate perspective. It examines international financial environment, exchange rate behavior, exchange rate risk management, and the role and functioning of international banking. This course also provides students with theoretical and practical knowledge in international financial management. The student will be able to use this knowledge in academia and in business.

**B7604 Seminar in International Business***3 credit hours*

This course presents a survey of the most important activities in international business and offers a framework of thinking about them from the perspective of the company manager. Students examine international trade and foreign direct investment patterns and theories, international financial markets and how firms dealing in those markets operate, trade and investment barriers, and functioning of economic integration, challenges and opportunities of multinational operations, and the means by which MNEs develop and sustain a competitive presence. The seminar interchangeably provides in-depth coverage of the most important world markets: Europe, Asia, South America, etc.

**B7605 International Trade Law***3 credit hours*

This course provides an overview of international trade law for managers. Emphasis is placed on legal aspects managers might encounter when engaged in international trade. Topics include contracts, intellectual property rights, product liability, and trade practice legislation.

**B7606 International Monetary Economics***3 credit hours*

This course provides an in-depth analysis of historical and contemporary issues in international monetary economics. Topics include balance of payments, different exchange rate regimes (fixed, floating, pegged, managed floating), the reform and evolution of international monetary arrangements, the gold standard, the Bretton Woods system, target zones, optimum currency areas, the European monetary system, and the European monetary union.

**B7607 Comparative Economic Systems***3 credit hours*

This course provides students an understanding of the organization, operation and performance of economic systems, both in theory and in practice. It examines alternative methods of determining the bill of goods to be produced, the allocation of resources to produce it, and the distribution of the resulting income. The course explores various alternative answers by analyzing and comparing different economic systems.

**B7608 Advanced International Organizations***3 credit hours*

This advanced course reviews, and provides research opportunities on, issues of international trade from a multidisciplinary, strategic, and meta-analysis perspective. Students examine the nature and complexities of international business and international trade policy from the perspective of senior management, consultant, and policy maker. Theory, research, and literature from a political, economic, sociocultural, social psychology, legal, and historic perspective are explored in depth.

**B7609 International Project I***3 credit hours*

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture, customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests.

**B7610 Leadership in Global and Multicultural Organizations***3 credit hours*

This advanced course reviews and provides research opportunities on leadership issues in global, international, and multicultural organizations. Culturally sensitive leadership skills, styles, practices, models, trends, theories, and concepts are examined. Attention is given to international ethical, diversity, and conflict management research and practices. The course includes theoretical orientation and theory-to-practice experiences using case studies, demonstrations, and simulations. The course provides an in-depth review and analysis of the latest theories and research on leadership in global and multicultural organizations. Written projects will focus on critical thinking, problem solving, decision making and information literacy. Attention is given to team leadership, team collaboration skills within a culturally diverse world.

**B7611 Independent Study in International Business***3 credit hours*

This course offers doctoral-level analysis of selected international business topics, including selected information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*



**B7612 Advanced International Economics***3 credit hours*

This advanced course reviews and provides research opportunities on issues of international economics. This course focuses on applications of economic theory, including the impact of international trade, the World Trade Organization (WTO), the General Agreement on Trade and Tariffs (GATT), regional economic integration such as the European Union (EU) and the North American Free Trade Agreement (NAFTA), and international trade policy.

**B7613 International Project II***3 credit hours*

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture, customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests. The country selected must be different from that chosen in International Project I (B7609).

*Prerequisite: B7609.*

**B7616 International Business Law and Practices***3 credit hours*

This advanced course provides an in-depth review and analysis of the latest theories, research, and information on international trade law for managers. Emphasis is placed on legal aspects managers might encounter when engaged in international trade. The course reviews and provides research opportunities on issues of international trade from a multidisciplinary, strategic, and meta analysis perspective. The course examines the nature and complexities of international business and international trade policies. Theory, research, ethics, and literature from a political, economic, social cultural, social psychology, legal, and historic perspective will be explored in depth. Written projects will focus on critical thinking, problem solving, decision making and information literacy.

**B7628 Leading Innovation and Change***3 credit hours*

This course will examine the challenges of leading and managing innovative change and creative processes. The conditions in which the innovative change process is synthesized within organizations will be evaluated and the following items will be reviewed: literature on the innovative process; the contribution of individuals; cross functionality; geographic dispersion; technical communication; inter- and intra-organizational networks; organizational characteristics; organizational learning; and market changes. The primary goal of the course is to provide a holistic view of the process of innovation, through exploration of literature. This course will provide exposure to a variety of perspectives on innovation and will promote integrative thinking about the conditions under which innovation is supported.

**B7630 Contemporary Accounting Theory***3 credit hours*

This course will involve an intensive study of recent developments, research and literature in accounting theory promulgated by the various professional accounting associations and regulatory agencies. This course will focus on an in-depth examination of contemporary issues in financial and managerial accounting within the context of pronouncements of the financial accounting standards board and their subsequent inclusion in Generally Accepted Accounting Principles.

**B7640 Accounting in a Global Financial Community***3 credit hours*

This course compares the theoretical basis of accounting standards from an international perspective. The impact of diverse cultures, the pronouncements of the IASB, and governments on the harmonization of accounting standards will be examined. Additionally this course will examine the reliability of internationally prepared financial statements from the perspective of SEC, investors and creditors.

**B7650 Accounting Control Systems***3 credit hours*

This course will study the development and use of financial control systems. The primary emphasis of this course will be on the effect of legislation and the assurance services required by regulators and associations in the development, implementation and, monitoring of control systems. A secondary focus will be on issues faced by controllers and other financial managers in administering accounting control systems.

**B7660 The Evolution of Accounting Theory and Practice***3 credit hours*

This course chronicles the development of accounting theory as a response to changes in culture. The goal of this course is to analyze the relations of accounting and the social world, in a historical context, to better understand why accounting and auditing standards have achieved their present state of evolution.

**B7670 Financial Reporting Theory***3 credit hours*

This course will study the utility of financial statement interpretation in the strategic process of management. An intensive study and critical examination of accounting and financial reporting theories, concepts and standards; evaluations of the pronouncements of accounting standard-setters and financial reporting regulators will be an integral part of this course.

**B7680 Accounting and Corporate Governance***3 credit hours*

Corporate governance is the process, used by management, to administer the resources entrusted to it by its stockholders. The accounting process measures and reports management's financial representations within the context of generally accepted accounting principles, thus, adding credibility to management's financial assertions. This course will study this complex relationship between corporate management and accounting.

**B7701 Data Management Strategies and Technologies***3 credit hours*

This course explores data management and its enabling technologies as key components for improving mission effectiveness through the development of open, enterprise-wide, and state-of-the-art data architecture. In addition, the course considers key data management strategies, their enabling information technologies including data bases, data warehousing, electronic archiving, data mining, the web "database" search engines, and other knowledge discovery methodologies. The goal of the course is to enable students to identify and implement data management strategies and data-related technologies that enhance the objectives, strategies and resources of their organizations.

**B7702 Management Information and Decision Support Systems***3 credit hours*

This course provides doctoral students a perspective on how information technologies impacts decision-making. While disciplines such as computer science analyze the design of information technology, i.e. the manner in which information exchange is affected, this course takes a techno-economic approach. The first theme will examine the

infrastructure of doing online business and the coordination between online business and traditional way of doing business. The second theme will be information and knowledge management examining the human aspects of knowledge management such as the role of communities of practice, types of organizational values and leadership competencies needed to support information sharing and collaboration; and examine ways to measure the contribution of knowledge in meeting organizational objectives and strategies.

**B7703 Artificial Intelligence**

*3 credit hours*

This course provides an examination of the managerial and business use of artificial intelligence, with more attention to expert systems. The course is mainly a review of literature, with the broad objective of informing the student about the state-of-the-art in this field. As such, there is initially an examination of the basic technology and the processes for acquiring, representing, and implementing knowledge. In addition, substantial exploration of current application areas is included. The purpose is to bring the student up to speed in this emerging technology. Finally, the question of future possibilities and potential is considered.

**B7704 Managing Information Systems Resources**

*3 credit hours*

The course examines challenges and risks associated with enterprise-wide initiatives including oversight, technology, integration, culture, policy realities, and project management. The course provides a management overview of both the current state-of-the-art trends in information systems technology: software development technologies, data management, computer systems hardware, human-computer interfaces, voice recognition, natural language understanding, collaborative technologies, telecommunications technologies, and electronic commerce technologies. Topics include organization and process changes resulting from enterprise application implementation.

**B7705 Global Enterprise Networking and Telecommunication**

*3 credit hours*

This course focuses on the management and technological aspects of network and telecommunications technology in a global networked enterprise, examining their costs, benefits, security implications, implementation impacts, various net-centric applications, and wide area networks and associated Internet technologies. The course includes an overview of global communications protocols, network and distributed database management systems, network security, storage and multimedia delivery issues, shared virtual reality technologies, and the significance of shifts in regulatory and industry structure.

**B7706 Systems Design and Evaluation**

*3 credit hours*

This course examines the information systems process, including methodologies of systems analysis and design. Issues include project management; interface design; organizational requirements; constraints; documentation; implementation; control; performance evaluation; leadership challenges of initiation, collaboration, design, implementation; and portfolio project management of process-centric improvements. The course explores best practices and strategies for building elements of a successful business case, including analysis of alternatives, risk assessments, information assurance strategy, acquisition strategy, and performance-based management systems. For the final project, students will develop a business case for an IT project, which will demonstrate mastery of the course objectives.

**B7707 Themes in Information Systems**

*3 credit hours*

This course explores key management, organizational, behavioral issues and challenges in Information Systems (IS). The course covers problem areas such as corporate strategy and information technology (IT), IT-related innovation, business value of IT, IT adoption, managing the systems development process, harnessing knowledge and learning via systems, and understanding IT and organizational change. Both classics and recent IS/IT research articles will be used. The course requires individual reading of papers, class discussions and work on short and long research papers. The course will give students a broad understanding of the themes and research questions that identify the core identity of the information systems research field.

**B7708 Selected Information Systems Topics**

*3 credit hours*

This course offers exposure to current special topics in the information systems area: the latest Internet concepts, web-based approaches to business, etc. The course allows advanced doctoral-level work in management/business information systems areas, based upon student demand and availability of faculty members.

**B7709 Research in Information Systems**

*3 credit hours*

This course examines the scope and role of research in computer information systems. Since research programs derive from theory foundations, an exploration of the theoretical grounds underlies the course. Fundamentally, information systems support the making and communication of decisions; therefore decision theory is an important theoretical element. Further, since the decision process is an intensely human activity, a wide range of human theory is relevant, including psychology, sociology, communication, learning, and education. The course seeks to develop understanding of the rather unique interdisciplinary nature of information systems research, as well as the more pragmatic aspects of conceptualizing and implementing a research program.

**B7710 Advanced Information Systems Seminar**

*3 credit hours*

This course provides an in-depth view of information systems and business strategy in terms of organizational structure, control systems, and information systems technologies. It also provides an understanding of business process engineering and future trends in information systems. The student will develop an empirical article for submission to a peer-reviewed journal or conference.

**B7711 Independent Study in Information Systems**

*3 credit hours*

This course focuses on doctoral-level analysis of selected information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories, or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**B7777 Solutions Leadership***3 credit hours*

Getting things done in complex organizations is difficult and the best leaders are those who know how to mobilize ideas, support, people and resources to address tough problems. Doctoral students in this class will develop in-depth understanding of the research and theory on leading strategic change/initiatives focusing on understanding the role of organizational history and corporate culture, the climate for change, organizational politics, resources and rewards, people and teams and communication play in solutions leadership. Students will also focus on challenges and solutions in their respective fields and work with colleagues to understand the interdependencies and impact on the business of implementing solutions.

**B7783 Solution-Oriented Decisions Models***3 credit hours*

This graduate course provides an in-depth review and analysis of the latest theories and research to provide the advanced graduate student with an understanding of various models of decision making and how to select the best combination for appropriate solutions. The methods cover quantitative, qualitative, game theory, group dynamics, expert systems, ethical, and logical theories, research, and methods. Focus includes developing and instituting decision making audits to evaluate decision[s] that are to be or have been made. The use of information systems technology for decision support systems is analyzed. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns. Focused attention is on utilizing leadership and collaboration practices in solutions oriented decision-making.

**B7910 Customized Course I***3 credit hours*

This course provides an opportunity for DBA students to have a customized learning experience whereby they work with a faculty member to create a Customized Course in an area of their choice. The Customized Course may arise from a situation pertaining to professional employment; an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or an applied problem or opportunity that needs identification; analysis; implementation/execution and recommendation or evaluation.

**B7920 Customized Course II***3 credit hours*

This course provides an opportunity for DBA students to have a customized learning experience whereby they work with a faculty member to create a Customized Course in an area of their choice. The Customized Course may arise from a situation pertaining to professional employment; an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or an applied problem or opportunity that needs identification; analysis; implementation/execution and recommendation or evaluation.

**B7930 Advanced Seminar in Research Methods***3 credit hours*

This 15-week seminar focuses on preparation for the Comprehensive Examination and the development of the dissertation prospectus. The focus is on learning how to review massive amounts of theory, data, and research and learning to synthesize it into useful knowledge. The focus also includes advanced understanding of the research project development and management. Students may enroll in the latter part of the doctoral program as defined by their program of study as an elective.

**B7935 Dissertation—Business***3 credit hours*

All DBA dissertations require a minimum of 12 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Students register for 3 credit hours for four consecutive semesters. If student fails to defend his/her dissertation by the end of the fourth semester, he/she must register for a 3 credit extension for each subsequent semester until passing his/her defense. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 12 credit hour requirements for completion of dissertation. Course is graded "Credit/No Credit."

**CLINICAL PSYCHOLOGY (PP)**

*Due to variations in the PsyD in Clinical Psychology programs, courses marked with an asterisk (\*) are offered at the Seattle campus only.*

**PP6001 Individual Assessment***3 credit hours*

A broad understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

**PP6008 Clinical Skill Development***0 credit hours*

This course is individually tailored to assist in skill development and evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation will be determined by the Student Evaluation and Ethics Committee.

**PP6011 Integrative Paper***1 credit hour*

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

**PP6012 Master's Project — Seminar II***.5 – 1 credit hour*

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

**PP6013 Master's Project — Seminar II — Extended***.5 – 1 credit hour*

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

**PP6015 Narrative Psychotherapy***3 credit hours*

This course introduces the student to narrative approaches to psychotherapy, based on the work of Michael White and David Epston. Students become familiar with the narrative metaphor and with clinical practices such as externalization, deconstruction and reconstruction, reflecting terms, and focusing on clients' resiliencies and resources. Extensive use of videotapes and experiential exercises amplify and reinforce the learning process.

**PP620 Team Dynamics and Group Behavior***3 credit hours*

This course is designed to provide students with an overview of the psychology of team sports and the role of group factors in individual and team performance. A theoretical understanding of various group processes in sport, such as team cohesion, group communication, and leadership, are reviewed. Team building and the development of group effectiveness also are highlighted. In addition, theoretical and practical issues involved when working with team sports are covered. Special attention is given to the impact of race and gender in sports.

**PP6150 Introduction to Diverse Populations***3 Credit Hours*

This course is designed to expose students to the current and historical experiences of diverse groups of people in the United States. Topics include race, gender, sexual orientation, ethnicity, religion, immigrant status, disability, socio-economic status, and age. Emphasis will be placed on awareness of the impact of one's own Race, Ethnicity and culture(s) on cross cultural interactions, including assessment and therapy relationships. The course will include both didactic and experiential components, and students will be expected to consider our cultural, economic, and sociopolitical systems from multiple perspectives.

**PP6201 Master's Practicum I***0–3 credit hours*

This one-year (two semesters) practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience includes assessment and intervention experience.

*Prerequisites: (PHX) PP7010, PP7111, PP7330, PP7370, PP7371, PP7501, PP8020, PP8036.*

**PP6202 Master's Practicum II***0–3 credit hours*

This one-year (two semesters) practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience includes assessment and intervention experience.

*Prerequisite: (PHX) PP6201.*

**PP6203 Master's Practicum II***0–3 credit hours*

Continuation of Master's Practicum II.

**PP6204 Master's Intervention Practicum and Seminar I***3 credit hours*

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

**PP6205 Master's Intervention Practicum and Seminar II***3 credit hours*

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

**PP6206 Master's Intervention Practicum and Seminar II — Extended***0 credit hours*

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

**PP6300 Counseling Theory***3 credit hours*

The basic theory, principles, and techniques of counseling and their application to professional counseling settings are explained.

**PP6400 Professionalization Group***0–1 credit hour*

These groups include didactic and discussion components and are required for all entering students. The first semester focuses on topics related to issues important to new professional psychology students, including the following: an orientation to the program and the field; introduction to ethical and legal issues necessary for students to begin class and training experiences; professional education trends and issues; and professional practice trends and issues. In addition, the faculty member leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience.

**PP6450 Foundations of Clinical Interventions***3 credit hours*

This course provides an overview of the major approaches to psychological interventions, including the various techniques and practices associated with the approaches. Basic issues in the general conduct and processes of clinical interventions are presented based on insights from various theoretical approaches, including the establishment of therapeutic relations, the integration of assessment and intervention, and termination and accountability of treatment.

**PP6493 Psychological Aspects of Athletic Injury***3 credit hours*

This course provides students a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation, including pain management and assessment issues. Mechanisms of sport injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a psychological rehabilitation program, along with understanding how a sport medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes are explored.

**PP6494 Exercise and Health Psychology**

*3 credit hours*

This course focuses on the development of a theoretical understanding and basic skill proficiency in the principles and techniques of exercise and health psychology. Issues such as exercise participation and adherence, exercise and its relationship to mental health, wellness promotion and behavior change, psychological factors and reactions to overtraining, pain management, and stress management are explored. Techniques such as goal setting and imagery, as they relate to exercise and health, will also be covered. Exercise used in a therapeutic environment, and how exercise can be incorporated into a psychological skills training program, are discussed.

**PP6496 Social Psychology of Sport**

*3 credit hours*

In this course students are introduced to the principles and concepts of group and organizational behavior. Theory and research in group membership, organizational culture and style, leadership development and style, coaching/management style, power and decision making are also systematically addressed. Special attention will be given to the concept of team cohesion and its relationship to performance.

**PP6499 Applied Sport Psychology I: Theory and Research**

*3 credit hours*

This course introduces students to theory, research and practice of sport performance enhancement for both individuals and groups of performers by a variety of psychological interventions. Theoretical understanding in the use of mental skills training techniques such as goal-setting, imagery, self-talk, and arousal regulation is a prime focus. In addition, topics such as self-motivation, self-confidence, and concentration are addressed. Special attention is given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

**PP6500 Applied Sport Psychology II: Professional Practice**

*3 credit hours*

This course focuses on the developing an in-depth understanding of the professional practices of sport performance enhancement through psychological interventions in both individual and group (team) settings. Students develop proficiency in the selection, development, and implementation of psychological interventions based on current theory and research. A variety of cognitive, affective, and behavioral mental skills training techniques are studied in-depth with an emphasis on understanding the relationship between performance enhancement skill level and psychological factors. Ethical issues in the practice of applied sport psychology, as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations are also addressed.

*Prerequisite: (PHX) PP6499.*

**PP6505 Clinical Skills Development**

*0 credit hours*

This course is individually tailored to assist in skill development and evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation are determined by the Student Evaluation and Ethics Committee.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**PP6506 Lifespan Development**

*3 credit hours*

The focus of this course is on normal development related to cognitive abilities, psychosocial development, and biological status through the lifespan. The theoretical and empirical literature relating to emotional and social development are explored. Gender, culture, and sexual orientation are used as important mediating variables throughout the course. The relationship between normal development and sport and exercise is highlighted.

**PP6510 Athletic Counseling**

*3 credit hours*

This course is designed to introduce students to the range of counseling-based interventions in applied sport psychology. A psychoeducational-developmental perspective is provided as a theoretical framework for the practice of sport psychology. The course focuses on the development of life skills and the implementation educational programs to enhance development in athletes, especially youth through adulthood. Academic counseling, issues related to transitions, and cultural factors also are addressed.

*Prerequisite: (PHX) PP7010.*

**PP6530 Master's Thesis**

*1–3 credit hours*

Students must register for three one-hour thesis credits. Each Master's Thesis credit hour has associated with it certain criteria for a final grade of "Credit/No Credit."

**PP6537 Sport Psychology Doctoral Practicum and Seminar I**

*3 credit hours*

An experience in applied sport psychology with a client population under close supervision is provided. Special emphasis is placed on assessment, intervention planning, and program development. The goal of the seminar is to develop integrated skills in assessment and intervention. The focus is on the development of skills in interviewing, case formulation, and appropriate intervention planning. The seminar meets weekly throughout the academic year.

*Prerequisites: (PHX) PP6500, PP7010, PP7330, PP7501, PP8010, PP8020.*

**PP6538 Sport Psychology Doctoral Practicum and Seminar II**

*3 credit hours*

This course is a continuation of Sport Psychology Doctoral Practicum and Seminar I (PP6537).

*Prerequisite: (PHX) PP6537.*

**PP6675 Introduction to Clinical Hypnosis**

*1.5 credit hours*

This course introduces the student to the basics of clinical hypnosis. Topics to be covered in this first course include historical and theoretical foundations, myths and misconceptions regarding clinical hypnosis, hypnotizability, use of clinical hypnosis in practice, possible dangers and adverse reactions, ethics and professional issues. This course has been approved by the American Society of Clinical Hypnosis (ASCH) for basic training requirements towards membership and/or ASCH certification.

**PP7000 History and Systems***3 credit hours*

This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions.

*Co-requisite for CCE: (ATL) PP8204. Prerequisite: (HI) PSY361.*

**PP7010 Lifespan Development***3 credit hours*

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course.

*Co-requisite: Diagnostic Practicum; (ATL) PP7373. Prerequisite: (HI) PSY101.*

**PP7020 Child and Adolescent Development***3 credit hours*

This course focuses on normative development of the individual personality, from childhood through adolescence. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural, and transcultural development of the individual personality are explored. The normative course of the individuation is the subject of the course, with some consideration, by implication and class presentations, given to the genesis and epigenesis of psychopathology.

**PP7025 Infant, Child and Adolescent Development and Treatment***3 credit hours*

This course provides an overview of development and therapy for infants, children and adolescents. Stages of normal cognitive, emotional, and social development are examined to provide a baseline for determining the need for therapy and the most appropriate types of interventions. Students learn how to make diagnostic assessments based on interviews with parents, observations of children's play and one-on-one interactions. A range of therapeutic approaches is explored, including play therapy, psychoanalytic psychotherapy, group therapy, cognitive-behavioral treatment, infant/parent dyadic therapy, and collateral work with parents, and family therapy.

**PP7040 Cognition and Affective Processes***3 credit hours*

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making are considered. Clinical applications are emphasized throughout the course.

*Co-requisite for Diagnostic Practicum: (ATL) PP8720. Prerequisite: (HI) PSY101.*

**PP7041 Quantitative Inquiry***3 credit hours*

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored.

*Prerequisites: (HI) PSY210 or PSY302.*

**PP7042 Statistics Laboratory***1 credit hour*

Students learn statistics necessary for describing data and evaluating research instruments and complete analyses associated with the methodologies surveyed in Quantitative Inquiry (PP704).

*Prerequisite: (HI) PSY201 or PSY302.*

**PP7043 Qualitative Inquiry***3 credit hours*

This course explores qualitative research methodologies to answer clinical questions both in research and in practice. Students develop critical thinking skills to evaluate and review published qualitative research, and gain knowledge and skills in the design of rigorous and systematic qualitative approaches relevant to clinical work and understudied populations.

*Prerequisites: (HI) PP7041, PP7042.*

**PP7044 Consultation and Community Mental Health***3 credit hours*

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored. In addition, the community mental health system is examined. The course offers ideas for areas of improvement and informs students about the use of the system, including regional hospitals, community mental health centers, hospice, Social Security, and the department of family and children's services.

*Prerequisites: (HI) PP7041, PP7042, PP7043.*

**PP7045 Psychopathology***3 credit hours*

The concentration of the study is on the observation, description, etiology, assessment and understanding of the moderate range of symptomatology and personality and behavioral disorders of adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Also, the assessment, etiology, description, understanding and treatment of the more severe psychological disorders are emphasized. Included in the study are schizophrenia spectrum, affective disorders, and borderline psychopathology. Emphasis is on recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

*Prerequisites: (HI) PSY361, PC6003.*

**PP7046 Brief Treatment Models and Applications to Diverse Populations***3 credit hours*

Brief psychotherapies, such as time-limited psychodynamic and solution-focused treatments, are applied to a range of problems with emphasis on the issues relevant to their use with diverse populations. Change and time are explored in the context of culture, and skills for clinical practice are developed.

*Prerequisites: (HI) PP7340, PP8010.*

**PP7047 Diversity Issues in Clinical Health Psychology***3 credit hours*

This course addresses the appropriate development, use, and evaluation of clinical health psychology interventions with populations that are diverse in terms of culture, ethnicity, economic resources, gender, and sexual identity. Group differences that impact the utilization of health promotion, disease prevention, and disease management activities are reviewed.

*Prerequisites: (HI) PP7340, PP8646.*

**PP7048 Evaluation and Treatment of Asian and Pacific Island Populations**  
3 credit hours

This course examines issues relevant to provision of mental health services for Asian and Pacific Island populations, including biases and oppression. Knowledge and skills are developed in cultural communication unique to these groups, and incorporate alternative available resources associated with work in these cultures.

*Prerequisites: (HI) PP7340.*

**PP7049 Evaluation and Treatment of Diverse Families**  
3 credit hours

Mental health needs are explored, including issues that impact clinical work with families within culturally-defined groups or those with single or step parents. Students learn to conceptualize human problems, change from a systemic perspective, and further the development of skills for clinical practice.

*Prerequisite: (HI) PP7340.*

**PP7050 Physiological Psychology**  
1.5–3 credit hours

This course introduces brain-behavior correlates, the systematic function of the nervous system, and basic psychopharmacology. Areas covered include anatomy, physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and psychopathology, as well as endocrine processes and the impact of these systems on behavior and psychopathology.

**PP7051 Biological Bases of Behavior**  
1.5–3 credit hours

This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiology behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones.

**PP7060 Social Psychology**  
3 credit hours

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized.

*Recommended: (TAM) PP7311, PP7373, PP8038. Prerequisites: (ATL) PP7201; (HI) PSY101.*

**PP7070 Empirical Research**  
1 credit hour

Students undertake an empirical project by completing one or more of the following activities, which are essential components of empirical study: development of a study design, setup of the study, data collection, data analysis, and presentation/publication of study. Students may apply up to three units of elective toward this research project. Students may register for 1 credit hour per semester to a maximum of 3 credit hours.

**PP7080 Personal and Professional Development Group**  
1–2 credit hours

This course offers a group experience, over one to three semesters, which focuses on increasing knowledge, enhancing skills, and examining attitudes and values involved in interpersonal and group interaction. In this experiential approach, students learn to increase self-awareness and empathic understanding of others, practice more effective listening and communication skills, and work on developing greater interpersonal competency in order to guide their development as clinicians and professional psychologists.

**PP7100 Professional Issues: Ethics, Conduct, and Law**  
1.5–3 credit hours

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

*Prerequisites: (ATL) PP7111; (DC) PP8201.*

**PP7110 Professionalization Group I**  
0–1 credit hour

These discussion groups for first-year students are led by a core faculty. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. The professionalization group does not carry academic credit.

**PP7111 Professionalization Group II**  
0–1 credit hour

This course is a continuation of Professionalization Group I (PP7110).

*Prerequisites: (ATL/DAL/DC/PHX/SF) PP7110.*

**PP7112 Professionalization Group I**  
0–1 credit hour

The two-semester series, Professionalization Group I (PP7112) and Professionalization Group II (PP7113), focuses upon personal growth and development as a practicing psychotherapist. Topics included are: development of self; enhanced awareness of experiences, thoughts, behaviors and biases held about self and others; and the psychological tasks and challenges in becoming a psychotherapist. Much of the classroom time is spent in discussion and experiential exercises that promote self growth and professional development. Specific topics are at the discretion of the instructor. Demonstration of learning is measured by classroom participation, ongoing journaling (or other form of creating a portfolio of individual learning), and a final paper (one per semester) addressing student awareness of areas in which they have made significant progress, and areas of challenge that remain for further growth.

**PP7113 Professionalization Group II**  
0–1 credit hour

This course is a continuation of Professionalization Group I (PP7112).

**PP7114 Professionalization Group III**  
0–1 credit hour

This course is a continuation of Professionalization Group I (PP7112) and Professionalization Group II (PP7113).

**PP7120 Psychology and Management**  
1–3 credit hours

This course focuses on the contribution of psychology to management and business. Several areas of practice are highlighted, such as organizational behavior, coaching, employee selection, workplace intervention, and general management skills.

**PP7164 Capstone Integrative Seminar***3 credit hours*

Designed as a culminating, integrative end-point to on-campus learning, this course is taken during the year before the student goes on internship. The course makes extensive use of case materials from diverse populations, focusing on practical issues touching on all aspects of assessment, treatment planning, and intervention, as well as issues relating to consultation and supervision. Students examine how they personally impact the therapeutic relationship. The course requires the successful completion of several tasks designed to demonstrate that the student is ready for internship.

*Prerequisite: PP8203.***PP7200 Statistics and Research I***3 credit hours*

The first of a two-semester sequence in statistics and research methodology. This course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

*This course is cross-listed with Statistics and Research I (SP7200).**Prerequisites: (DAL/PHX/SAR/TAM) undergraduate statistics or research methods course; (DC) PSY210 or PSY302; (SCH/SEA) PSY210.***PP7201 Statistics and Research II***3 credit hours*

This course is a continuation of Statistics and Research Methods I (PP7200). Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered.

*Prerequisite: (DAL/DC/ORA/PHX/SAR/SCH/SF/TC) PP7200.***PP7202 Statistics***3 credit hours*

Statistical methods, parametric and nonparametric, with an emphasis on those applicable to clinical evaluation and research, are addressed in this course.

*Prerequisite: (CH) an undergraduate statistics course.***PP7203 Research Methods***1.5–3 credit hours*

This course is a survey of the major methods utilized in empirical clinical practice and program evaluation. Students learn experimental, quasi-experimental, and systematic single-subject designs, as well as principles and strategies of program evaluation and quality assurance in the delivery of mental health services in a variety of clinical settings. Initial formulations of clinical research proposals are encouraged.

**PP7204 Statistics and Quantitative Methods***3 credit hours*

This course includes an overview of quantitative research methods, basic concepts in descriptive and inferential statistics, and experimental research design. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings. The focus is on: a) non-parametric and parametric statistical procedures including when and how to use each; and b) quantitative research methods including choice of the most appropriate research method and strategies to address common problems encountered.

*Prerequisite: an undergraduate statistics course.***PP7205 Qualitative Research Methods***3 credit hours*

This course examines in depth the methodological strategies and data analysis required for clinical research. Emphasis will be placed on qualitative design and theory. Students learn to evaluate the design, analysis, and interpretation of published research. Cultural issues are discussed. Basic qualitative research skills are developed. The class will explore the spectrum of qualitative methodologies, with an emphasis on the commonalities within these approaches. Participants will have an opportunity to work through a qualitative project from start to finish.

*Prerequisite: PP7204.***PP7300 Psychopathology I***3 credit hours*

This course concentrates on the description, etiology, assessment, and understanding of the moderate range of symptomology and behavioral disorders. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Diagnostic systems, particularly the current edition of the *DSM-IV*, are presented and examined.

Attention is also given to diagnostic interviewing, including a review of semi-structured interviews and opportunities for role-play.

*Prerequisites: (SCH) PC6003; (SAR) undergraduate abnormal psychology course or permission of instructor.***PP7301 Psychopathology II***3 credit hours*

A continuation of Psychopathology I (PP7300), this course covers the description, etiology, assessment, emphasizing understanding of more severe psychological disorders. Schizophrenic spectrum disorders, substance abuse disorders, and personality disorders are included.

Attention is given to diagnostic interviewing, focusing on the range of diagnoses presented in the course with opportunities for role-play.

*Prerequisites: (SCH/ORA/SF) PP7300, (SAR/TC) PP7300.***PP7302 Psychopathology I\****3 credit hours*

This course concentrates on the description, etiology, presentation and treatment of mental disorders that are first evident in childhood and adolescence. Diagnostic categories covered include autism spectrum disorders, ADHD, learning disabilities, conduct disorder, gender identity disorder, eating disorders and personality disorders.

Diagnostic systems, including the *DSM*, are presented and critiqued.

Psychopathology is studied from a lifespan perspective, noting differences in onset, course and treatment at different points in the life cycle. The role of gender and culture are highlighted in the development, maintenance and treatment of psychopathology. Trauma and child abuse are addressed, and psychopathology and its treatment are viewed from both developmental and trauma frameworks.

*Prerequisite: (SEA) undergraduate abnormal psychology course or equivalent.*



**PP7303 Psychopathology II\***

3 credit hours

This course concentrates on the description, etiology, presentation, and treatment of mental disorders that typically present in adulthood. Diagnostic categories covered include cognitive disorders, mood and anxiety disorders, substance related disorders and chemical dependency treatment, schizophrenia and related psychotic disorders, sleep disorders, sexual dysfunction, somatoform disorders, and adjustment disorders. Diagnostic systems, including the *DSM*, are presented and critiqued. Psychopathology is studied from a lifespan perspective, noting differences in onset, course and treatment at different points in the life cycle. The role of gender and culture are highlighted in the development, maintenance and treatment of psychopathology. Trauma and domestic violence are addressed, and psychopathology and its treatment are viewed from both developmental and trauma frameworks. *Prerequisite: (SEA) undergraduate abnormal psychology course or equivalent.*

**PP7305 Advanced Psychopathology**

3 credit hours

This is an advanced course in psychopathology that focuses on the refinement of diagnostic skills, assessment, development, and treatment options for various forms of pathology. The course utilizes film presentations of a wide range of *DSM-IV* pathologies, and concentrates on evaluating the necessary criteria to render a specific diagnosis, as well as consideration of differential diagnosis.

**PP7310 Theories of Psychopathology**

3 credit hours

This course provides students with a broad theoretical foundation from which to view and understand the development of psychopathology. The course examines the theories and explanations of the development of normal and abnormal personalities and behavior from various perspectives. The primary focus is on the theories, relevant research, and treatment applications of the psychodynamic, humanistic, behavioral, and learning models. Other models or theories may be presented. *Prerequisite: (TAM) PSY351.*

**PP7311 Diagnostic Psychopathology**

3 credit hours

This course focuses on the description, etiology, and diagnosis of psychological and personality disorders. Relevant clinical research is reviewed. While the primary focus of this course is the *DSM-IV* diagnostic system, other systems of understanding may be considered. Discussion of the broad continuum of symptomatology encountered in clinical practice, and the unique personal experience that characterizes every clinical case, are included. *Prerequisite: (TAM) PP7310, or an undergraduate abnormal psychology course.*

**PP7320 Health and Dysfunction I**

3 credit hours

The assessment, etiology, description, understanding, and treatment of the mild to moderate range of psychological, personality and behavioral disorders of adulthood are covered. This may include adjustment disorders, anxiety disorders, mild affective disorders, and mild to moderate personality disorders. A methodology for organizing clinical data is an important component of this course. Various theories and empirical research on the etiology and treatment of these disorders are covered. The role of contextual factors in understanding and treating these disorders are included.

**PP7321 Health and Dysfunction II**

3 credit hours

The assessment, etiology, description, understanding, and treatment of the more severe psychological disorders are covered. Included in the study are schizophrenia spectrum, affective disorders, and borderline disorders. Various theories and empirical research on the etiology and treatment of these disorders are included. Emphasis is on the recognition of the continuum of basic psychological processes in normal and severely disturbed experience. *Prerequisite: (CH) PP7320.*

**PP7322 Community Mental Health**

1.5–3 credit hours

The course presents an integrated view of social problems with a focus on prevention. Counseling interventions that foster collaboration, support for systemic change, and values diversity, empowerment, and community integration are taught.

**PP7330 Child and Adolescent Psychopathology**

3 credit hours

This course examines the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed. *Prerequisites: (ATL) PP7010, PP7311; (DAL) undergraduate abnormal psychology; (CH) PP7020, PP8203; (DC) PC6003; (PHX) PP7010; (TAM) PP7311.*

**PP7331 Child and Adolescent Assessment**

3 credit hours

This course is designed to provide a comprehensive review of evaluation procedures specific to children and adolescents. Topics may include developmental disorders, conduct disorders, attention deficit and learning disorders, sexual and physical abuse, psychosis, depression, custody determination, and anxiety disorders. *Co-requisites: (ATL) PP7372. Prerequisites: (ATL) PP7010, PP7370, PP7371; (SCH) PSY210, PSY361; (PHX) PP7010.*

**PP7332 Child Abuse Assessment and Reporting**

0 credit hours

This course presents current child abuse reporting laws and concentrates on the assessment of child abuse. Role play is utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

**PP7340 Issues in the Assessment and Treatment of Diverse Populations**

3 credit hours

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of African Americans, Asians, Hispanics, Native Americans and gay, lesbian, bisexual, and transgender populations. *Prerequisites: (ATL) P7311; (DAL) PP8022; (DC) PP8010 or PP8030 or PP8050 or PP8060; (ORA) P7060; (PHX) PP7501.*

**PP7341 Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations***3 credit hours*

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Special emphasis is placed on facilitating student awareness of biased attitudes, as such attitudes may negatively impact relations with individuals and groups who are sensitized to issues of discrimination. Theory and research are reviewed so as to understand cultural differences and the interplay between concepts of pathology, treatment, and cultural stereotyping. Information is provided concerning the unique mental health needs of African Americans, Asians, Hispanics, and Native Americans.

*Prerequisites: (CH) PP6201, PP8185, or PP8201; (DAL) PP8022.*

**PP7342 Evaluation and Treatment of Diverse and Marginalized Populations***3 credit hours*

This course is designed to sensitize students to issues of inclusion, exclusion, and power in clinical work with ethnically, racially, and culturally-defined groups, women and men, gay/lesbian/bisexual/transgendered people, people with disabilities, elders, people with HIV disease, and other groups of involuntary and voluntary affiliation. Students' awareness of their own biases and strengths in human relations is facilitated. Theory and research relevant to the mental health needs of marginalized groups is reviewed, and students develop strategies for integrating this knowledge base into clinical practice. The focus of this course is to empower the students' continual process of self-understanding and awareness in considering the nuances that may impact them as clinicians. In addition, this course supports students in their assessment, case conceptualization, and treatment of diverse and marginalized populations as a means of promoting clinician competency, providing ethical and professional services, and maintaining self-reflexivity.

*Prerequisite: (HI) PP7045.*

**PP7343 Delivering Psychological Services to Vulnerable Populations***3 credit hours*

This course addresses the delivery of mental health services to vulnerable and marginalized persons, including minorities, the poor, homeless, severely mentally ill, prisoners, and other populations. It explores issues related to community psychology, cross-cultural psychology, power and empowerment, and innovative treatment models, all within the context of the practitioner's self understanding, awareness, and growth.

**PP7345 Intensive Clinical Training***3 credit hours*

In this course, each student is expected to work directly with clients. Students and their clients hold weekly sessions behind a one-way mirror while being observed by a "team." Sessions are guided by the instructor and/or clinical teaching assistant, who coach the student therapist throughout the session. Students also meet with their "teams" for pre-session and post-session evaluation of each case. During each class session, a structured lecture is presented to the entire class by the instructor.

**PP7349 Career Assessment and Counseling***1–3 credit hours*

This course reviews of theories of job satisfaction and performance, instruments used for career assessment purposes, and principles of career counseling.

**PP7350 Consultation and Supervision***2–3 credit hours*

This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed to function as consultants and supervisors. Contextual issues related to contemporary models and systems of service delivery are considered.

*Prerequisites: (ATL) PP8204; (PHX) PP8201, (SEA) PP8203; (SF) P8201, PP8202; (SAR/TAM) PP8041, concurrent PP8203; (TC) PP6400, PP6401.*

**PP7351 Supervision and Consultation in Family/Couples Therapy***3 credit hours*

This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed for them to function as consultants and supervisors using family systems theories and concepts. Contextual issues related to contemporary models and systems of service delivery are considered.

**PP7352 Clinical Supervision***3 credit hours*

The aim of this course is to provide students with an overview of theory, research and practice models for clinical supervision. Numerous conceptual models for clinical supervision are described and discussed with an emphasis on the following approaches: developmental, person-centered, psychodynamic, cognitive behavioral, skill training, systemic, and integrated. Students use role plays to begin exploring the nature of the supervisory relationship and their own emerging approach to supervising others. They also discuss common strategies, modalities, training issues and dilemmas.

*Prerequisite: (HI) PP8212.*

**PP7355 Intensive Clinical Observation***1 credit hour*

Intensive Clinical Observation (ICO) is a specialized course that allows students to participate in the Intensive Clinical Training elective as an observer. Students become members of an "observing team" that views therapy sessions through a one-way mirror and participates in both pre and post-clinical sessions. This course is an invaluable tool to gain clinical experience.

**PP7359 Introduction to Clinical Psychopharmacology and Substance Abuse***3 credit hours*

This course introduces psychotropic drugs, their pharmacokinetics and pharmacodynamics, their clinical action, and principles of use. In addition, this course presents an overview of major drugs of abuse, and specific social, psychological, and political issues surrounding these drugs. Diagnostic and treatment approaches are included.

*Prerequisites: (DAL) PP7050.*

**PP7360 Clinical Psychopharmacology***1.5–3 credit hours*

This course provides an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application.

*Prerequisites: (ATL/DC/ORA/PHX/SEA/TAM) PP7050; (CH/HI) PP7051.*

**PP7361 Psychopharmacology***1 credit hour*

An introduction is provided to psychotropic drugs, their neuro-chemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

**PP7362 Advanced Clinical Psychopharmacology***3 credit hours*

This course is an in-depth and comprehensive examination of issues underlying the use of psychotropic medication in the treatment of clinical disorders. Subjects covered include establishment of physician-psychologist relationships, management of “split” treatment, enhancement of patient compliance to treatment, education of patients about medications, the role of placebo effect, dealing with failed pharmacological trials, medication management, inappropriate uses of medication, psychobiology of ethnicity, and the pharmacological treatment of special populations.

*Prerequisite:* (ATL) PP7360.

**PP7364 Clinical/Community Clerkship Seminar***3 credit hours*

The Clinical/Community Clerkship Seminar is a prepracticum field experience for entering students. The focus is on the development of clinical inquiry skills, knowledge of community resources, and crisis intervention skills. The importance of the value of pro bono service and community involvement is stressed. In addition, this seminar helps students become aware of, and sensitive to, the context (cultural, social, political, institutional, systemic environment) in which assessment and referral occurs, in addition to its implications. Other areas of professional competence addressed in preparation for the first-year Clinical Evaluation Conference (CEC) include identification of crisis situations/needs assessment (for referral), development of intake skills, beginning integration of knowledge in psychopathology, human development, professional ethics, and cultural competence. Basic interviewing skills such as informed consent, listening, empathy, reflecting, being fully present, etc., will be punctuated and emphasized throughout the seminar. The seminar is also designed to assist the students in critiquing their ability to conduct a clinical interview and to gain preliminary understanding of theory, research, practice, and ethics as they relate to clinical interviewing.

**PP7365 Clinical Interviewing***3 credit hours*

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of an initial assessment. Students examine directive and nondirective approaches to interviewing, and read and discuss theoretical and empirical literature. Through demonstrations, role-playing, and structured exercises, students practice and develop these skills.

*Prerequisites:* (ATL) PP7311; (DC) PP7501.

**PP7366 Lifestyle and Career Development***3 credit hours*

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

**PP7368 Initial Interviewing Skills***1.5 credit hours*

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of the initial assessment. The course will also focus on a range of initial interviewing skills including the establishment of the therapeutic relationship, gathering and organizing diagnostic and assessment data, and developing initial treatment recommendations. Through demonstrations, role-playing, and structured exercises, students will practice and develop these skills.

**PP7369 Basic Intervention Skills and Models***1.5 credit hours*

This course provides an overview of the major theoretical approaches to psychological interventions, including the various techniques and practices associated with the approaches. Basic issues in the general conduct and processes of clinical interventions are presented based on insights from various theoretical approaches, as well as integrative models, including the establishment of therapeutic relationships, the integration of assessment and intervention, termination and accountability and evaluation of treatment.

**PP7370 Cognitive Assessment***3–4 credit hours*

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. It covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

*Prerequisites:* (CH) an undergraduate tests and measures course; (DAL) PP7200, undergraduate tests and measures course; (DC) PSY415; (HI) PSY415; (ORA) PSY102 or psychological assessment concurrent; (PHX) undergraduate tests and measures course, PSY415; (SAR) PP7300, undergraduate tests and measures course, undergraduate statistics course, and abnormal psychology course; or permission from the instructor; (SEA) PSY210 or equivalent undergraduate tests and measures course; (TAM) PSY102, PP7365.

**PP7371 Objective Personality Assessment***3–4 credit hours*

This course introduces the student to the major approaches and techniques for objective personality assessment in adults. Topics covered include general principles and issues in objective assessment, and techniques of personality assessment. The primary emphasis is on the MMPI-2, with an overview of other commonly used measures of objective personality assessment. The class includes a laboratory in which skills in administration and interpretation can be practiced.

*Prerequisites:* (CH) undergraduate tests and measures course; (DAL) PP7370; (HI) PSY410, PSY415; (ORA) psychological assessment, PSY102 concurrent with or before class offered; (PHX) undergraduate personality theories course, and PP7501; (SAR) PP7300, undergraduate tests and measures course and undergraduate statistics course or permission from the instructor; (SCH) PSY102, PP7300; (SEA) PP7370; (TAM) PSY102, PSY361, PP6003, PP7310, PP7311, PP7365; (TC) PP7370.

**PP7372 Projective Personality Assessment***3 credit hours*

This course covers the Exner Comprehensive System for the Rorschach as well as selected projective tests. In addition to understanding theoretical underpinnings, the student is expected to develop some competency in the administration, scoring, and interpretation of these instruments. The class includes a laboratory in which skills in administration and interpretation can be practiced.

*Prerequisites:* (ATL) PP7370, PP7371; (CH) an undergraduate tests and measures course; (DAL) PP7020, PP7370, PP7371, undergraduate tests and measures course; (HI) PP7070, PP7371, PP7372, PSY410, PSY415; (ORA) PP7300, PP7301; (PHX) PP7370, PP7371, PP7372; (SAR) PP7300, PP7371, undergraduate tests and measures course and undergraduate statistics or permission from instructor. (SCH) PP7300, PP7301, PP7371; (SEA) PP7302, PP7303, PP7370, PP7371; (TAM) PP7310, PP7311, PP7365, PP7370, PP7371; (TC) PP7370.

**PP7373 Integrative Assessment**

1–4 credit hours

The course builds skills in integration of assessment data, communication of results toward answering a specific question, and development of treatment recommendations.

*Prerequisites:* (CH) PP7370, PP7371, PP7372; (DC) PP7365 or PP7370 or PP7520; (HI) PP7070, PP7371, PP7372; (ORA) PP7300, PP7301, PP7020, PP7370, PP7371, PP7372, PP7365; (PHX) PP7370, PP7371, PP7372; (SAR) PP7365, PP7370, PP7371, PP7372; (SEA) PP7370, PP7371, PP7372; (SF) PP7370, PP7385; (TAM) PP7365, PP7370, PP7371, PP7372, PP8201.

**PP7374 Assessment: Advanced Rorschach**

3 credit hours

The major focus of study is on interpretation, based largely, but not exclusively, on the work of Exner. Quantitative analysis, sequence analysis, content analysis, and an analysis of verbalizations and behavior are presented in a practical, experiential manner.

Rorschach data with other projective data is integrated.

*Prerequisite:* (CH) PP7372.

**PP7375 Assessment: Battery**

2 credit hours

This course studies the integration of tests (batteries), report writing from batteries, and utilization of test results to cross validate other findings.

*Prerequisites:* (DAL) PP7370, PP7385.

**PP7376 Assessment I**

3 credit Hours

This course introduces the student to the assessment process, specifically the major approaches and techniques for intellectual assessment in children and adults. The course covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of clinical interviewing, intellectual assessment, and psychological report writing. Particular attention is given to the administration and interpretation of the *Wechsler Intelligence Tests*. Alternative methods of intellectual assessment are also covered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

*Prerequisite:* (HI) PSY102.

**PP7377 Assessment II**

3 credit hours

This course introduces the student to the major approaches and techniques for personality assessment in adults and children. Topics covered include general principles, issues, and techniques of objective and projective assessment. The primary emphasis is on the MMPI-2 and Rorschach, with an overview of other commonly used objective and projective personality assessment measures.

*Prerequisites:* (HI) PSY102, PC6003.

**PP7378 Objective Personality Assessment Lab**

1 credit hour

This course will be taken simultaneously with Objective Personality Assessment (PP7371). In the laboratory section, students learn and practice standardized objective personality test administration, scoring and interpretation. This course focuses on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

*Prerequisite:* concurrent enrollment PP7371.

**PP7379 Projective Personality Assessment Lab**

1 credit hour

This course will be taken simultaneously with Projective Personality Assessment (PP7372). In the laboratory section, students will learn and practice standardized objective personality test administration, scoring and interpretation. This course will focus on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

*Prerequisite:* concurrent enrollment PP7372.

**PP7380 Cognitive Assessment Lab**

1 credit hour

This course will be taken simultaneously with Cognitive Assessment (PP7370). In the laboratory section, students will learn and practice standardized cognitive test administration, scoring and interpretation. This course will focus on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course. Course is graded as "Credit/No Credit."

*Prerequisite:* concurrent enrollment PP7370.

**PP7381 Projective Personality Assessment I**

1.5 credit hours

This course is the first of a two-part course projective personality assessment sequence. It provides an introduction to the development, coding and interpretation of major projective personality instruments. The main focus is on the Comprehensive System for the Rorschach Inkblot Method developed by John Exner, Jr. Additional focus will be on the Thematic Apperception Test (TAT) and projective drawing tests and techniques. In addition to understanding theoretical underpinnings, the student is expected to develop a beginning competency in the administration and scoring of these instruments, as well as an understanding of the reporting of results.

*Prerequisites:* PP7370, PP7371, PP7373, PP8645.

**PP7382 Projective Personality Assessment II**

1.5 credit hours

This course is a continuation of Projective Personality Assessment I (PP7381).

*Prerequisites:* PP7370, PP7371, PP7373, PP8645, PP7381.

**PP7385 Personality Assessment**

3 credit hours

Administration, interpretation, and theory of major objective tests are presented, with a primary emphasis on the MMPI-2 and MCMI-III. A review of projective tests is covered, with emphasis on the Rorschach Inkblot Test. Coherent description of personality process is the focus of interpreting the test protocols and presenting them in the form of a professional report.

*Prerequisites:* (DAL) PSY361, PP7300, PP7301; (PHX) PP7501.

**PP7400 Advanced Group Leadership and Supervision**

1.5 credit hours

The emphasis is on gaining firsthand group leadership experience and a conceptual grasp of group processes and leadership issues in group therapy. Students participate as co-leaders with the instructor of the Personal and Professional development group course over two consecutive terms. Analysis of interpersonal interactions and leadership styles and functions are conducted after each class session. Journals are kept that focus on dynamics observed in the group. Co-leaders also have the opportunity to make formal presentations and conduct structured exercises to help integrate relevant theory and experience. A weekend retreat held during the spring semester with students, co-leaders, and the instructor may complete the experience.

*Prerequisite: by assignment only.*

**PP7500 Trauma Throughout the Lifespan**

3 credit hours

This course is an introduction to the psychological reaction and adjustment to sexual, physical, and emotional trauma at different stages of development. It addresses the theoretical understanding of trauma and the psychological adjustment to trauma, as well as assessment and diagnostic issues, and intervention strategies important for contemporary psychological practice. Some of the topics to be covered include assessment and treatment of child maltreatment and sexual abuse, treatment of adult survivors of sexual abuse, false memory controversy, date rape, domestic violence, and immigration trauma.

*Prerequisites: (ATL) PP7010, PP7311.*

**PP7501 Adult Psychopathology**

3 credit hours

This course is an introduction to the theoretical, clinical, and empirical knowledge about adult psychopathology and the classification of mental disorders. The entire continuum of adult psychological disorders is covered. Emphasis is placed on acquiring a conceptual foundation for understanding and classifying adult abnormal behavior. This is accomplished by reviewing the major theoretical models of abnormal behavior and by learning the rationale and procedures for the dominant nosological system.

*Prerequisites: (DAL) an undergraduate abnormal psychology course; (DC) PC6003; (PHX) an undergraduate abnormal psychology course.*

**PP7513 Advanced Self-Psychology**

1.5 credit hours

This course, based on basic principles of psychoanalytic psychology, focuses specifically on the application of the self-psychological concepts of the psyche to the actual conduct of treatment. The first part of the course will provide an elaboration of the general orientation of this framework, basic concepts of self-psychology, and the tenets of treatment. The second part will emphasize the application of principles to treatment, with the use of case vignettes and illustrative case material. Students will be encouraged to consider the "integrateability" of this model with other models of treatment, and to explore the usefulness of this model in relation to their clinical work.

**PP7520 Personality Assessment**

4 credit hours

Administration, interpretation, and theory of major projective tests are presented. Objective personality testing is introduced. Coherent description of personality process is the focus.

*This course is offered at Argosy University/Washington DC only.*

*Prerequisites: (DC) PP7370 or PP7501.*

**PP7550 Consultation in Diverse Settings**

1.5–3 credit hours

This course is designed to familiarize students with the many ways and arenas in which clinical psychologists can function as consultants (including business, private practice, community settings, education, healthcare, and others). It is designed to help students understand the various processes of consultation and management, drawing from principles and procedures found within psychology and related disciplines.

*Prerequisite: (SAR) PP7550.*

**PP7561 Seminar in Sport Psychology Consulting I**

1 credit hour

This seminar is designed for students to gain experience in the professional activities of a sport psychology consultant. Students will have the opportunity to participate in individual and group projects related to the planning, development, marketing, and provision of sport psychology services to targeted populations. The focus of the seminar will be on developing the requisite skills to succeed as a sport psychology consultant in professional practice. The seminar meets weekly throughout the semester.

**PP7562 Seminar in Sport Psychology Consulting II**

1 credit hour

This course is a continuation of Seminar in Sport Psychology Consulting I (PP7561).

**PP7563 Seminar in Sport Psychology Consulting III**

1 credit hour

This course is a continuation of Seminar in Sport Psychology Consulting II (PP7562).

**PP7600 The Countertransference Experience**

1.5 credit hours

A study of critical approaches to understanding of countertransference is conducted. Clinical interactions are carefully reviewed during class discussions.

**PP7611 Health Psychology: Pain, Neurological Conditions and Rehabilitation**

3 credit hours

This course is open to all students. It is independent of Health Psychology: Prevention, Stress and Serious Illness (PP7615). Thus, it can be taken alone, before or after PP7615. Both courses are required for students in the Health Psychology concentration.

**PP7615 Health Psychology: Prevention, Stress and Serious Illness**

3 credit hours

This course is open to all students. It is independent of Health Psychology: Pain, Neurological Conditions and Rehabilitation (PP7611). Thus, it can be taken alone, before or after PP7611. Both courses are required for students in the Health Psychology Concentration.

**PP7630 Assessment and Treatment in Behavioral Medicine I**

1–3 credit hours

The student is presented with psychological issues in assessment and treatment. Topics to be covered include assessment of pain and pain management (inpatient and outpatient, cognitive and behavioral strategies, relaxation, imagery, hypnosis), stress management in medical conditions, assessment of coping styles and coping reactions in medical conditions, and spinal cord injury.

**PP7632 Assessment and Treatment in Behavioral Medicine II**

3 credit hours

This course is a continuation of Assessment and Treatment in Behavior Medicine I (PP7630).

**PP7640 Supervision in Family and Couples Therapy***1.5 credit hours*

This course trains students in supervision from a family systems perspective. Students must have taken Family and Couples Therapy (PP8050). The students will provide supervision to less advanced students in family therapy courses. Both individual and small group supervision skills are learned and practiced. The skill set to be covered is: 1) developing a supervisory alliance addressing culture, gender, disabilities, therapeutic orientation, and sexual orientation sensitivity in supervision; 2) developing one's own philosophy of supervision and demonstrating it through a case presentation; 3) exploring and identifying parallels between therapy model and supervision model; 4) handling transference and countertransference in supervision; and 5) providing weekly supervision and videotape.

**PP7650 Introduction to Substance Abuse***1.5 credit hours*

This course provides an introduction to the basic principles and theories underlying the assessment, diagnosis, and treatment of individuals with substance abuse disorders. Through relevant readings, theoretical research and application, didactic presentation, and class discussion, this course explores the essential elements of substance abuse assessment, diagnosis, and treatment with a particular emphasis on cultural diversity, gender, sexuality, and health-related issues. Topics include substances of abuse, counter-transference issues, common defense mechanisms, theoretical models of treatment, co-morbid disorders, the use of self-help groups in recovery, relapse prevention, treatment of culturally diverse populations, and child/family issues.

**PP7900 Intervention and Prevention Program Development***1.5 credit hours*

In this course, students identify an area of professional practice in which they want to develop an intervention and/or prevention program for use in future places of employment, including internship, hospital, school and community settings, and private practice.

**PP8000 Psychological Applications in Administrative Settings***1.5 credit hours*

This course will examine the various ways in which psychologists apply their knowledge of human behavior and clinical skills in administrative positions. The processes of effective management will be explored by drawing from psychological principles as well as related disciplines. The role of the psychologist as a leader and psychological variables pertaining to leadership will also be addressed.

*Prerequisite: (SAR) PP7350.***PP8010 Cognitive Behavioral Theory and Therapy***3 credit hours*

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

*Co-requisite: (TAM) PP7365. Prerequisites: (ATL) PP7311, (DAL) PP8035; (DC) PP7501, C6433; (HI) PP7040; (SCH) PP7300, PP7301, PP8020; (ORA) PP7300; (PHX) PP7501; (SEA) PP8038; (TAM) 7311; (TC) PP8020.***PP8011 Advanced Cognitive Behavioral Psychotherapy***3 credit hours*

An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

*Prerequisites: (CH) PP8018; (SEA) PP8010; (TC) PP8010; (PHX) PP8010.***PP8015 Psychology and Trauma***3 credit hours*

This course addresses the psychological impact of trauma on individuals and communities, as well as the treatment of trauma-related disorders. Trauma is examined in a broad context, including terrorism, natural disasters, violence, sexual assault, etc. Attention is also given to vicarious traumatization and caring for the caregiver.

**PP8020 Person-Centered and Experiential Theory and Therapy***3 credit hours*

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

*Prerequisites: (DAL) PP8035; (HI) PSY361; (PHX) PP7501; (SEA) PP8038; (TC) PP7000.***PP8021 Person-Centered Psychotherapy***3 credit hours*

An introduction is presented to the theory and practice of person-centered psychotherapy developed by Carl Rogers and amplified by more recent person-centered theorists. Integration of the theory, research, and practice of person-centered therapy is the general goal of this course, which also has a practical aim of helping students develop person-centered attitudes and interviewing skills. Students submit tape recordings of practice interviews as an important part of this course.

**PP8022 Exploring Diversity***3 credit hours*

This course uses an open-ended group format to allow students to explore their own "growing edge" in relation to issues of difference. The group facilitators try to create a climate of authenticity, empathy, and prizing toward each member's experience, and group members are asked to help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning during the course, and give each other feedback about their progress in peer review groups at the end of the class. Each group member develops a personal learning plan and engages in several out-of-group learning experiences as part of their plan.

**PP8023 Advanced Experiential and Humanistic Existential Psychotherapy***3 credit hours*

This course is designed to increase the student's knowledge of experiential, humanistic and existential theories. Through demonstrations, role-play, and structured exercises, students will practice and further develop their intervention skills within an experiential framework. There will be an emphasis on the importance of presence and intent for authentic in-depth communication with both clinical and non-clinical populations. Experiential learning is an important aspect of this course.

*Prerequisite: (PHX) PP8020.*

**PP8024 Exploring Diversity II***3 Credit Hours*

This course focuses on advanced explorations of issues of difference, involving a seminar on trust-building in person-centered diversity groups, group participation and individual group projects. An open-ended group format allows students to explore their own growing edge in relation to issues of difference. Students are full participants of the group while also observing their own and others contributions to the development of group process. The group facilitators try to create a climate of authenticity, empathy, and prizing toward each member's experience, and group members are asked to help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning during the course, and give each other feedback about their progress in peer review groups at the end of the class. Each group member develops a personal learning plan and engages in several out-of-group learning experiences as part of their plan.

*Prerequisite: PP8022.*

**PP8030 Psychodynamic Theory and Therapy***3 credit hours*

The course reviews major schools of psychodynamic theories and methodology of each approach in clinical settings. Both classic psychoanalysis and contemporary theoretical approaches are covered. Attention is given to case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy. Case material is used to help students better understand the theories and techniques.

*Prerequisites: (DAL) PP8035; (DC) PP7501; (HI) PP7045; (PHX) PP7501; (SEA) PP8038; (TC) PP810.*

**PP8032 Advanced Psychoanalytic Psychotherapy and Supervision***3 credit hours*

This advanced intervention course aims to consider in depth select schools of psychoanalytic thought and their respective theories of development and pathology, and, most notably, their perspectives on clinical practice. Object relations, self-psychological, and contemporary relational perspectives are examples of areas of focus. The theory and practice of psychoanalytic clinical supervision are explored and special topics/controversies in the field are also highlighted. The perspectives of individuals representing racial/ethnic, sexual, gender, and other aspects of diversity are incorporated throughout the semester. Clinical material offered by the instructor, and especially by course participants, always act as points of departure and/or the central focus of discussion.

*Prerequisite: (CH) PP8040.*

**PP8033 Advanced Person-Centered Therapy and Supervision***3 credit hours*

The participants, through engaging in a person-centered group process, determine the specific therapeutic interests or problems that become the focus for each meeting. Examples of topics the group may select for attention include the following specific problems of individual therapy: person-centered group or couples therapy, study of taped or filmed sessions, and therapy demonstrations by participants. The general aim of the course is to examine theory more closely and the capability for creating therapeutic, empathic relationships. Students should have at least one client or practice client during the course.

*Prerequisite: (CH) PP8021.*

**PP8034 Advanced Experiential Psychotherapy and Supervision***3 credit hours*

A number of basic therapeutic change processes are illustrated from therapy tapes: advanced listening, confrontation, catharsis, differentiation, and using one's own reactions. These basic processes occur across orientations, and are therefore examined synthetically through a variety of models. There is an experiential emphasis, with students participating in each of the basic processes with each other and/or clients. Working with feelings is emphasized, so students should be willing to self-disclose. This is a required course for all students who waived Person-Centered Psychotherapy (PP8021).

*Prerequisites: (SCH) PP7300, PP7301, PP8020.*

**PP8035 Basic Intervention Skills***3 credit hours*

This course provides an introduction to psychological services across theoretical orientations for clinical students. It involves development of basic intervention skills in the fundamental areas of conducting a clinical interview, with attention to initial engagement, diagnostic assessment and therapeutic activity. Legal, ethical, cultural, and professional issues are discussed as they relate to these basic clinical interventions.

**PP8036 Basic Assessment and Intervention Skills***3 credit hours*

This course provides an introduction to psychological services for clinical students. It involves developing basic intervention skills across theoretical orientations in the fundamental areas of: conducting a clinical interview, rapport building and maintenance, diagnostic assessment and therapeutic activity. Areas of fundamental psychological assessment will also be reviewed including: basic statistics and issues of measurement, administration practice of commonly used instruments and test interpretation. Legal, ethical, cultural and professional issues will be emphasized throughout the class as well as professional writing.

*Prerequisites: (PHX) PP7330, PP7370, PP7371, PP7501, PP8020.*

**PP8037 Principles and Practice of Psychotherapy***3 credit hours*

This is a basic psychotherapy course covering essential features of the psychotherapeutic relationship. The course will cover relationship and intervention issues, focusing on those factors common to all models of psychotherapy. It also will address issues related to the psychotherapy session, such as negotiating a schedule and payment. The goal of this course is to promote self-awareness, relationship skills, and intervention ability as they relate to the practice of psychotherapy.

**PP8038 Interventions I***3 credit hours*

This course is the first in a two-class sequence designed to prepare students for beginning clinical work. The purpose of this course is to provide a knowledge base regarding various approaches to psychological intervention, to apply that information to case examples, and to offer an increased understanding of the process of professional development. In addition, some attention is given to empirically validated treatments and current research in this area.

*Prerequisite: (TAM) PP7373.*

**PP8039 Interventions II***3 credit hours*

This course considers basic issues in the general conduct and processes of psychotherapy. Attention is given to understanding, demonstrating, and practicing the skills involved in developing core therapeutic conditions and the process of emotional discovery. Brief psychotherapy models are also considered.

*Prerequisite: (TAM) PP8038.*

**PP8040 Psychoanalytic Theory and Therapy***3 credit hours*

The course integrates psychoanalytic theories of personality with a study of the technique of psychoanalytic psychotherapy. Attention is given to actual case material and the role of the therapist in analytically oriented treatment. The psychoanalytic perspective on therapeutic process is explored both from classical and more recent analytic viewpoints.

Students are introduced to basic psychoanalytic concepts of personality and psychopathology and their implications for therapeutic technique.

*Prerequisites: (SCH) PP7300, PP7301; (ORA) PP7300, PP7301, PP7365.*

**PP8041 Integrative Approaches to Therapy***3 credit hours*

This course offers students the opportunity to develop an understanding of the ways in which theories can be integrated to develop a model of psychotherapy. Students are expected to generate case conceptualizations based on these models. This course also includes an applied component in which students will be expected to articulate their own theory of personality, psychopathology, and psychotherapy in light of the orientations they have learned.

*Prerequisites: (DC) PP7340 or PP8010 or PP8030 or PP8050; (TAM/SAR) PP8039; (SEA) PP8038, two additional psychotherapy courses.*

**PP8042 Integrated Approaches to Child and Family Treatment***3 credit hours*

This course provides an integrative approach to therapeutic work with children and their families. Students learn to combine systems therapy and consideration of the child's unique developmental issues with concepts and strategies from individual psychodynamic and behavioral therapies. The product is a "child-in-the-family" therapy approach that includes both individual sessions with the child and treatment of child together with family in family therapy.

**PP8045 Object Relations Theory and Self Psychology***3 credit hours*

This course presents an overview of the historical origins of object relations theory and self psychology, the status of these theories with regard to contemporary psychodynamic thought and practice, their contributions to philosophy of human nature, and their usefulness in the understanding and treatment of psychopathology, particularly along the borderline/narcissistic spectrum. Beginning with a brief review of the Freudian drive/structural model and its contemporary derivatives, the contributions of several psychodynamic theorists are examined in detail. Particular attention is paid to the application of these perspectives to contemporary clinical psychotherapeutic practice, and the validity and usefulness of these approaches within the realities of current healthcare trends and with diverse populations.

*Prerequisite: (PHX) PP8030.*

**PP8046 Short-Term Psychodynamic Psychotherapy***3 credit hours*

This course introduces participants to the general enterprise and major systems of short-term psychodynamic psychotherapy. The evolution and current status of the short-term psychodynamic therapies along with the distinguishing features and techniques of the most prominent theoretical schools and systems will be reviewed. The course emphasizes the essential features of all short-term dynamic therapies, (i.e., brevity, selectivity, activity, and focus), and the critical distinctions between treatments that are short-term by design and those that are short-term by default.

*Prerequisite: PP8030.*

**PP8047 Advanced Psychodynamic Theory and Therapy:  
A Relational Perspective***3 credit hours*

The course will review the major premises of self psychology, object relations, and attachment theory and their integration toward the development of the relational model of psychoanalysis. Current research in infant development, neuroscience, and psychotherapy outcome will be reviewed in order to build an empirical and experiential basis for relational theoretical concepts and therapeutic approach and intervention. The course will emphasize experiential learning including case presentations, role plays, an examination of the process of psychodynamic therapeutic skill acquisition, and student involvement in selecting topics of interest.

**PP8050 Family and Couples Therapy***3 credit hours*

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches, and may include others, as time permits.

*Prerequisites: (ATL) PP7311, PP7365; (DAL) PP8035; (DC) PP7501 or PP7330; (HI) PP7010, PP7045; (SCH) PP7300, PP7301, PP7331; (PHX) PP7501; (SEA) PP7010.*

**PP8051 Systems Theory and Therapy***3 credit hours*

This course examines basic systems theory and applications to clinical interventions. Examples of systems and of systemic conceptualizations include family systems, groups, and organizations. Experiential and didactic approaches are used.

*Prerequisite: (TC) PP8010.*

**PP8060 Group Psychotherapy***3 credit hours*

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed.

*Prerequisites: (ATL) PP7365; (DAL) PP8035; (DC/PHX) PP7501; (HI) PSY361, PP7045; (SAR) PP8073; (SCH) PP7300, PP7301; (SEA) PP7302, PP7303; (TAM) PP8039.*

**PP8065 Advanced Group Psychotherapy***3 credit hours*

This course is designed to increase the student's knowledge of group process and group psychotherapy, while providing the opportunity to further clarify and enhance leadership technique and style. Readings and class discussion will focus on both general and special issues in group psychotherapy. Experiential learning is a significant aspect of this course.

*Prerequisite: (PHX) PP8060.*



**PP8066 Advanced Diversity Group Leadership***3 Credit Hours*

This course focuses on developing the skills and attitudes needed to facilitate diversity-oriented person-centered groups following the model for groups held in the Exploring Diversity I & II classes. The class includes didactic sessions on diversity group process, diversity-oriented group sessions, and discussions of students' own process and the process of the group. Community members who have experience in person-centered diversity groups may be invited to join the group to increase the diversity of the group. Warner's models of diversity and trust-development in person-centered groups will be used as a background to students' attempts to cultivate empathy, congruence, and prizing in relation to each person in the group. Completing this class entitles students to be considered for a Level II Certificate in Person-Centered Group Facilitation.

*Prerequisites: PP8022, PP8024.*

**PP8070 Organizational Behavior***3 credit hours*

This course examines organizational systems, contexts, common problems, and points of entry that might be of interest to an external consulting psychologist — particularly one without a specialized industrial psychology background. (e.g., matter of culture and its assessment; job/role design; change planning/organization development; distribution of power/influence and their effects; sources of conflict and paths to resolution; stress — causes and management; performance appraisal and individual development planning; personality assessment; team building, and other opportunities for group work; individual coaching contracts; value questions such as: "Who is the client?" and "What constitutes help?" in an organizational setting. Effort is made to tailor content of interests of the class. The objective is to help participants assess, and become comfortable with, possibilities of varied interesting work with an organizational clientele.

**PP8072 Interventions I: Beginning Clinical Skills***3 credit hours*

This course provides an introduction to basic clinical skills. It is the first in a two-course sequence that is designed to assist in the process of professional development and prepare students for clinical work. The focus of the course will be on establishing a therapeutic relationship, diagnostic assessment, and acquiring a working knowledge of various therapeutic intervention skills. Ethical, legal, cultural and professional issues will be considered as they apply to these psychological interventions.

*Prerequisite: (SAR) PP7365.*

**PP8073 Interventions II: Advanced Clinical Skills***3 credit hours*

Second in the two-part Interventions Series, this course is designed to examine the processes of psychotherapy and the therapeutic relationship in more depth and breadth than in Interventions I: Beginning Clinical Skills (PP8072). Specific foci will include integrating case conceptualizations with treatment goals via individualized treatment plans. Both short and long-term empirically validated treatment methods will be explored. Ethical, legal, cultural and professional issues will be considered as they apply to these psychological interventions.

*Prerequisite: (SAR) PP8038.*

**PP8091 Introduction to Brief Therapy Collaborative Therapy***1 credit hour*

Participants are introduced to the basic ingredients of Brief Therapy.

**PP8100 Assessment and Treatment of Children and Families***3 credit hours*

This course provides an overview of evaluation and treatment procedures specific to children and families. Developmental psychopathology and common issues in child clinical psychology are reviewed. Implications of culture, gender, and society on child clinical practice are also examined.

**PP8102 Advanced Family and Couples Therapy***3 credit hours*

The emphasis is on an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis of this course.

*Prerequisite: (ATL/PHX/SCH) PP8050.*

**PP8110 Interventions with Special Populations***3 credit hours*

The course focuses on how specific groups of people, or people with specific disorders, are best treated. Empirically supported treatments are emphasized, as are the importance of psychotherapy outcome research in clinical practice. The dialectic between therapist variables and treatment techniques is also addressed, as are such variables as age, gender, culture, sexual orientation, and economic conditions. Students see examples of how therapeutic modalities and theoretical perspectives can be integrated in the treatment of clinical populations and problems.

*Prerequisites: (TC) PP8010, PP8030, PP8051, PP8200, one course may be taken concurrently.*

**PP8111 Pediatric Neuropsychology***1.5 credit hours*

This course will provide a basic overview of the neurocognitive development in children. It will provide basic information regarding the most common disorders seen in children as well as the principle instruments used in assessment of those disorders. Students are not expected to purchase instruments discussed in class, but will learn the basic mechanics of their use and their role in providing a diagnostic picture of the child. This course will not provide advanced assessment instruction and is not meant to be an exhaustive coverage of childhood neuropathology. It will provide students with an introduction to the most common forms of neuropathology and the mechanics of neuropsychological assessment for those disorders.

**PP8115 Development of Psychotherapists: An International Perspective***3 credit hours*

The course examines professional development of psychotherapists from an international perspective. The main objective of the course is to increase the visibility of international contributions to psychotherapy in a variety of ways: (1) to promote awareness, knowledge, and skill for international and intercultural psychotherapy activities among clinicians, (2) to promote professional relations and communication among therapists of various professional and training backgrounds as well as personal and cultural backgrounds, (3) to promote and facilitate professional collaboration between national psychotherapists and the larger international community of professional clinicians, and (4) to provide information on international and intercultural psychotherapy issues.

**PP8116 Psychology of Gay, Lesbian, and Bisexual Development***3 credit hours*

Theories of development of gay, lesbian, and bisexual orientations, and appreciation for the associated sociopsychological challenges are explored.

**PP8117 Indigenous Healing Models and Modern Psychotherapy***1.5 credit hours*

This course presents a cross-cultural overview of indigenous models of healing, including allopathic medicine and clinical psychology as modern, Western cultural models of healing. There is a general focus on altered states of consciousness in healing, as well as a specific focus on shamanism and its expression in different cultures (Northern, Southern, and Central American; Hawaiian; Tibetan; Africa). Indian ayurvedic medicine and Traditional Chinese medicine/acupuncture will also be reviewed.

**PP8119 Family Violence Across the Life Cycle: Cross-Cultural Perspectives***3 credit hours*

This course presents an overview of current issues regarding the etiology, prevalence, research, treatment, and prevention of family violence from a lifespan developmental perspective. The course addresses cultural, racial, sociological, religious, gender, and clinical issues of various forms of family violence. Topics include perpetrators and survivors of child sexual, physical, and emotional abuse, dating violence, same and other-gender partner battering, and elder abuse.

**PP8140 Directed Study: Pre-Practicum***1–3 credit hours*

This supervised course provides an opportunity for students to gain experience prior to enrollment in the required practicum. Students enrolled in this course also meet regularly with the director of Clinical Training or a faculty member for additional supervision and input.

**PP8150 First-Year Practicum I***1–3 credit hours*

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

**PP8151 First-Year Practicum II***1–3 credit hours*

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

**PP8152 First-Year Practicum III***1–3 credit hours*

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

**PP8155 Practice Development and Marketing for Psychologists***1–3 credit hours*

This class teaches the basics of practice development and marketing for psychologists, whether in private practice or working for an institution. This is a hands-on class that gives students a chance to practice many of the common modes of marketing and strategies for practice development. There is an emphasis on collaboration with fellow students.

**PP8156 Operating a Private Practice***1.5 credit hours*

This course is designed to provide practical information about how to set up a private practice. It considers a psychological approach to creating a business plan. In addition it emphasizes “hands on” practical information with some theoretical issues. It considers HIPAA, managed care, and insurance issues.

**PP8158 Sex Offender Treatment***1.5 Credit Hours*

This course provides an introduction to treatment models for working with sexual offenders. Particular attention will be given to group treatment models. Students will learn the basic principles of the offending cycle and gain exposure to methods of intervention with this population.

**PP8159 Sex Offender Evaluation and Treatment***3 Credit Hours*

The purpose of this course is to familiarize students with legal issues, forensic assessment techniques, and the treatment of sex offenders. The course will cover the etiology and developmental issues of sex offense behavior. Students will learn assessment and intervention techniques in the treatment of sex offenders. Criminal justice and legal issues related to sexual offending will also be explored. Program evaluation, treatment efficacy and issues related to recidivism will be covered.

**PP8160 Introduction To Clinical Practice With Gay, Lesbian, Bisexual, And Transgendered Clients***3 credit hours*

This course provides an overview of clinical issues, contemporary theories, interventions, and research relevant to the treatment of gay, lesbian, bisexual, and transgendered clients. Emphasis is on affirmative mental health services for sexual minorities, including the importance of developing an awareness of the cultural, historical, and social realities of gay, lesbian, bisexual, and transgendered individuals.

*Prerequisites: (PHX) PP7501, PP7340.*

**PP8165 Language and Communicative Disorders: Clinical Implications***3 credit hours*

This course emphasizes the importance of language and communicative styles in the psychotherapeutic process. Course content includes a review of normal and abnormal development of speech and language during formative years. Linguistic profiles of child and adult neuropsychiatric disorders are discussed along with implications for assessment and treatment.

**PP8170 Juvenile/Child Forensic Psychology***3 credit hours*

This course reviews psychology practice in parent neglect and abuse, child protective services assessments, juvenile justice assessments and interventions, and other topics related to juvenile forensic practice.

**PP8175 Child and Adolescent Therapy***3 credit hours*

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions.

*Prerequisite: (PHX) PP7330.*

**PP8180 Forensic Issues and Assessment of Abuse Populations***3 credit hours*

Forensic concerns and assessment methods for child abuse victims, adult survivors, perpetrators, and abusive families are studied. Objective, projective, and interview methods, physiological measures, and forensic issues are emphasized.

**PP8185 Social Psychology and Difference***3 credit hours*

This course presents the concepts of attitude formation, attribution theory, interpersonal perception, social constructivism, and social cognition. These concepts are also applied to populations with different social attributions related to culture, gender, race, age, sexual orientation, class, and physical status.

**PP8190 Women's Issues In Health Psychology***3 credit hours*

This course covers the settings in which health psychology is practiced, with an emphasis on issues relevant to female patients. Topics covered include health promotion and epidemiology, the relationship between psychological factors and medical illnesses, stress management and coping strategies, intervention strategies in behavioral medicine, and methods of consultation in health settings. Students focus on women's health concerns such as weight management, eating disorders, and cardiac and renal disease.

**PP8193 Correctional Psychology***1.5 credit hours*

This course provides an introduction to correctional psychology. Students will obtain a general overview of the various components of the correctional system and the role of psychologists within that system. In addition, students will gain an understanding of working with criminals in an institutional setting. Specific attention will be paid to professional conduct within these settings.

**PP8195 Substance Abuse Intervention With Diverse Populations***1–3 credit hours*

This course reviews key concepts to substance abuse interventions with diverse populations, including theoretical models for understanding and treating chemically dependent clients. Students review the literature relevant to the etiology, maintenance, and treatment of substance abuse disorders. Various screening and assessment approaches used to assess the severity of addiction and develop a treatment plan are discussed. Emphasis is on the treatment settings and interventions used with clients from diverse racial, ethnic, and socioeconomic backgrounds.

**PP8199 Sexual Orientation in Practice***1.5 credit hours*

The focus of this 1.5-credit hour, elective course will be on the emerging models of affirmative psychological practice with LGBT individuals and their families. We will explore the sociological, historical, and psychological contexts in which LGBT individuals have been understood in order to understand the milieu out of which these affirmative psychotherapeutic models developed. A primary focus will be on self-as-psychologist awareness with regard to learned homophobia, heterosexism, prejudice, etc. and with an eye to increasing competent and ethical clinical practice with these populations.

**PP8201 Practicum I***3 credit hours*

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.

*Prerequisites:* (ATL) PP7010, PP7040, PP7311, PP7365, PP7370, PP7371, PP7372; (DAL) PP7010, PP7100, PP7110, PP7111, PP7200, PP7330, PP7370, PP7371, PP7501, PP8010 or PP8020, PP8035; (ORA) PP7020, PP7060, PP7300, PP7301, PP7365, PP7370, PP7371, PP7372, PP7373, PP8010; (PHX) PP7010, PP7111, PP7330, PP7370, PP7371, PP7501, PP8020, PP8036; (SAR) PP7100, PP7112, PP7113, PP7114, PP7300, PP7370, PP7371, PP7372, PP7635, PP8038, PP8073.

**PP8202 Practicum II***3 credit hours*

See description for Practicum I (PP8201).

*Prerequisites:* (ATL) PP7010, PP7040, PP7311, PP7370, PP7371, PP7365, PP7372; (CH) PP8201; (DC) PP8201; (ORA) PP7020, PP7060, PP7300, PP7301, PP7365, PP7370, PP7371, PP7372, PP7373, PP8010; (PHX) PP8201; (SAR) PP7373, PP8021.

**PP8203 Practicum III***3 credit hours*

See description for Practicum I (PP8201).

*Prerequisites:* (ATL) PP7100, PP7340, PP8010, PP8030; (CH) PP8201, PP8202; (ORA) PP7340, PP8010, PP8040, PP8050, PP8201, PP8202; (PHX) PP8202, PP7373; (SAR) PP8201, PP8202; (SEA) PP8151, PP8152.

**PP8204 Practicum and Seminar IV***3 credit hours*

See description for Practicum I (PP8201).

*Prerequisites:* (ATL) PP7100, PP7340, PP8010, PP8030; (CH) PP8201, PP8202, PP8203; (PHX) PP8203; (SEA) PP8203.

**PP8205 Advanced Practicum***1–3 credit hours*

An additional period of practicum in either psychodiagnostic or psychotherapy for the purpose of gaining further skills in these areas.

**PP8206 Practicum and Seminar V***3 credit hours*

Continuation of Practicum and Seminar IV (PP8204).

**PP8207 Practicum and Seminar VI***0 credit hours*

Continuation of Practicum and Seminar V (PP8206).

**PP8208 Diagnostic Practicum and Seminar I***3 credit hours*

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

**PP8209 Diagnostic Practicum and Seminar II***3 credit hours*

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

**PP8210 Diagnostic Practicum and Seminar II — Extended***0–1 credit hour*

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

**PP8211 Intervention Practicum and Seminar I***3 credit hours*

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

**PP8212 Intervention Practicum and Seminar II***3 credit hours*

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

**PP8213 Intervention Practicum and Seminar — Extended***1–3 credit hours*

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

**PP8214 Summer Practicum I***1.5 credit hours*

This supervised field experience follows the completion of Practicum I and Practicum II and takes place over a 7.5-week period during the summer semester. The focus of the practicum may be on assessment issues, psychotherapy, or a blending of both. In addition to fulfilling the required hours at their assigned site, students will be required to participate in weekly supervision as well as a practicum seminar.

**PP8215 Summer Practicum II***1.5 credit hours*

This supervised field experience follows the completion of Practicum III and Practicum IV and takes place over a 7.5-week period during the summer semester. The focus of the practicum may be on assessment issues, psychotherapy, or a blending of both. In addition to fulfilling the required hours at their assigned site, students will be required to participate in weekly supervision as well as a practicum seminar.

**PP8216 Practicum Extension***0 Credit Hours*

This course allows students to continue in the Practicum I & II or Practicum III & IV sequence into the summer for practicum sites that require more than a 9-month commitment. In addition to the required hours working at the assigned practicum site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The focus on the practicum seminar will be consistent with the current practicum placement.

**PP8220 Adult Neuropsychological Assessment***1.5 credit hours*

This course will introduce students to the basics of brain-behavior relationships. It will focus on the various ways to assess cognitive functioning and familiarize students with some of the mostly widely used neuropsychological tests including the flexible approach of selecting individual tests and the fixed/flexible test battery approach. The course will also introduce student to the assessment and diagnosis of neuropsychological disorders.

**PP8300 Advanced Practicum***1–3 credit hours*

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. Students enrolled in this course will also meet regularly with the Director of Clinical Training or a faculty member for additional supervision and input. *Prerequisites: (CH) PP8201, PP8202, PP8203, PP8204; (PHX) PP8204; (SEA) PP8204.*

**PP8310 Advanced Practicum and Seminar I***1–1.5 credit hours*

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the assigned training site, students enrolled in a practicum meet regularly with a faculty member for additional supervision and consultation.

**PP8311 Advanced Practicum and Seminar II***0–1.5 credit hours*

Continuation of Advanced Practicum and Seminar I (PP8310).

**PP8312 Advanced Practicum and Seminar III***1 credit hour*

Continuation of Advanced Practicum and Seminar II (PP8311).

**PP8330 Rehabilitation Psychology***1.5 credit hours*

The primary thrust of this course will focus on conducting psychological treatment and assessment with medically compromised individuals going through the physical rehabilitation process. Assessing a client's current adjustment with regard to their physical disability and suggestions as to how to help a client enhance his/her own current coping strategies will be outlined. Treatment compliance techniques will be taught as will the problematic issue of alcohol and drug use/abuse among individuals with chronic disabilities. The various roles of a clinical psychologist working in a rehabilitation setting will be discussed. Working as part of medical team with other healthcare professionals is integral to working in the rehabilitation and/or health psychology fields. Time will be spent discussing how to negotiate these team relationships. The course will introduce you to various types of medical conditions requiring physical rehabilitation and provide you with an introductory knowledge of these conditions. The medical conditions discussed may include stroke, spinal cord injury, other traumatic neurological impairments, amputation, MS, diabetes, visual impairments, geriatric issues requiring rehabilitation, and neuromuscular conditions in childhood. The independent living movement and the Americans with Disabilities Act (ADA) will be featured as will a discussion of how to encourage your clients to be as independent as possible. Vocational issues including community reentry training will be highlighted. Social supports and preventative medicine will be additional discussion topics. Medicare and Medicaid and other types of payments for services will be introduced. Ethical issues, including confidentiality while functioning on a comprehensive medical team and issues related to HIPPA, will also be addressed.

**PP8333 Treatment and Diagnosis of ADHD**

1.5 credit hours

The course has 2 major objectives. First, to educate the student on the theoretical and empirical literature on Attention Deficit Hyperactivity Disorders. Second, to help the student develop the assessment skills to evaluate for an Attention Deficit Hyperactivity Disorder.

**PP8400 Child and Family Behavior Therapy**

3 credit hours

Behavioral assessment and treatment approaches to the major disorders of childhood are surveyed. Specific strategies for intervention in dysfunctional parent-child interaction, as well as parent-adolescent and marital discord, are covered.

*Prerequisite:* (ATL/HI) PP8010.

**PP8401 Child and Adolescent Psychotherapy**

3 credit hours

This course provides an overview of theory and techniques in child and adolescent psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions.

*Prerequisites:* (ATL) PP7010, PP7330, PP7331; (CH) PP6201, PP7020, PP8203; (DAL) undergraduate abnormal psychology; (HI) PP7045; (PHX) PP7330.

**PP8420 Suicide Risk Assessment**

1.5 credit hours

This class will introduce information related to high risk for suicide and other high-risk self-destructive behaviors. It is not intended to assess risk for violence or harm to others. It is intended to introduce the important concepts related to assessment and level of care decision-making in issues pertaining to risk to self-assessment. Introduction to the important legal and ethical considerations is also considered. Personal influences, culture and philosophical considerations will also be addressed as part of the Person of the Therapist. Consideration to hospitalization, petition/certificate process and the Illinois Mental Health Code and Professional Standards are also discussed. (Students from other states are encouraged to bring their State Mental Health Code and Professional Practice Standards for reference to their states standards).

**PP8441 Introduction to Forensic Psychology—Civil**

1.5 credit hours

This course provides a basic overview of the civil court system and the role of the psychologist in multiple settings. Students will gain practical and theoretic knowledge regarding expert testimony, child custody evaluations and other types of civil evaluations.

**PP8442 Introduction to Forensic Psychology—Criminal**

1.5 credit hours

This course provides a basic overview of the criminal justice system and the role of the psychologist as both treatment provider and court-designated evaluator. Students will learn methods of assessment for the clinical evaluation of criminal competency, diminished capacity, symptom validity and psychopathy.

**PP8450 Advanced Child Neuropsychology**

3 credit hours

This course addresses the administration, scoring and interpretation of neuropsychological test instruments for the purpose of the comprehensive assessment and diagnosis of organically-based disturbances in children and adolescents. Emphasis is given to specific developmental syndromes and disorders, appropriate assessment techniques, and basic report writing.

*Prerequisites:* (ATL) PP8720; (PHX) PP7330, PP7373, PP7050.

**PP8470 Adult Development and Aging**

3 credit hours

This course concentrates on the health development of the individual personality during the second half of the lifespan, from early adulthood through the process of aging. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural and transcultural dimensions of personality development are examined. The normative path of individuation is the subject of the course, with some consideration, through class presentations, given to the genesis and epigenesis of psychopathology.

*Prerequisites:* (CH) PP7020; (SCH) PP7300.

**PP8499 CRP Proposal Development**

3 credit hours

The objective of this course is to teach students to develop a clinical research proposal that will be the basis for the required Clinical Research Project. The student is aided in locating and framing her/his research problem. The course then steps through the general preparation of the research proposal, including introduction, statement of the problem and purpose of the study, hypotheses or guiding questions, significance of the study, (preliminary) survey of the literature, research design and methodology, basic assumptions, limitations and delimitations, bibliography, APA style, and regulations on research with human subjects. An overview of qualitative research methodologies is also included.

**PP8500 Clinical Research Project Seminar**

0.5 – 1 credit hour

The first of three required 1-credit hour Clinical Research Project (CRP) courses, the CRP Seminar meets for an hour once a week. It is designed to provide a forum to help students develop their CRP proposal. Students are encouraged to register for and attend the CRP Seminar once they have a CRP topic and are in the process of writing their research proposal.

**PP8501 Clinical Research Project**

1 – 3 credit hours

This course provides academic credit while students are in the process of completing their Clinical Research Project (CRP). Students who have completed all degree requirements except for the CRP are required to register for CRP credit each semester until their CRP is approved by their faculty committee.

*Prerequisites:* (PHX) PP7201; (SAR) PP7201, PP7202; (SF) PP7200, PP7201.

**PP8502 Clinical Research Project II**

1–3 credit hours

See description for Clinical Research Project (PP8501).

*Prerequisite:* (SAR/SF) PP8501.

**PP8503 Clinical Research Project III**

1–3 credit hours

See description for Clinical Research Project (PP8501).

*Prerequisites:* (SAR) PP8501, PP8502.

**PP8504 Clinical Research Project — Extended***1 credit hour*

Students who have completed all degree requirements except for the CRP are required to register for Clinical Research Project—Extended each semester until the CRP is successfully defended.

**PP8510 Dissertation Seminar***1 credit hour*

The first of two required 1-semester credit hour dissertation courses, the Dissertation Seminar meets four times during the semester (usually weeks 1, 4, 7, and 11). It is designed to provide a forum to help students develop their dissertation proposal. Students are encouraged to register for and attend the Dissertation Seminar once they have a dissertation topic and are in the process of writing their dissertation proposal. Course is graded as "Credit/No Credit."

**PP8514 Dissertation—Extended***1 credit hour*

Students who have completed all degree requirements except for the dissertation are required to register for Dissertation—Extended each semester until the dissertation is successfully defended. Course is graded as "Credit/No Credit."

*Prerequisite: (SEA) PP8510.***PP8515 Clinical Research Project Editing***0 credit hours*

Students register for this course after final approval to the Clinical Research Project (CRP) has been granted by the full CRP committee. Student submits approved draft of CRP to editor, and then edits and proofreads it twice to ensure compliance with APA style, campus requirements, and the laws of standard English.

**PP8525 Introduction to Health Psychology***1.5 credit hours*

This course is designed as an exploration of the field of Health Psychology, and the role of the psychologist within the health care system. Major theories and current research will be reviewed, with an emphasis upon clinical practice applications in a variety of treatment settings. Gender, culture, ethnicity, economic factors, and their implications for treatment, will be reviewed.

**PP8533 Psychology and Law I—Introduction***1.5 credit hours*

This course provides a basic overview of the legal system and the role of the psychologist in mental health law. Students will gain a broad understanding of the ways in which psychologists interact with the legal system including providing treatment, evaluations and testimony. In addition, students will become familiar with the legal precedents that govern mental health law.

**PP8534 Psychology and Law II—Advanced***1.5 credit hours*

This course provides an in-depth analysis of family and juvenile law. In addition, practical exposure is provided through guest lectures and case reviews. This course is designed to broaden the basic understanding of psychology and law gained from Psychology and Law I (PP8533).

**PP8601 Clinical Health Psychology I***3 credit hours*

This course provides an introduction to the field of clinical health psychology. Biopsychosocial models of health, effects of stress, health-care settings, and systemic issues in health are covered.

*Prerequisite: (TC) PP7050.***PP8602 Clinical Health Psychology II***3 credit hours*

This course provides an introduction to the pathophysiology and psychology of various acute and chronic medical conditions. Assessment and treatment approaches in clinical health psychology are also covered.

*Prerequisite: (TC) PP8601.***PP8603 Child Clinical Health Psychology***3 credit hours*

A review of the application of psychology in pediatric settings, and in dealing with acute and chronic medical conditions among children and adolescents is provided. Techniques specific to working with this population are discussed.

**PP8604 Assessment and Treatment of Young Children***3 Credit Hours*

This course is designed to provide a comprehensive review of evaluation procedures specific to young children ages infancy to preschool (0–5 years). The focus is on issues of the development of young children, assessment procedures and tools used with this age group and treatments consistent with the needs of young children. Topics will include a discussion of typical development as well as developmental disorders and early onset of psychiatric conditions. Prerequisites for the course are Child Psychopathology and Child and Adolescent Assessment, as well as those course prerequisites of Diagnostic Pathology, Cognitive Assessment and Objective Personality Assessment. This course endeavors to provide academic knowledge and beginning clinical experience in the specialty of assessing and treating young children.

**PP8605 Issues In Pediatric Psychology***3 credit hours*

This course provides students with an opportunity to discuss current cross-cutting issues in the practice of pediatric psychology. An overview of the historical and conceptual foundations of this area of clinical child psychology is provided. Students also have the opportunity to explore the role of the pediatric psychologist within the context of specific childhood illnesses. Students should be well-grounded in the area of child development and child psychopathology.

*Prerequisites: (ATL) PP7050, PP731, PP8010.***PP8606 Stress Management and Relaxation Training***3 credit hours*

Students are introduced to many principles and practices of stress management and the effects of stress on well-being, including an introduction to: the immune system, psychoneuroimmunology, progressive muscle relaxation, yoga based therapy, meditation, hypnosuggestive approaches, biofeedback, cognitive approaches, exercises and pharmacological approaches to stress reduction. The course will also introduce cross-cultural and alternative explanations of anxiety and stress (such as existential conceptualizations, concepts of health and healing from other cultures, such as prayer and holistic methods) and techniques for dealing with acute and chronic stress such as EMDR. The course includes both experiential work and practice in relaxation training.

**PP8609 Advanced Cognitive Behavioral Psychotherapy and Supervision***3 credit hours*

An integrated, multimodal approach to psychopathology, assessment, and intervention and supervision utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

*Prerequisite: (SCH) PP8010.*

**PP8610 Play Therapy**

3 credit hours

This course familiarizes students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children.

*Prerequisites: (PHX) PP7330; (TC) PP7010.*

**PP8611 Developmental Psychopathology**

3 credit hours

This course introduces students to the models, concepts, and terminology of development psychopathology. Emphasis is placed on developing familiarity with the research base, and on implications for working with children and families of various cultural and socioeconomic groups.

*Prerequisites: (PHX) PP8100; (TC) PP7010.*

**PP8616 Psychology of Women**

3 credit hours

Through the use of readings, lecture and group process, theories are examined dealing with female personality development and gender-related psychopathology such as depression and anorexia. Also included are an exploration of problems women may encounter, including rape, incest and abuse. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems and role conflicts are discussed.

**PP8620 Introduction to Forensic Psychology**

3 credit hours

The course focuses on the relationship between law, psychology, and the mental health system, with a more specific examination of the practice of psychology in the judicial forum. Ethical issues and practice concerns are examined in the context of criminal, civil, administrative, and family-related forensic practice.

*Prerequisites: (ATL) PP7311; (TAM) PP7311, PP7372; (TC) PP7301, PP6300.*

**PP8621 Treatment of Forensic Populations**

3 credit hours

An overview of approaches to treating offender populations is provided. Factors in the etiology of perpetrator behavior, methods of assessment, current research, and treatment methods are addressed.

*Prerequisites: (TC) PP8620.*

**PP8622 Survey of Forensic Psychology**

3 credit hours

This course introduces students to the role psychologists play in the judicial, correctional, and police fields as researchers, assessors, therapists, and expert witnesses. This class surveys relevant law and ethical issues, and specialized forensic assessment and intervention techniques, and introduces aspects of effective expert witness testimony and report writing.

**PP8623 Landmark Cases in Psychology**

3 credit hours

This course introduces the legal systems and studies the judicial decisions that deal with various mental health issues. As the title "Landmark" suggests, the cases selected for discussion either define the mental health subject or are viewed as generally accepted law on the issue. The course covers both civil and criminal cases affecting the practice of psychology. The course reviews the evolution of thought on mental health law, including the disagreements within and across courts. The goal of the course is to understand what the law currently is, and the underlying legal principles and policy interests that have shaped the discourse about these issues.

**PP8624 Criminal Psychology**

3 credit hours

This course addresses areas in which psychologists serve criminal law processes including evaluations for competency to stand trial. Interventions with criminal populations charged with violence, sexual abuse, and other crimes are also reviewed in the course.

*Prerequisite: (PHX) PP8620.*

**PP8625 Child and Family Forensics**

3 credit hours

This course reviews psychology practice in parent neglect and abuse, child protective service assessments, juvenile justice assessments and interventions, and other topics related to juvenile forensic practice.

**PP8626 Civil Psychology and Law**

3 credit hours

Students are introduced to civil law areas in which psychologists play a key role as experts, including personal injury, workman's compensation, Social Security disability, sexual harassment, and child custody. Relevant statutory and case laws are studied, as well as the specific ways psychologists can better contribute in this area. Expert witness testimony in this area is discussed.

*Prerequisite: (PHX) PP8620.*

**PP8627 Assessment of Forensic Populations**

3 credit hours

Forensic assessment combines a background in psychological assessment, psychopathology, psychological report writing, and a basic knowledge of forensic psychology into actual assessment procedures and reports. This course advances psychological assessment and report writing knowledge to specific forensic contexts. It integrates the forensic psychology specialty guidelines and ethical considerations in the contexts where a psychologist may perform a forensic assessment. It reviews the basic legal knowledge and history pertinent to the topics of forensic assessment presented in class. It reviews the psychological knowledge needed for specialized assessment including issues of malingering, and applies it to the forensic psychological knowledge into reports that are appropriate for the forensic contexts presented in class.

*Prerequisites: (PHX) PP7330, PP7373, PP7501.*

**PP8629 Psychology and Spirituality**

1.5 credit hours

This course will explore various spiritual topics and their relationship to psychotherapy. The integrative potential of the two disciplines will be considered by addressing points of convergence and divergence.

**PP8630 Theories of Family Process and Development**

3 credit hours

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues. Students are exposed to the major theories, metaphors, and concepts of systems thinking; to "personal" theory construction; and to conceptualizing clinical cases from a variety of perspectives. This course also focuses on the developmental stresses and changes that occur within families, both traditional and nontraditional, over the life cycle.

**PP8631 Advanced Individual, Couples, and Family Therapy**

3 credit hours

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course provides a survey of current skills and methods in individual, couples, and family therapy with an emphasis on integrating various systemic models of functioning and intervention.

**PP8645 Introduction to Neuropsychology***3 credit hours*

This course provides a review of neuroanatomy and an introduction to neuropsychology, focusing on the neurological basis and neuropsychological consequences of cerebral dysfunction. The course surveys types of cognitive and behavioral dysfunction and a broad range of neurological conditions that have neuropsychological implications.

*Prerequisites: (DAL/SEA) PP7050; (TC) PP7050, PP7373.*

**PP8646 Introduction to Neuropsychological Assessment***3 credit hours*

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

*Prerequisites: (HI) PP7051, PP7373; (PHX) PP7050, PP7373; (TC) PP8645.*

**PP8647 Biological Bases of Behavior and Neuropsychological Assessment***3 credit hours*

An introduction is presented to brain-behavior correlates and the systematic function of the nervous system. Areas to be covered include anatomy, physiology, and theoretical formulations of neurobiology foundations of behavior. An introduction is also provided to neuropsychological tests and their use in the assessment of organically based disturbances.

*Prerequisites: (HI) PP7045, PP7373.*

**PP8648 Neuropsychological Assessment***3 credit hours*

This course builds on Introduction to Neuropsychology (PP8645) and extends the understanding of brain-behavior relationships through the formal assessment process. Students learn the administration and interpretation of instruments associated with neuropsychological functioning including cognition, memory, and personality functioning. Students learn to write comprehensive Neuropsychological Consultation reports, which include rehabilitation appropriate recommendations for treatment.

*Prerequisite: (DAL) PP8645.*

**PP8650 Assessment and Treatment of Substance Use Disorders***3 credit hours*

This course focuses on the examination of substance abuse and dependence disorders along with the relevant research, theory, assessment, and treatment approaches. Major classes of abused drugs will be discussed along with multicultural, traditional, as well as nonpsychologically based approaches to prevention and treatment.

*Prerequisite: (ATL) PP7311.*

**PP8651 Skills Laboratory in Health Psychology: Mediation***1.5 credit hours*

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

**PP8652 Skills Laboratory in Health Psychology II: Focusing***1.5 credit hours*

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

**PP8653 Eye Movement Desensitization and Reprocessing***3 credit hours*

This class covers the theoretical foundations of Eye Movement Desensitization and Reprocessing (EMDR), empirical research on EMDR, how to use EMDR as a therapeutic modality, and its applications to various client populations. It involves extensive role-playing and supervision of cases where students use EMDR.

**PP8654 Ethical Issues for Psychology and Religion***3 credit hours*

The legal and ethical issues are discussed in the conduct of psychotherapy, which includes the spiritual dimension of human life. Psychotherapy for clients whose problems raise theological questions (e.g., death and dying, cultism, divorce, abortion, suicide, sexual orientation, etc.) is also discussed.

**PP8655 Skills Laboratory in Health Psychology III***1.5 credit hours*

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

**PP8656 Skills Laboratory in Health Psychology IV***1.5 credit hours*

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

**PP8660 Career Counseling***3 credit hours*

This course introduces a base of theoretical knowledge and practical skills specific to career counseling with diverse populations in a variety of settings. This course also addresses the theory, administration, scoring, and interpretation of interests tests, aptitude tests, values tests, and career assessment tests. We review vocational development as a life-long process. Integral to this process are: (1) self-awareness and assessment; (2) career awareness and assessment; (3) career decision making and planning; and (4) career implementation.

*Prerequisites: (ATL) PP6001, PP7010.*

**PP8661 Eating Disorders***1.5 credit hours*

This survey class focuses on the introductory aspects of recognizing, assessing and intervening in cases involving eating disorders. The historical elements and cultural aspects of development of the different eating disorders is a critical focus of the course materials. Understanding your own opinions, views and conceptualization of body image and issues with food are discussed. This course conceptualizes eating disorders as part of the compulsive spectrum of disorders, where the eating disorder is used as a symptomatic remedy.



**PP8662 Addictive Disorders**

1.5 credit hours

This course will acquaint students with conceptual models for understanding, assessing, and treating addictive disorders. The course emphasizes transtheoretical stages of change and motivational interviewing applied to a range of addictive disorders as a means of affective regulation in a vulnerable self will be stressed. A method of treatment will be presented that incorporates symptom focused interventions into a relational psychoanalytic psychotherapy. An array of treatment strategies will be discussed, including those based on harm reduction as well as on abstinence. Relapse prevention will be a focus.

**PP8665 Medical Psychology**

3 credit hours

This course teaches students clinical skills for working with seriously medically ill patients. Topics covered include orientation to work within a hospital setting, acting as a member of a medical treatment team, common presenting problems of medically ill individuals and of their families, an overview of the disease process in several life-threatening illnesses, and cognitive and psychological factors in treatment and treatment compliance.

*Prerequisite:* (ATL) PP7050.

**PP8669 Domestic Violence**

1.5 credit hours

This course provides an introduction to the theory and practice of domestic violence counseling and evaluation. Students will gain a practical understanding of the model for group treatment with domestic batterers. Included in this course is an understanding of the causes of domestic violence and best practice models for treatment.

**PP8670 Human Sexuality**

3 credit hours

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, concepts of sex therapies, and sexual dysfunction. Other issues to be discussed are sexually transmitted diseases, contraceptives, and family planning.

**PP8671 Clinical Use of Dreams**

1–3 credit hours

A study of dreams from different theoretical and therapeutic perspectives is presented.

**PP8673 Hypnotherapy**

3 credit hours

Hypnosis is the mind-body approach with the oldest and largest body of literature in the West. This course represents an exploration of the history of hypnosis, and an introduction to the theory of hypnosis and the practice of hypnosis through building fundamental skills for hypnotic inductions and suggestions. Presented are an overview of the most significant hypnotic phenomena that have been examined in laboratory and clinical settings, a description of the phenomenology of hypnosis, and an overview of the relationship between hypnosis, relaxation, and meditation. There is also supervised participation in the group and individual hetero- and auto-hypnosis.

*Prerequisites:* (PHX) PP7501, PP8020.

**PP8674 Clinical Hypnotherapy I**

4 credit hours

This is a foundational course in Transpersonal Hypnotherapy, which provides students with an understanding of the essence of the transpersonal approach, the history of hypnosis, the language of hypnosis, and the application of hypnosis to psychotherapy. This course covers several hypnotic inductions, teaches students to monitor trance states, utilize suggestibility tests, and both learn and teach self-hypnosis. This foundational course offers students the opportunity to learn and practice journey work in a supportive environment, where they can receive feedback to enhance their therapeutic skills, languaging, and effectiveness working with clients in the hypnotic state.

**PP8675 Clinical Hypnotherapy II**

4 credit hours

Clinical Hypnotherapy II expands upon the core foundation of transpersonal journeys and integrates a variety of tools to intervene in behavioral, thought, and emotional patterns that may block the essential expression of your client. This course includes interventions from Ericksonian, NLP, Focusing and Naturalistic modalities.

**PP8676 Clinical Hypnotherapy III**

2 credit hours

The third course of a three-semester series of clinical hypnosis, this course focuses on medical hypnotherapy and provides the student with a transpersonal perspective on the healing of imbalances, the process of self-discovery, and accessing body wisdom to support clients in transforming their lives. The course covers a variety of subjects including immediate function, focusing, suggestibility tests, autogenic stress relief, smoking cessation, migraine headaches, pain management, anesthesia, supporting the immune system, and the use of hypnosis with medical procedures that cause discomfort. This course also provides an introduction to hypnosis and childbirth.

**PP8680 Religious Theories of Personality and Psychotherapy**

3 credit hours

This course is an introductory survey on the human condition, the causes of human distress, and strategies for human healing derived from the major religious traditions, East and West. Religious theories of personality structure, motivation, development, and dysfunction are discussed. Religiously grounded interventions are also presented, with emphasis upon various forms of meditation. Students are encouraged to integrate their own religious world view into their therapeutic approach.

**PP8681 Psychology of Religious Experience**

3 credit hours

This course explores how psychology and religion inform each other in fundamental ways by examining the psychological and theological perspectives on religious experience, including conversion phenomena.

**PP8682 Psychotherapy and Spirituality**

3 credit hours

This course focuses on the relationship between psychotherapy and spirituality. It reviews areas such as personality configuration and spirituality, values in psychotherapy, transference and spirituality, and the therapist's spiritual journey.

**PP8683 Existential Psychotherapy**

3 credit hours

Existential philosophy as a world view is thoroughly explored, as well as the impact of this philosophy on theories of personality and psychotherapy. The applications of this view to psychotherapy are reviewed. Students are also encouraged to use this viewpoint to promote their own self-awareness.

**PP8690 Brief Therapy**

3 credit hours

This course examines the structure and rationale of brief therapy, as applied to a wide range of problems. The course highlights the therapeutic relationship and the use of time as the vehicle of change, along with the skills and attitudes necessary for the successful brief therapist. The course may include didactic presentation, live demonstration, interviews, role-playing, and audio- or videotaped examples.

*Prerequisites:* (ATL) PP8010, PP8030.

**PP8691 Personality Disorders**

3 credit hours

This course provides a theoretical framework for understanding and treating personality disorders. Going beyond *DSM-IV* categories, the seminar examines both the developmental issues associated with dysfunctional patterns of personality and the challenges for clinicians in putting this knowledge into operation within psychotherapy. Some attention is given to assessment techniques and research strategies as these provide clinicians with tools to measure efficacy over time.

*Prerequisites:* (ATL) PP7311, PP8030.

**PP8692 Gay and Lesbian Issues**

3 credit hours

This course explores theories of development of gay, lesbian, and bisexual orientations, and appreciation for the associated sociopsychological challenges.

**PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening**

3 credit hours

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

*Prerequisites:* (TAM) PP7365, PP7370, PP7371, PP7372.

*Recommended:* (TAM) PP7050, PP7200.

**PP8702 Neuropsychological Assessment I**

1.5 credit hours

This course is the first of a two-part introduction to neuropsychological assessment. It builds upon Introduction to Neuropsychology (PP8645) and extends the understanding of brain-behavior relationships through the formal assessment process. The course provides an overview of the administration, scoring and interpretation of instruments associated with neuropsychological functioning, including cognition, memory, and personality functioning, as well as reporting of results.

*Prerequisites:* PP7370, PP7371, PP7373, PP8645.

**PP8703 Advanced Couples Therapy**

1.5 credit hours

The emphasis is on an integration of assessment and therapeutic theory and technique through on-going couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis in this course.

**PP8704 Neuropsychological Assessment II**

1.5 credit hours

This course is a continuation of Neuropsychological Assessment I (PP8702).

*Prerequisites:* PP7370, PP7371, PP7373, PP8645, PP8702.

**PP8705 Child Assessment**

3 credit hours

This course provides an introduction to commonly used child assessment tools, including both cognitive and personality instruments. Students develop skills in test selection, administration, interpretation, and the presentation of data in oral and written formats.

*Prerequisites:* (TAM) PP710, PP7311, PP7370, PP7371, PP7372.

*Recommended:* (TAM) PP7330.

**PP8710 Child Therapy**

3 credit hours

This course focuses on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children are explored. Legal and ethical issues, as well as empirically validated treatments, are considered.

*Prerequisites:* (SCH) PP7300, P7301, PP8050; (PHX) PP7330; (TAM) PP7330, PP8705.

**PP8711 Child Maltreatment**

3 credit hours

The etiological factors, theoretical issues, diagnostic and treatment methods, and research in the area of child abuse (physical, sexual and emotional) are examined. Issues involving adult survivors of abuse are also discussed.

**PP8715 Geropsychology**

3 credit hours

This course provides an overview of diagnostic and treatment issues commonly found among older adult clients. Topics include the epidemiology of psychiatric and behavioral disorders among the aged, health psychology, treatment strategies, and sociocultural issues in assessment and treatment. Clinical applications are emphasized.

*Prerequisites:* (ATL) PP7010; (PHX) PP7010, PP7050, PP7370, PP7501; (SEA) PP8038, PP7010; (TAM) PP7010, PP7310, PP7311.

**PP8717 Psychology of Gender**

3 credit hours

The Psychology of Gender teaches the basic research and theory in the study of gender from a contextual perspective. Application of theoretical constructs to clinical material is integrated into each class meeting. The course focus is understanding the impact of gender on clinical work.

**PP8718 Psychology of Women**

3 credit hours

The course covers basic theory of the psychological development of women and girls. A dual emphasis is placed on contextual and dynamic factors which shape personality development and behavior, and application of these clinical constructs into work with women. An appreciation of diversity and different cultural experiences of women is integrated into the course.

*Prerequisite:* (HI) PP7342.

**PP8720 Neuropsychological Assessment I**

3 credit hours

This course covers the scientific basis of neuropsychology. Brain-behavior relationship, the research of neuropsychological assessment techniques, and the problems and utility of neuropsychological evaluation are covered. Various aspects of head injury and rehabilitation are presented. Students develop skills in the use of neuropsychological screening instruments through the administration and interpretation of these techniques.

*Prerequisites:* (ATL) PP7040, PP7050, PP7372; (TAM) PP7050.

**PP8721 Neuropsychological Assessment II**

*3 credit hours*

This advanced assessment course introduces students to a more comprehensive understanding of CNS functioning; both pediatric and geriatric variables are explored toward theoretical understanding of neuropsychological assessment of special populations. This course also includes diversity variables (e.g., racial and gender) as part of the assessment process.

*Prerequisites: (ATL) PP8720; (TAM) PP8720.*

**PP8730 Marital Therapy**

*3 credit hours*

Therapy and skills training in the treatment of couples are emphasized. Both married and committed unmarried adult couples are addressed, employing an integrative eclectic intervention model.

**PP8731 Couples and Marital Therapy**

*3 credit hours*

Assessment, therapy and skills training in the treatment of couples are emphasized. Married, committed unmarried adult couples, and parent-child couples are addressed, employing an integrative eclectic intervention model and other approaches.

*Prerequisites: (CH) PP8050; (SCH) PP8050; (TAM) PP8038.*

**PP8740 Advanced Multicultural Theory and Therapy**

*3 credit hours*

This class is an in-depth exploration of the application of multi-cultural theory to the practice of psychology. Diagnosis, psychological assessment and therapy are all impacted by the diverse identifications of both clients and clinicians. This course will continue the exploration of diverse cultural experiences and worldviews and their impact on human development. Students will be exposed to various cultural models of healing with an emphasis on experiencing the process from worldviews different than ones own. There will also be emphasis on culturally relevant means of assessing, describing and studying mental health, mental illness and the healing process.

**PP8750 Evaluation And Treatment Of Behavioral Health Problems**

*3 credit hours*

This course provides students with an overview of psychological practice within a medical setting with individuals who manifest the psychological concomitants of a medical illness. Students have the opportunity to discuss current cross-cutting issues in health psychology such as consultation, adherence, pain and pain management, and stress and coping. Assessment, intervention and prevention issues and the cultural factors that influence these issues are explored and discussed. The course format is a combination of didactic and advanced clinical seminar where students are expected to actively discuss relevant questions they bring to class.

*Prerequisites: (ATL) PP7050, PP8010.*

**PP8751 Family Systems and Health**

*1.5–3 credit hours*

This course provides an introduction to the field of family systems and health. The focus of the course is to develop clinicians who appreciate individual, family, and illness developmental stages. Rolland's (1994) Integrative Treatment Model is the theoretical template for this course. The objectives for the course are that students: 1) understand the impact and experience of health, illness and disability for individuals, families, and healthcare treatment teams; 2) are able to conceptualize from a recursive perspective the nature of illness in families and how developmental time can constrain, maintain, or enhance family/individual problems; 3) consider how the therapist's experience with illness in their own lives (personal and/or family) affects their clinical work; 4) become familiar with assessment and treatment of families with health issues; and 5) become familiar with issues of collaboration with the medical community.

**PP8753 Introduction to Managed Care for Psychologists**

*1.5 credit hours*

This course introduces psychology students to managed care, its impact on the practice of psychology, and steps psychologists can take to provide quality care within a managed care environment. Issues such as the theory of managed care, cost accounting, managed care's impact on clinical psychology, and options for psychologists in relating to the managed care environment are considered.

**PP8754 Group Person-Centered and Experiential Psychology**

*1.5 credit hours*

This course features group sessions, including person-centered group process and open-space formats, in which students are invited to participate in the organization of the Minor, and to initiate interactions that they feel will assist in their ongoing development as person-centered and experiential psychotherapists.

**PP8760 Extended Practice in Empathic Responding**

*3 credit hours*

This course offers students extended practice in empathic responding. Students meet with partners, exchanging sessions with each other throughout the year and will meet with an ongoing consultation group.

**PP8761 Teaching of Psychology**

*1.5 credit hours*

This course addresses the principles and methods of effective teaching of psychology. Students engage in "teaching" a concept of topic in clinical psychology about which they have passion. Students also construct a course syllabus for a graduate or undergraduate course in psychology taught over a 14-week semester. Student evaluation methods are also considered.

**PP8762 Death and Dying**

*1.5 credit hours*

This course facilitates students' understanding of death, dying, grief, and bereavement through readings, videotapes, and participation in an experiential classroom format. Emphasis is placed on meaningful exploration of encounters with loss within the contexts of family, culture, ethnicity, religion, gender, and age. Moreover, ideas regarding helpful and unhelpful experiences of intervention through the examination of personal experiences with loss are considered.

**PP8770 Assessment of Malingering and Deception**

*1.5 credit hours*

This course provides an in-depth analysis to the assessment of response bias in psychological evaluations within the field of criminal and civil forensics. Students will learn the various methods available for the assessment of effort and symptom validity.

**PP8800 Directed Independent Study**

*1–3 credit hours*

Special topics in clinical psychology are explored. These topics vary with student interest and available faculty.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**PP8810 Special Topics in Psychotherapy**

*1–3 credit hours*

This course presents special topics related to psychotherapy. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of psychotherapy in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

**PP8820 Special Topics in Developmental Psychology**

1–3 credit hours

This course presents special topics related to developmental psychology. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of developmental psychology in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

**PP8890 Preparation for the Comprehensive Examination**

0 credit hours

As an aid to students, the institution provides a noncredit course designed to focus on the integrative skills that are assessed as part of the Comprehensive Examination. The course is not a review of content area, but rather is designed to provide students with a way of approaching content areas that allows for a meaningful comparison of different theories, and a way of translating concepts across different theoretical perspectives. Class time is spent in learning and practicing this skill.

**PP8900 Internship**

0 credit hours

This course offers a supervised field experience in a variety of community settings.

**PP8901 Half-Time Internship**

0 credit hours

This course offers a supervised field experience in a variety of community settings.

**PP8910 Internship Seminar**

1 credit hour

This weekly or bi-weekly seminar is for interns from local non-APA, non-APPIC internship sites at which the student is the only intern in training. The purpose of the seminar is to fulfill the requirement that interns have a peer group with which to interact, and the requirement that there be a second doctoral level psychologist to help mentor their professional development. The seminar involves discussion of case conceptualization, assessment issues, intervention strategies, and will help the student to explore his or her emerging professional identity as a clinical psychologist. Credit earned for the seminar will be in addition to the total required program credit hours. Students may be required to attend the seminar until they have completed the full 2000 hours of their internship training.

**PP8950 Special Topics**

0–3 credit hours

This generic course title permits faculty and students to pursue particular topics of interest in a seminar format. The topics are announced with each offering.

*Prerequisite: (SCH) varies depending on topic of interest.*

**COUNSELING (C)****C6035 Human Growth and Development**

3 credit hours

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual. Influences on human development, ranging from individual models to cross-cultural groups, are explored. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

**C6036 Essentials of Interviewing**

3 credit hours

This course provides an experiential exposure to the elements of good interviewing skills that are the foundation for counseling and other interpersonal interactions. This course is required for the student who has not had an interactive interviewing skills course, and is an excellent skill enhancer for the more experienced student. Expected student outcomes include development of the foundation skills that enhance understanding and problem solving between individuals in a variety of multicultural settings, including counseling, consulting, supervision, and training.

**C6041 Foundations of Mental Health Counseling**

3 credit hours

This course examines the roles and responsibilities of the professional counselor in a pluralistic society. Issues include efficacy, licensing, accountability, ethical standards, and relationship to professional associations, as well as publication, presentations, and issues related to private practice development. Information technology is also included as it relates to the professional counselor. Expected student outcomes include a plan for personal development that includes University matriculation beyond a program of study that refers to specific individual goals, and demonstration of minimum competencies for successful degree completion. [Formerly The Professional Counselor (C6040).]

**C6362 Student Appraisal**

3 credit hours

This course identifies the purpose of assessment and the issues and concepts in the measurement, data interpretation, and follow-up evaluation for exceptional students. The purpose is to introduce formal and informal assessment instruments and techniques, and alternative assessment instruments. The course introduces curriculum-based assessment and programming approaches for planning and providing instruction based on ongoing diagnosis. The course also offers a synthesis for assessment and programming approaches and suggestions for their implementation.

**C6431 Counseling in Community Settings**

3 credit hours

This course presents a new paradigm in mental health and wellness. It presents contemporary counseling theory, such as brief therapy as it relates to theories of prevention, as contrasted with rehabilitation theory. Early identification and early intervention therapeutic models are studied. Evaluation instruments are presented. The focus of the course is on psychoeducational and interpersonal communication, decision making and developmental models. Special topics such as support networks, nontraditional therapies, self-concept, mind-body connections, lifestyle, stressors, conflict resolution, transition and change, problem solving, and cultural esteem, are addressed from a prevention perspective. The expected student outcome is the ability to apply prevention theory to life adjustment problems in the counseling process. [Formerly Prevention Theory (C6437).]

**C6432 Diagnosis and Treatment of Psychopathology**

3 credit hours

This course provides a framework for exploring the range of personality and behavioral disorders as presented in the *Diagnostic and Statistical Manual of Mental Disorders* by the American Psychiatric Association (*DSM-IV*). The class focuses on description, etiology, assessment, and understanding of major diagnostic categories. The student becomes familiar with the utilization of Axis I through V Diagnostic dimensions. Developmental and Dynamic elements are considered in the context of case studies.

**C6433 Theories of Personality**

*3 credit hours*

This course presents a comprehensive overview of the major personality theoreticians, including Freud, Jung, Adler, Skinner, Sullivan, Fromm, Murray, and Rogers. All major theories of personality are studied with special emphasis on psychoanalytic, psychophysiological, behavior, interpersonal, cognitive, social, humanistic and existential theory. Contemporary research that expounds personality theory is also reviewed. Students are expected to apply basic theoretical tenets to the understanding and analysis of personality development. The expected student outcome is the ability to integrate personality theory and counseling practice.

**C6435 Individual Evaluation and Assessment**

*3 credit hours*

This course provides students with a paradigm for understanding various psychological tests used in making predictions about human behavior. Reasons for testing and assessment are explored, and students become familiar with the administration, scoring, and interpretation of various objective and projective tests. Topics include the uses of intelligence tests, achievement, personality, and vocational tests. Validity and reliability will be examined so that students are exposed to the limitations inherent in every test. The difference between testing and assessment will be clarified.

**C6436 Individual Counseling Theories and Practice**

*3 credit hours*

This course is designed to provide the counselor with a theoretical foundation for individual counseling. There is an emphasis on developing a personal model for integrated individual counseling practice, as well as a survey of the major theories and contributors to the field of individual counseling.

**C6438 Group Theories and Practice**

*3 credit hours*

This course is designed to provide the counselor with a theoretical foundation for group counseling. There is an emphasis on developing a personal model for group practice, as well as a survey of the major theories and contributors to the field of group counseling. Types of group leaders, ethical issues in group work, states of group development, and integrating group theory into a counseling practice are of special interest.

**C6439 Human Sexuality**

*3 credit hours*

This course explores the various aspects of human sexual behavior and counseling issues related to sexuality. The biological, psychological, social, emotional, and developmental aspects of human sexual behavior are studied. Specific techniques and approaches to sexuality counseling are applied to case studies. The complexity of sexual behavior is emphasized, and other dynamics and related factors are also explored. Special topics, including sexually transmitted disease, cultural influences, societal norms, ethical issues, family planning, substance abuse, aging, sexual disorder and sexual deviancy, are considered. The expected student outcome is the ability to apply knowledge about sexuality counseling to a variety of case studies, to analyze the case studies fully, and to recommend appropriate treatment plans.

**C6440 Ethics in Counseling**

*3 credit hours*

This course explores the legal, ethical, and professional choices faced by practicing human service professionals. A wide variety of ethical issues and topics are covered. Topics include ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, client rights and confidentiality, dual relationships, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, marital and family therapy, group counseling, and issues related to dealing with unethical behavior. Expected student outcome is the development of a comprehensive appreciation of difficult ethical issues in counseling.

**C6441 Psychosocial Theory**

*3 credit hours*

This course provides for the advanced study and application of psychosocial theory to counseling. It offers an in-depth examination of the emergence of psychosocial theory and the role of psychosocial theory in counseling. The focus of the course is on the theories of personality and social development formulated by Jung, Adler, Rogers, Maslow, and Erikson. Current issues such as AIDS, feminist psychology, ethnic diversity, life adjustment, and violence are examined from a psychosocial perspective. The expected student outcome is the identification of the underlying psychosocial processes that impact the counseling process.

**C6443 Group Guidance Counseling**

*3 credit hours*

This seminar presents the theories and strategies of group guidance counseling. The dynamics of group interactions are presented and the process of group activity is studied. Psychodynamic, behavioral, developmental, psychoeducational, and transactional models of group counseling are discussed. The special focus of the seminar is on the application of group counseling techniques to student populations. Specific group counseling issues, such as peer influence, which especially affects school-aged populations, are considered. Expected student outcomes include facility with the organization and conduct of effective group interventions within multicultural school systems.

**C6444 Counseling Exceptional Students and Families**

*3 credit hours*

This seminar addresses the special counseling needs of exceptional students from birth through high school, the complex psychology of exceptional children, and the nature and needs of specific types of exceptional students relative to the counseling process, as well as special characteristics of this population and appropriate counseling strategies. Special topics include crisis intervention, self-esteem, peer relationships, adaptations, family involvement, multicultural impact, special education-related service requirements, current issues and trends, and interdisciplinary collaboration.

**C6445 Social and Cultural Competencies for Counselors**

*3 credit hours*

This course is designed to acquaint students with the unique characteristics of special populations and the competencies necessary for counselors to work effectively across diverse populations and in a variety of settings. Special attention is given to various cultural groups and special populations (e.g., African Americans, Native Americans, Latino Americans, Asian Americans, Arab Americans, the disabled, the older person, and gay women's and single parent issues). Emphasis is placed on personal explorations and development that will enhance awareness, knowledge, skills, and attitudes for more effective counseling interactions with a variety of special groups.

**C6446 Substance Abuse Counseling***3 credit hours*

Substance abuse issues and concerns are no longer viewed as solely the concern of those in the chemical dependency field. Most conscientious helping professionals recognize the need to be informed and aware of basic substance abuse knowledge and skills. At some point most counselors, educators, and other helping professionals will likely encounter the challenging clinical reality of substance abuse. It is also a reality that the substance abuse field has mushroomed with knowledge regarding possible causes of chemical dependency, various methods of treatment and counseling, and differing prevention and intervention strategies and techniques. This course includes such topics as definitions of alcohol and drug abuse/dependency, diagnosis, etiology, signs/symptoms, medical and psychological complications, effects on the family, codependency, children of alcoholics, adolescent substance abuse, student assistance programs, evaluation and treatment modalities, multiple substance abuse, and other related topics. A major goal of this course is to provide the helping professional with an essential, yet basic, knowledge of substance abuse in order to appreciate the scope and depth of this rapidly changing field.

**C6452 Career and Lifestyle Assessment***3 credit hours*

This seminar explores the basic tenets of career counseling as it applies to vocational, occupational, and career issues. The focus of the seminar is on the process of career counseling with various populations, using dynamic and didactic models. Special consideration is given to career education, career exploration, career choice, and career counseling. Testing instruments, including appropriate achievement tests, interest inventories, aptitude tests, personality tests, and valued tests, are reviewed. Expected student outcomes include the ability to develop and manage a career counseling program, the ability to identify available resources, and the ability to facilitate career development among diverse individuals throughout the lifespan.

**C6459 Consultation in Education***3 credit hours*

This course presents the consultative theories and techniques related to successful consultation and collaboration in educational practice. The focus of the course is on effective, individual (micro) consultation with professionals and others working in the field of education and related disciplines. The process of educational consultation will be examined, the role and responsibilities of the educational consultant are examined, and practical skills related to the delivery of services within the school systems are developed. Expected student outcomes include the demonstration of core competencies associated with successful consultative practice in a multicultural educational setting.

**C6460 Supervision for Counselors***3 credit hours*

This course examines the role of supervision in the counselor's career and lifelong professional development. The course also addresses the role of professional supervision in a variety of settings. The course is intended to serve as an opportunity for the student to identify his/her current stage of professional development. The student will create a professional development plan including components of professional identity, academic, experiential knowledge, and ethics. This course is intended to be the student's final in-residence course.

**C6490 Practicum in Mental Health Counseling***1 credit hour*

The practicum is beginning of the student's supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The student is required to arrange an appropriate practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist will directly supervise the student. The faculty seminar leader, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student outcomes of the practicum include clinical experiences which contribute to the student's growth and development as a counselor.

**C6491 Field Experience: Mental Health Counseling I***3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, the student must be directly supervised by an appropriately licensed or certified therapist. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The activity of the student is closely monitored by the course instructor and the field-site supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

*Prerequisites: (TAM) C6035, C6036, C6041, C6432, C6436, C6438, C6440, C6445, and faculty permission.*

**C6492 Field Experience: Guidance Counseling I***3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in guidance counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the guidance counseling practicum, the student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development, and satisfactory field evaluations.

*Prerequisites: (SAR) C6510, C6440, C6036; (TAM) C6035, C6036, C6433, C6436, C6440, C6443, C6445, C6510, and faculty permission.*

**C6493 Field Experience: Guidance Counseling II***3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in guidance counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the guidance counseling practicum, the student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

*Prerequisites: (SAR) C6510, C6440, C6036; (TAM) C6492, and faculty permission.*

**C6494 Field Experience: Mental Health Counseling II***3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

*Prerequisites: (SAR) C6036, C6440, C6041; (TAM) Mental Health Counseling: C6491 and faculty permission; (TAM) Marriage and Family: C6035, C6036, C6432, C6436, C6440, C6441, PC6021, PC6230, and faculty permission.*

**C6495 Field Experience: Mental Health Counseling III***3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting, under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

*Prerequisites: (SAR) C6036, C6440, C6494, and faculty permission; (TAM) C6494, and faculty permission.*

**C6496 Field Experience Extension***1 credit hour*

This course is a continuation of Field Experience: Mental Health Counseling III (C6495).

**C6510 Principles of Guidance***3 credit hours*

This course is designed to introduce the student to the theory and practice of developmental guidance and counseling. The theory of developmental guidance is examined and the role of the counselor as guidance specialist and facilitator is reviewed. Specific counseling interventions and issues, including individual counseling, small group counseling, large group guidance, peer facilitation, consultation, coordination and accountability, are explored. Expected student outcomes include the development of basic guidance and counseling skills for diverse populations.

**C6523 Ethics for School Guidance Counselors***3 credit hours*

This course explores the legal, ethical and professional choices faced by practicing school counselors. A wide variety of ethical issues and topics are covered. Topics include ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, student rights and confidentiality, dual relationships, record keeping, school law, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, group counseling, consultation, and issues related to dealing with unethical behavior. Expected student outcome is the development of a comprehensive appreciation of difficult ethical issues in school counseling.

**C6601 Practicum — Counseling***1 credit hour*

The practicum is the beginning of the student's supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The student is required to arrange an appropriate practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist will directly supervise the student. The faculty seminar leader, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student outcomes of the practicum include clinical experiences which contribute to the student's growth and development as a counselor.

**C6602 Internship I — Counseling***2 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

**C6603 Internship II — Counseling***3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting, under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

**C7000 Advanced SPSS***3 credit hours*

This course is designed to provide students with advanced knowledge and skills in the area of data analysis using SPSS software. Students are expected to become capable of data entry and retrieval processes, as well as, advanced analysis including but not limited to, descriptive statistics, chi-squares and one-way analysis of variance.

**C7410 Assessment in Counseling***3 credit hours*

This course reviews key concepts of psychometric theory and assessment. The administration and interpretation of frequently used psychometric instruments are explored. Students are exposed to instruments and approaches for the assessment of cognitive, emotional, and personality functioning as well as career and interest surveys. The course will also focus on conceptualization and presentation of assessment findings. Ethical considerations of the assessment process and supervision of others conducting assessments will be explored.

*Prerequisite: (OC) PC6525 or equivalent.*

**C7421 Etiology of Mental Illness***3 credit hours*

There are multiple causes of mental illness, including those beyond the expertise of the professional counselor, that are necessary to consider when planning an intervention and functioning in multidisciplinary teams. This course focuses on the biological, genetic, and diathesis stress models of mental illness. Students examine multiple causes of mental disorders, and explore biochemical, physiological, genetic, and tissue changes that account for the manifestation of specific symptoms in mental illness. This course is for professional counselors, and does not require an extensive background in psychobiology.

**C7431 Counseling in Community Settings***3 credit hours*

This course is designed to provide students with the foundations, contextual understandings, basic knowledge, and skills for developing and carrying out counseling programming for low income and vulnerable population groups in a variety of settings. Students will demonstrate—and/or realize the need for—the ability to conduct needs assessments, find funding, develop administrative structures, advocate for clients and services, and evaluate programs. In the process of developing this knowledge, students will develop a grant proposal for funding such programs.

**C7432 Advanced Individual Counseling***3 credit hours*

This seminar provides an advanced examination of individual counseling for counselors, psychotherapists, psychologists, social workers, mental health workers, and other similar human services professionals. Classic models of counseling are explored and their appropriateness in various case studies are evaluated. Concepts and techniques from nine major therapeutic approaches are explored, along with a focus on developing a personalized style and theoretical orientation in relation to each client's unique life situation.

*Prerequisites: (OC) PC6230 or equivalent; (SAR) C7434, C7435, or C7436.*

**C7433 Advanced Group Counseling***3 credit hours*

The focus of this seminar is the direct application of theories of group dynamics and group leadership within the therapeutic process.

Discussion revolves around the use of groups in facilitating personal growth and resolving emotional and interpersonal difficulties. The seminar examines the developmental stages of group process and the problems inherent in group leadership. The expected student outcome is the ability to practice effective group therapy.

*Prerequisite: (OC) PC6505 or equivalent; (SAR) C6438.*

**C7434 Cognitive-Behavioral Theories of Counseling***1–3 credit hours*

The Cognitive-Behavioral course provides students with an in-depth knowledge base of the cognitive-behavioral theories, past and present. Course content addresses theoretical concepts from an historical perspective, applied intervention strategies associated with theoretical underpinnings, and a review of past and current outcome research relevant to theoretical conceptualizations of the seminal work of Bandura, Beck, Ellis, Festinger, Glass, Meichenbaum, Pavlov, Skinner, and Wolpe and subsequent researchers who contributed to the discipline or application of cognitive-behavioral psychology.

*Prerequisite: (OC) PC6230 or equivalent.*

**C7435 Existential-Humanistic Theories of Counseling***3 credit hours*

This course explores in-depth the humanistic psychotherapies. The origins and histories of the existential, Gestalt, and person-centered therapies are examined. Particular emphasis is given to the philosophical and phenomenological assumptions underlying these approaches. Key figures of each of these schools of therapy will be highlighted. Whenever possible, primary sources will be used.

*Prerequisite: (OC) PC6230 or equivalent.*

**C7436 Psychodynamic Theories of Counseling***3 credit hours*

There are many theories that seek to explain human behavior, but none contain the richness and complexity of Psychodynamic Theory. This course seeks to explore human behavior as a function of events occurring inside the mind. Course assignments will examine, through psychoanalytic literature, the history and evolution of psychodynamic theory as a major force in shaping contemporary psychotherapy. Concepts such as instinct, drive, psychosexual development, structural, and dynamic organization of mental functioning, as well as psychological defense, are studied.

*Prerequisite: (OC) PC6230 or equivalent.*



**C7437 Advanced Prevention Theory***3 credit hours*

This course presents a new paradigm in mental health and wellness. It presents contemporary counseling theory, such as brief counseling, as it relates to theories of prevention, as contrasted with rehabilitation theory. Early identification and early intervention models are studied. Evaluation instruments are presented and students are expected to develop introductory understanding of their application and interpretation. The focus of the course is on psycho-educational and interpersonal communication, as well as, decision making and developmental models. Students are expected to develop advanced mastery of prevention theory and its application to community counseling.

**C7439 Dynamics of Marriage and Family Systems***3 credit hours*

This course presents the history and foundations of marital and family theory and practice using a system framework. The primary purpose of the course is the study of the emergence and the tenets of the major theoretical constructs in marriage and family therapy, including psychoanalytic, behavioral, experiential, strategic, and structural models. The specific therapeutic interventions derived from these models are evaluated. Ethics, controversial issues, cultural identity, and contemporary trends are also considered. The expected student outcome is the ability to apply basic theoretical tenets to individual case histories.

**C7440 Marriage and Family Therapy***3 credit hours*

This seminar provides advanced study in marriage and family therapy and practice, offering an in-depth examination of the theories and research related to the conduct of counseling and therapy with couples and families. Special attention is given to the specific marriage and family therapy techniques that are most successful in practice, including psychodynamic, experiential systems, structural, strategic, behavioral, and psychoeducational strategies. Special topics such as multicultural issues, alternative lifestyles, spousal abuse, substance abuse, and brief therapy are discussed. The expected student outcome is the ability to develop and utilize effective, individualized, therapeutic interventions with diverse couples, based on sound theoretical judgment.

*Prerequisite: (OC) PC6700 or equivalent.*

**C7443 Multicultural Issues in Counseling***3 credit hours*

Mental health professionals work with an increasingly diverse ethnic population, yet their training is usually focused on Western philosophy. Such limitations in training make it difficult for non-Western and ethnic clients to secure culturally sensitive services. This may be true even when the mental health profession is non-Western. This class will expose students to the historical experiences of colonialism and study its effects on the modern psychological organization of ethnic minorities. The course will explore the mental health needs of African, Latino and Hispanic Americans from a historical and cultural perspective. The course will examine how the process of colonialism has affected the present mental health of various ethnic groups. Students who wish to register for this class should be aware that class discussions may be frank, examining the anger, rage, and other issues of ethnic minorities that make working with them so challenging. It is hoped that through this type of open discussion, students will be better prepared to understand the psychology of ethnic minorities.

*Prerequisite: (OC) PC6511 or equivalent; (SAR) C6445.*

**C7444 Multicultural Issues in Counselor Education and Supervision***3 credit hours*

The dilemmas faces by counselors, counselor educators and supervisors are multifaceted and become increasingly complex when working with people who have different worldviews. This course explores the challenges involved in developing practices that reflect a convergence of our current knowledge about multicultural counseling theory, practice and ethical reasoning in an effort to develop practices reflecting an integration of absolutism, relativism and universalism. The course reviews current theories of teaching, supervising and counseling from a cultural perspective, emphasizing the roles of rational, virtue, social constructivism, and collaborative and integrative perspectives to aid the students in creating a transcultural integrative approach to practice.

*Prerequisite: (OC) PC6511 or equivalent.*

**C7445 Brief Psychotherapies***3 credit hours*

This course focuses on a review of contemporary models of the brief psychotherapies. The class explores theoretical models that underlie this mode of treatment and examines ways for their application in applied settings. In addition, the class contrasts brief psychotherapy models with classical therapies, such as behavioral and psychological therapies.

*Prerequisite: (OC) PC6230 or equivalent; (SAR) C6436.*

**C7450 Adolescent Psychology***3 credit hours*

Theoretical, applied, and research issues related to the physical, educational and psychological development of adolescents are reviewed. Theoretical perspectives of Freud, Erikson, Marcia, Sullivan, and Piaget are presented and contrasted. Applied issues relative to the psychological and cognitive adjustment of teenagers are reviewed, including developmental changes, puberty, risk-taking, social development, peer pressure, self-esteem building, extended family adjustment, teen parenting, sexual identity, and career exploration. Crisis issues, deviant behavior research, and treatment concerns are also reviewed, such as antisocial behavior, violence, substance abuse, depression, and suicide as related to the adolescent population. Research methods appropriate for use with the adolescent client are presented with emphasis on outcome measures and experimental designs that are relevant to adolescent psychology.

**C7451 Theories of Child and Adolescent Counseling***3 credit hours*

This is an advanced course in the study of the theories of child counseling based on developmental, psychodynamic, behavioral and social learning, and psychoeducational theory and research. Assessment, diagnosis, and therapeutic approaches and treatment plans are considered as vital elements of the counseling process. Stages of development, maturation variables, and special intervention modalities such as play, art, and drama are reviewed. The involvement and influence of family, school and society are examined. Contemporary issues and problems such as child abuse and disadvantaged children are discussed. The expected student outcome is the ability to apply counseling theory to children and adolescents.

*Prerequisites: (SAR) C6035, C6436.*

**C7452 Professional Development in Counseling***0–3 credit hours*

This course focuses on the development of counselors and therapists over their career lifespan in order to enhance the professional development and competence of counselors/therapists. Issues related to a stage model of professional development, as well as publications and private practice development, are also considered. Information technology is included as it relates to the professional counselor. Expected student outcomes include a plan of personal development that includes University matriculation and beyond, a program of study that reflects specific individual goals, and demonstration of minimum competencies for successful degree completion.

**C7453 Clinical Consultation***3 credit hours*

This course presents the consultative theories and techniques related to successful multidisciplinary consultation and collaboration in clinical practice. The focus of the course is on individual (micro) consultation with professionals and others working in medical, forensic, social service, and mental health systems, as well as allied disciplines. The process of clinical consultation is examined, the role and responsibilities of the clinical consultant are explored, and practical skills related to the delivery of services are developed. Expected student outcomes include the emergence of core competencies associated with successful consultative practice in a clinical setting.

**C7454 Models of Clinical Supervision***3 credit hours*

This course examines the current definitions and applications of clinical supervision. The major models of clinical supervision are presented, along with the role of clinical supervision in a variety of settings, including the academic “counselor-in-training” as well as the various professional settings in which clinical supervision is performed. The course explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. It further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, and research issues and methods. The expected student outcome is the development of an individual training model and the ability to demonstrate an understanding of the ethical requirements of supervision. (Restricted to doctoral students with professional counseling experience.)

**C7455 Addictions Counseling***3 credit hours*

This course focuses on a wide variety of topics and issues related to addictions counseling. Many different aspects of alcoholism and addictions counseling are examined from a variety of different vantage points and perspectives. Course content includes defining addictions, chemical dependency, models of understanding, alcohol and alcoholism, etiology of addiction, medical and psychiatric complications, effects on the family, evaluation and diagnosis, intervention, treatment approaches and counseling techniques, recovery process and twelve-step programs, and professional and ethical issues in addictions counseling. The expected student outcome is demonstration of knowledge and awareness regarding major issues related to addictions counseling.

*Prerequisite: (OC) PC6900 or equivalent; (SAR) C6446.*

**C7458 Diagnosis and Treatment Planning***3 credit hours*

The foundation of an effective treatment plan is the data gathered through biopsychosocial assessment. Data can be collected from interviews, client history and records, testing, or collateral contacts. This course presents specific steps for developing an effective treatment plan based on assessment data and recognizing the uniqueness of each client. Plans include a variety of interventions and approaches based on both behavioral problems and/or *DSM-IV* diagnosis.

*Prerequisite: (OC) PC6005 or equivalent; (SAR) C6432.*

**C7459 Psychopharmacology for Counselors***3 credit hours*

Counselors are increasingly members of interdisciplinary teams, and need new information in order to communicate with other disciplines. This course is designed to acquaint the professional counselor with the history and use of psychotropic drugs. Emphasis is given to the understanding of the uses of these drugs and the common side effects of the major categories of psychiatric medications. Relationships between major *DSM-IV* classifications and appropriate medications are presented.

*Prerequisite: (SAR) C6432.*

**C7460 Techniques of Child and Adolescent Counseling***3 credit hours*

This seminar presents the various counseling techniques that are successful in treating children and adolescents. The unique counseling needs of children and adolescents are identified and special techniques and traditional methodologies are considered. Specific topics such as peer relationships, sexuality, abuse, substance abuse, and ethical treatment of children are also reviewed. Expected student outcomes include the development of clinical skills essential for providing appropriate services to children and adolescents.

*Prerequisites: (OC) PC6104 or equivalent; (SAR) C6035, C6436.*

**C7461 Ethics in Counselor Education and Supervision***3 credit hours*

This course provides an advanced exploration of the legal, professional and ethical choices faced by counselor educators and supervisors. Basic ethical issues are first reviewed and extended into a practical, case-oriented study of current demands and obligations for teaching and supervising students and practitioners. A relational-contextual perspective is presented to aid participants in developing sensitivity to the application of ethical standards, professional liability practices, and risk management techniques to their development as educators and supervisors. The successful student will recognize the importance of integrating various models in practice.

*Prerequisite: (OC) PC6300 or equivalent.*

**C7462 Ethics in Practice***3 credit hours*

This course provides an advanced exploration of the legal, ethical, and professional choices faced by mental health practitioners. Basic ethical issues are first reviewed and extended into practical, case-oriented study of current demands and obligations for the mental health issues in ethics, professional liability, risk management, and managed care service environments. Successful practitioners will recognize changes in the way employers provide mental health benefits, and will modify and market their services accordingly, in order to offer ethical and effective treatments and consultative services.

*Prerequisite: (OC) PC6300 or equivalent; (SAR) C6440.*

**C7463 Theory and Practice of Motivation***3 credit hours*

This course covers the theory and development of motivation. Major interest is placed on the factors of motivation, models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation, and environmental influences on motivation.

**C7465 Teaching in Higher Education***3 credit hours*

This course focuses on various models, perspectives, research and techniques pertaining to learning to teach in higher education. Issues related to values, beliefs, pedagogical techniques, learning styles, as well as how to structure, deliver, and evaluate instruction will be covered. Students will develop essential concepts and strategies related to organizing and presenting courses in a practical and effective style applicable to all domains of knowledge.

**C7471 Treatment of Sexual Dysfunctions***3 credit hours*

This course explores the various aspects of human sexual behavior and sexuality counseling issues. The biological, physiological, and social attributes that shape human sexual behavior and its changes, values, responsibilities, and needs are addressed, as well as medical aspects of sexual pathology in pathogenesis and recent therapy possibilities. A wide variety of issues will be considered, including sexually transmitted diseases, planning a family, sexuality, and aging.

*Prerequisite: (SAR) C6439.*

**C7492 Internship in School Counseling***3 credit hours*

This course requires the doctoral student to arrange an independent and appropriate clinical experience in school counseling. The student is required to participate in the internship for a minimum of eight hours per week for fifteen weeks. The student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. The purpose of the internship is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include the submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

**C7500 Advanced Counseling Practicum***1 credit hour*

Advanced Practicum: The advanced practicum provides for the development and refinement of advanced counseling and supervisory skills related to the professional practice of Counselor Education and Supervision. This can either be conducted at the student's current work site or on-campus (functioning as a supervisor for MA practicum students) upon recommendation and decision of the program chair. If conducted at the student's current work site, the practicum experience must include new learning that is qualitatively different from the student's occupational responsibilities. The student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession.

**C7510 Advanced Counseling Internship***2 credit hours*

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral advisor and student, based on experience and training. Students should be given the opportunity to participate in additional supervised practicum or internships that are appropriate to their career objectives. During internships, the student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship by a program faculty member.

**C7537 Special Topics in Counseling***3 credit hours*

This seminar presents special topics related to counseling, enabling full-time and visiting faculty members, including recognized leaders in the field, to provide special seminar offerings in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

*Prerequisite: (OC) PC6600 or equivalent.*

**C7542 Advanced Career and Lifestyle Assessment***3 credit hours*

This course provides an in-depth exploration of the tenets of career counseling as they relate to vocational, occupational and career issues. The focus of the course is on the process of career counseling with various populations, using dynamic and didactic models. Special consideration is given to career education, career exploration, career choice, and career counseling. Testing instruments, including appropriate achievement tests, interest inventories, aptitude tests, personality tests, and values tests are reviewed. Expected student learning outcomes include mastery of the ability to develop and manage a career counseling program, the ability to identify available career resources and the ability to facilitate career development among diverse individuals throughout the lifespan.

**C7601 School Counselors as Consultants***3 credit hours*

This course presents the consultative theories and techniques related to successful multidisciplinary consultation and collaboration in educational settings. The process of consultation is examined, the roles and responsibilities of the school consultant are explored, and practical skills related to school consultation are developed. Expected student outcomes include the emergence of core competencies associated with successful consultative practice in school settings.

**C7660 Foundations of Counseling Psychology***3 credit hours*

This course examines the systems of orientation, identity, roles and responsibilities of the counseling psychologist in a pluralistic society. A critical examination of the historical context of counseling psychology is explored. Issues include standards of the profession, licensing, accountability, ethics, professional associations, social and cultural foundations, skills and theories. This course will also examine the roles and functions of counseling psychologists in a variety of settings and contexts, as well as issues related to supervision, consultation, and private practice development.

**C7699 Doctoral Counseling Practicum I and Seminar***0 credit hours*

Each practicum provides a supervised one-semester counseling psychology experience in an appropriate work environment. The student will be supervised on-site by an appropriately licensed supervisor. The practicum seminar will meet on a weekly or biweekly basis. Both site and faculty supervisors closely monitor the activity of the student.

**C7700 Doctoral Counseling Practicum II and Seminar***0 credit hours*

Each practicum provides a supervised one-semester counseling psychology experience in an appropriate work environment. The student will be supervised on-site by an appropriately licensed supervisor. The practicum seminar will meet on a weekly or biweekly basis. Both site and faculty supervisors closely monitor the activity of the student.

**C7750 Fundamentals of School Guidance and Counseling***3 credit hours*

This course provides for the advanced study of developmental models of school guidance and counseling. Six specific school counseling interventions are explored in depth. Through readings, interviews, and application exercises, the student will gain a solid foundation of developmental programs based on the ASCA National Model. Expected student outcomes include the development of skills needed to implement a developmental program in a school setting.

**C7834 Directed Independent Study: Counseling***1–3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories, or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**C7900 Half-Time Internship***0 credit hours*

This course offers a variety of supervised field experiences in a variety of settings.

**C7901 Internship***0 credit hours*

This course offers a variety of supervised field experiences in a variety of settings.

**C7930 Advanced Seminar in Research Methods***3 credit hours*

This 15-week seminar focuses on preparation for the Comprehensive Examination and the development of the dissertation prospectus. The focus is on learning how to review massive amounts of theory, data, and research and learning to synthesize it into useful knowledge. The focus also includes advanced understanding of the research project development and management. Students may enroll in the latter part of the doctoral program as defined by their program of study as an elective.

**C7935 Dissertation—Counseling***1–9 credit hours*

Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credit hours. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" ("No Credit") will be permanent and will not count toward the credit hour requirements for completion of dissertation. Course is graded as "Credit/No Credit."

**EDUCATION (E)****E6001 Art K–12 Instructional Methods***3 credit hours*

This course is a combination of theory, philosophy, and methodology in educational settings designed to explore the artistic experience with emphasis on the personal and interpersonal aspects of art and the implication for their application in both schools and community. It intends to provide the student with a variety of teaching concepts and modes of expression, with an incorporation of learning styles and multiple intelligences in art education to further enable the educator to understand young people ages three to eighteen.

**E6010 Practicum in Education***1–3 credit hours*

This course provides an opportunity for students with little or no practical work experience in a school or college to gain such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper, describing the application of his or her studies in the work setting. This course is taken in addition to the regular program of study and may not be used to meet program requirements or electives.

**E6032 Historical and Philosophical Foundations of Education***3 credit hours*

This course examines differing views of the aims of education in America. The historic settings in which the educational system developed are analyzed, and the course objective is to identify major social and cultural issues in relation to their historic antecedents, including major leaders in American education.

**E6033 Foundations of Intellectual Development***3 credit hours*

This course is designed to explore various components that impact American education. Topics include history, cultural variations, psychological behavior patterns, and learning styles.

**E6050 Reflective Assessment**

*4 credit hours*

This course is designed to guide teachers through self-assessment using the Illinois Professional Teaching Standards as a framework. Students will engage in writing projects, lesson plan development, technology assignments, and teaching, evaluating their adherence to the Illinois Professional Teaching Standards.

**E6100 Research in Education**

*3 credit hours*

This course provides an introduction to the theory and practice of research in the field of education. Both design and analysis issues are discussed. The student is involved in both research review and design relevant to his/her professional level of certification. Action research will be the research design of major focus.

**E6110 Language Development and Reading**

*3 credit hours*

This course introduces the student to the concept that language development is a continuous, sequential process of learning at every level from pre-kindergarten through adulthood. Language development is the basis for learning to read and to develop the realization that communication is the base goal of language. The student analyzes the interrelationship between language development, reading, and communication skills.

**E6137 Educational Leadership**

*3 credit hours*

This course examines the trends in educational leadership in the public and private sectors. The focus is on effective leadership practices as they relate to educational organizations. This includes leadership and ethical behavior, inter- and intraorganizational leadership strategies, management theory and practice, and organizational culture.

**E6211 Strategies for Teaching Adult Learners**

*3 Credit Hours*

This courses focuses on the methods and techniques appropriate for the effective instruction of adults in a variety of settings. Attention will be given to the concepts, theories, and principles relevant to the selection, use, and evaluation of instructional strategies.

**E6232 Educational Law**

*3 credit hours*

This course provides a review of the legal foundations of public and private education. Students review federal, state, and local legal parameters as they overlap various jurisdictions. Laws related to student rights, employee relations, curriculum, instruction, and contractual agreements are analyzed.

**E6233 Educational Finance**

*3 credit hours*

This course leads the student through the steps necessary to build an effective school budget. It outlines the budget responsibilities of the superintendent of schools, the assistant superintendent, and the school principal.

**E6235 Interpersonal Communication**

*3 credit hours*

This course explores the basic concepts involved in effective interpersonal relationships and suggests ways to use these concepts to build an effective management team.

**E6250 Intro/Best Practices in Training and Development**

*3 Credit Hours*

This course will provide students with multiple perspectives of real world applications, knowledge, and skills necessary for practitioners in the field of training and development. This course focuses on the steps and processes for the development, delivery, and implementation of training programs. Various methods available to the trainer will be discussed, including case method simulation, role playing, and OJT.

**E6331 Curriculum Theory and Design**

*3 credit hours*

This course provides an examination of the theories of curriculum development and the prominent curricular designs utilized in contemporary education. Emphasis is placed on appropriate certification-level principles of curriculum and the instructional strategies best suited to those curricular designs.

**E6333 Curriculum Planning: Elementary School**

*3 credit hours*

This course highlights the unique characteristics of the elementary school child, teacher, and environment. An analysis of the influence of contemporary society and state education departments on elementary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context. Substantial references to various theories of the purposes of education and curricular expectations are explored.

**E6334 Curriculum Planning: Secondary School**

*3 credit hours*

The unique characteristics of the secondary school child, teacher, and environment require careful attention. An analysis of the influence of contemporary society and state education departments on secondary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context and substantial references to various theories of the purposes of education and curricular expectations.

**E6336 Technology in K–12 Education**

*3 credit hours*

The effective application of a wide variety of instructional technology is explored in this course. The teaching and learning processes are studied from the perspective of evaluating, selecting, and using instructional and administrative technology in the K–12 learning environment.

**E6337 Instructional Technology in Higher Education**

*3 credit hours*

This course provides a comprehensive introduction to the selection and use of instructional technology in higher education. Emphasis is placed on the evaluation and effective integration of technology in curriculum design and delivery, and examining the scope and role of technology in contemporary education and training.

**E6339 School Organization and Curriculum**

*3 credit hours*

This course provides an examination of the organizational structure of schools and school systems and their relationships to and effects on school programs, teaching strategies, testing and measurement, and evaluation of programs in the public schools.

**E6341 Child and Adolescent Development***3 credit hours*

This course provides an in-depth study of human development, focusing on infancy and childhood through adolescence. Particular attention is given to the interdependency of physical, cognitive, personality, and social aspects of development. Consideration is also given to integrating empirical and theoretical perspectives with real-world applications. The ultimate goal of this course is to create a greater understanding of, and sensitivity to, the contemporary child at home, at school, and in the general society.

**E6350 Advanced Supervision of Instruction***3 credit hours*

This course provides an examination of the application of research and theory to problems of instructional supervision at the building level. Leadership, morale, organizational climate, planned change, group decision making, and differentiated staffing are studied.

**E6352 Guidance and Counseling for Talent Development and Giftedness***3 credit hours*

Students of exceptional ability or potential in many talent areas require support, nurturing, and effective guidance and counseling. This course includes consideration of social and emotional needs, motivation, self-image, career options, and strategies for working effectively with individuals and groups.

**E6361 Foundations of Exceptional Student Education***3 credit hours*

This course is designed to meet initial certification requirements and renewal of any exceptional educational coverage. It examines characteristics, and problems in providing programs to meet the needs of exceptional students, including specific learning disabilities, emotional disabilities, and socially maladjusted, gifted, hearing impaired, mentally disabled, speech and language impaired, and visually impaired students. The course is intended to provide an overview of issues related to the education of exceptional students.

**E6362 Assessment of Exceptional Students***3 credit hours*

This course identifies the purpose of assessment and the issues and concepts in the measurement, data interpretation, and follow-up evaluation for exceptional students. The purpose is to introduce formal and informal assessment instruments and techniques, and alternative assessment instruments. The course introduces curriculum-based assessment and programming approaches for planning and providing instruction based on ongoing diagnosis. The course also offers a synthesis for assessment and programming approaches and suggestions for their implementation.

**E6363 Educational Management of Exceptional Students***3 credit hours*

This course addresses the educational management of exceptional students, and includes examples and discussions of classroom organization, behavior management, and consultation skills.

**E6365 Inclusion: The Education of All Students***3 credit hours*

Inclusive education means that all students in a school, regardless of their strengths and weaknesses in any area, become part of the school. This course will assist educators with best practices on implementing effective and successful inclusion in classrooms. In addition, time will be spent on exploring and discussing including students with disabilities in the classroom; building partnerships with parents; getting the most out of support services; and creating positive behavioral supports.

**E6366 Behavior Management in the Classroom***3 credit hours*

This course focuses on approaches to behavior management and motivational strategies when working with exceptional students. Content includes definition of applied behavior analysis, behavior analysis techniques and criteria, and procedures for selecting, defining, and measuring behavior. The rationale, uses, implementation procedures, and consideration for special applications of behavior change technology are studied. Course objectives include a demonstrated knowledge of applied behavioral techniques; a demonstrated knowledge of selection, definition and measurement of behavior change; the ability to evaluate and analyze behavior change; the ability to develop a multidisciplinary behavior management plan based on behavioral assessment data; knowledge of the legal issues related to the techniques of discipline; and a demonstrated ability to promote the generality of behavior change.

**E6373 Teaching Reading to Exceptional Students***3 credit hours*

This course examines methods for teaching reading to exceptional students, including the use of diagnostic and descriptive procedures with individual and group reading instruction. It examines the study of diagnostic and remedial approaches, materials, and procedures currently used in the field. This course examines the factors related to the diagnosis, assessment, and remediation of reading difficulties.

**E6412 Classroom Application of Reading Models and Strategies***3 credit hours*

Congress included a number of changes in the Individual Education Plan (IEP) requirements to emphasize the necessity of improving educational outcomes. This course is intended to provide a foundation for writing and implementing an (IEP). Course content will include: a) IDEA 1997 requiring that IEPs contain measurable annual goals and specify the methods by which a student's progress toward his or her goals can be measured; b) information regarding the IEP teams and appropriate ways to inform parents of students in special education of their child's progress toward his or her annual goals and the extent to which this progress is sufficient to enable the child to achieve these goals; c) measures regarding student failure to make progress toward his or her annual goals and the revision of the IEP; d) methods for allowing a student to advance appropriately toward attaining the annual goals.

**E6413 Individual Education Plan (IEP) Design and Assessment***3 credit hours*

Congress included a number of changes in the IEP requirements to emphasize the necessity of improving educational outcomes. This course is intended to provide a foundation for writing and implementing an Individual Education Plan (IEP). Course content will include: a) IDEA 1997 requiring that IEPs contain measurable annual goals and specify the methods by which a student's progress toward his or her goals can be measured; b) information regarding the IEP teams and appropriate ways to inform parents of students in special education of their child's progress toward his or her annual goals and the extent to which this progress is sufficient to enable the child to achieve these goals; c) measures regarding student failure to make progress toward his or her annual goals and the revision of the IEP; d) methods for allowing a student to advance appropriately toward attaining the annual goals.

**E6420 Multicultural Education in Contemporary Society***3 credit hours*

This course provides an examination of today's schools and methods of teaching within the context of the current demographic revolution taking place in American society. Focus is on the elements of culture and eliminating the barriers to cultural understanding.

**E6425 Diversity Issues in Education**

*3 credit hours*

This course provides a systematic comparison of social units and studies in the interaction of those social units with one another in an educational setting. The common problems and concerns of the different social units are discussed as they apply across the varied spectra of special needs found throughout the educational arena.

**E6501 Current Trends in School Curriculum**

*3 credit hours*

This course provides a critical analysis of current curriculum issues on problems in education within their cultural context. Topics vary.

**E6510 Measurement and Assessment in Education**

*3 credit hours*

This course provides an examination of measurement as it applies to student performance in the classroom based on Bloom's Taxonomy, as well as a review of current practices and trends in assessment in the schools. Topics include quantitative and qualitative measures, such as standardized testing, criterion-referenced tests, teacher-made tests, rubrics, and portfolios.

**E6511 Human Growth and Development**

*3 credit hours*

This course is designed to give the prospective professional educator a thorough overview of human development from birth through adolescence and to develop an awareness of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. Throughout the course, issues of diversity as it applies to economic, social, racial, ethnic, and religious will be explored as well as the needs of students with disabilities will be addressed within the context of each topic.

**E6523 Families, Professionals, Exceptional Children, and Community**

*3 credit hours*

This course is intended to provide a learning context through which students will read, discuss, practice, and reflect on what it means to be a collaborative practitioner in special education. The focus is on partnerships with families as well as other school personnel. That is, this course serves to prepare exemplary, reflective practitioners to serve a global community.

**E6610 Learning Theories and Teaching Strategies**

*3 credit hours*

This course provides an examination of the relationship of teaching strategies to learning styles through methods, curricula, and materials. The course focuses on the implications of learning-style-concepts, and suggests teaching strategies for accommodating varied learning styles in the classroom.

**E6615 Leadership in Education**

*3 credit hours*

This course introduces students to the major theories and trends in educational leadership. Leadership, management, and organizational behaviors are examined, including diversity, moral leadership, and shared leadership.

**E6620 Supervision of Curriculum**

*3 credit hours*

This is an advanced course in curriculum management, examining the processes and procedures of supervising curriculum change, follow-through, and evaluation, with special attention given to curriculum review committees, in-service training, articulation, and diversified programs for students.

**E6703 School Organizational Communication Skills**

*3 credit hours*

This course provides an examination of the skills required to effectively communicate within the school's organizational environment. The course focuses on a variety of issues embedded in the school organizational communication systems, including trust, school climate, perception, motivation, and the communication skills required.

**E6705 Human Resource Management and Development**

*3 credit hours*

This course provides an examination of the human resource concepts and practices associated with developing and managing an effective education team. Different approaches to management, motivation, professional development, and performances are addressed, along with obstacles to effective team development.

**E6710 Organizational Management and Development**

*3 credit hours*

This course provides an examination of various theories and models for the management and development of the school organization. The course focuses on leadership theory, management of physical, human, and fiscal resources, as well as grant writing.

**E6801 Instructional Technology and Distance Education Trends**

*3 credit hours*

This course provides participants with a basic understanding of the instructional applications of modern technology. Participants gain an understanding of the philosophy and purposes behind instructional technology, as well as strategies for its integration into the classroom. Major topics include the synthesis of concepts, knowledge and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining roles, and responsibilities of the leader in the field.

**E6802 Instructional Development and Delivery**

*3 credit hours*

This is an advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization.

**E6803 The Internet for Educators**

*3 credit hours*

This course explores the differing technologies available to educators, and how those are applicable to classroom settings. It provides a hands-on introduction to the Internet, with special emphasis on educational uses.

**E6804 Managing and Evaluating Instructional Technology and Distance Education**

*3 credit hours*

This course presents theories and methods of planning, operating, and evaluating instructional technologies and distance education, managing in educational and corporate settings principles of staff training, proposal development, and legal issues.

**E6805 Integrating Technology into the Classroom Curriculum**

*3 credit hours*

This course introduces classroom teachers to using technology to enhance instruction and learning. Participants use curriculum documents to develop learning outcomes utilizing technology in various subject areas. Software applications are introduced and associated with content. Desktop publishing, multimedia, and the Internet are used to support curriculum projects.

**E6831 Directed Independent Study***1–3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides students an opportunity to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course, an analysis of new ideas, theories or concepts in education, or evaluation of new strategies used in education. It may involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

*Note: Students may not earn credit for any course more than one, including Directed Independent Studies.*

**E6900 Cultural Diversity***3 credit hours*

This course focuses on the principles of first and second language acquisition, including historical and current theories, psychological, sociocultural, political, and pedagogical factors, and issues related to cultural interaction and communication in school and community contexts. Topics are addressed with regard to theoretical foundations and applied contexts.

**E6901 Foundations of Education***3 credit hours*

This course provides a general orientation to the roles of schools in society, as well as issues and topics related to student achievement, curriculum and instruction, the roles of teachers in schools and communities, teacher education and credentialing, and the process of becoming a teacher in California. In addition to course activities, presentations, and assignments, the student will complete 45 hours of fieldwork in a variety of classroom settings.

**E6902 Curriculum and Instruction for Diverse Elementary School Settings***3 credit hours*

This course examines educational, curricular, behavior management, and assessment practices in today's elementary schools. Course topics include theories and applications of research on teaching and learning and curriculum design in elementary education, the use of technology in teaching and learning, and theories and applications related to the research on student achievement in elementary schools. Emphasis is placed on teaching and learning in multicultural communities.

**E6903 Language and Literacy Education in Elementary Schools***3 credit hours*

This course focuses on the scope and sequence of language arts in the K–8 curriculum. It addresses the role of literacy in the elementary school curriculum; methods and materials for teaching language and literacy to students from diverse sociocultural, ethnolinguistic, and ability backgrounds and experiences; strategies for utilizing literacy across the curriculum; first and second language acquisition theories; and teaching of English as a second language. Content areas that prepare candidates to pass the RICA test are also included in this class.

**E6904 Mathematics Education in Elementary Schools***3 credit hours*

This course presents strategies and models for effective instruction of mathematics in elementary schools. Course topics include instructional planning, student assessment, the role of culture in mathematics, utilizing technology in teaching to enhance children's math performance and progress, the use of realia and other manipulatives in math education, and integrating mathematics across the elementary school curriculum.

**E6905 Social Studies Education in Elementary Schools***3 credit hours*

This course presents strategies and models for effective instruction of social studies in elementary schools. Course topics include instructional planning, student assessment, cultural applications of social studies education, utilizing technology in teaching, the use of realia and other artifacts for social studies education, and integrating social studies across the elementary school curriculum.

**E6906 Science Education in Elementary Schools***3 credit hours*

This course presents strategies and models for effective instruction of science in elementary schools. Course topics include instructional planning, student assessment, cultural applications of science education, utilizing technology in teaching, the use of realia and other artifacts for science education, and integrating science across the elementary school curriculum.

**E6907 Field Experience I: Beginning Practice Teaching***3–6 credit hours*

In this course, students complete the first semester of a directed field teaching experience in an approved elementary or secondary school classroom. Students are supervised by a mentor teacher and an Argosy University supervisor, and are required to develop a teaching portfolio.

**E6908 Field Experience II: Advanced Practice Training***3–6 credit hours*

In this course, students complete the first semester of a directed teaching experience in an approved elementary or secondary school classroom. Students are supervised by a mentor teacher and an Argosy University supervisor, and are required to complete a teaching portfolio.

**E6909 The Adolescent Learner***3 credit hours*

This course examines the psychological, physiological, behavioral, and cognitive characters and factors that affect learning among adolescents. The course emphasizes the teaching of adolescents in diverse secondary school environments.

**E6910 Curriculum and Instruction for Diverse Secondary School Settings***3 credit hours*

This course examines educational, curricular, behavior management, and assessment practices in today's secondary schools. Course topics include theories and applications of research on teaching and learning and curriculum design in secondary education, adolescent development, the use of technology in teaching and learning, and theories and applications related to the research on student achievement in secondary schools. Emphasis is placed on teaching and learning in multicultural communities.

**E6911 Language and Literacy Education in Secondary Schools***3 credit hours*

The course addresses the role of language and literacy in the secondary school curriculum. Course topics include methods and materials for teaching language and literacy to students from diverse sociocultural, ethnolinguistic, and ability backgrounds; strategies for utilizing literacy across the curriculum; and approaches to address the learning needs of proficient readers, readers with learning disabilities and other special education needs, and students who are English language learners.



**E6912 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools***3 credit hours*

In this course, students will examine topics related to teaching and learning in their own discipline and across disciplines. Students are guided by an interdisciplinary team of faculty in reviewing and applying teaching models, student assessment techniques, theories of cognitive and affective student outcomes, and curriculum planning for effective instruction of diverse and inclusive secondary school classes across disciplines.

**E6913 The Reflective Professional***3 credit hours*

This course examines issues and topics related to reflective teaching practice and school reform among secondary school teachers. Models, strategies, and issues related to interdisciplinary curriculum planning, cooperative education, and action research are also addressed in learning activities and applications of field teaching experiences.

**E6914 Theories and Methods of Bilingual/Multicultural Education***3 credit hours*

This course focuses on the teaching of students from diverse cultural, linguistic, and socioeconomic backgrounds. The course incorporates applications of Crosscultural Language and Academic Development (CLAD) competencies to enable students to develop culturally and linguistically diverse pedagogical programs, and to develop teaching and learning strategies for multicultural populations.

**E6915 Pedagogy in Primary Language (BCLAD Students Only)***3 credit hours*

This course is taught entirely in Spanish, and is designed to prepare students to obtain the Bilingual Crosscultural Language and Academic Development (BCLAD) certificate. It gives students the knowledge and skills necessary to become effective bilingual teachers in a public school classroom in California. This course is completed by BCLAD students only.

**E6916 Health Education for Teachers***1 credit hour**(Includes CPR certification for infants, children, and adults)*

This course identifies and examines concepts of health and health education in public schools. Emphasis is placed on health education of children and adolescents, nutrition, and substance use and abuse. The course includes CPR certification for infants, children, and adults, and meets one of the state of California requirements for the Clear Credential.

*Prerequisite: A California preliminary teaching credential or admission into the Argosy University/Orange County or Argosy University/San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction program with Teacher Credential Preparation concentration.*

**E6917 Mainstreaming Diverse Students***3 credit hours*

The course examines instructional strategies, theories, and applications for the teaching of exceptional children and youth. The course meets one of the state of California requirements for the Clear Credential.

*Prerequisite: A California preliminary teaching credential or admission into the Argosy University/Orange County or Argosy University/San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction program with Teacher Credential Preparation concentration.*

**E6918 Educational Computing Foundations***3 credit hours*

This course presents an overview of teaching and learning through computer-based technologies in a variety of K–12 education settings and disciplines. Issues related to privacy, access, technological applications, and ethical situations in information technology instruction are also addressed in this course. The course meets one of the state of California requirements for the Clear Credential.

*Prerequisite: a California preliminary teaching credential or admission into the Argosy University/Orange County or Argosy University/San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction program with Teacher Credential Preparation concentration.*

**E6919 Medical Issues in the Classroom***3 credit hours*

In today's inclusive classrooms, educators encounter students with a wide range of medical needs, from asthma and ADHD to diabetes and depression. This course explores and discusses the latest information on how students' medical conditions and their treatments directly affect their classroom behavior and learning ability. Time is spent using this information and current research to create successful learning environments such as how to physically modify the classroom to accommodate special needs, communicate with medical professionals to share their insight on students' conditions, and collaborate with families.

**E6925 Capstone Project***3 credit hours*

This is a Capstone Project, determined by the adviser and campus, which focuses on learning outcomes. The project may include a comprehensive examination, comprehensive portfolio, or other relevant project that incorporates reflection, analysis, and application of theoretical material and classroom experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**E6950 Educational Leadership Internship***3 credit hours*

This course is designed to be a collaborative and supervised internship experience among the university, the intern/candidate, and the cooperating school administrator in K–12 public or private school setting. This experience is personalized to each intern/candidate relative to the skills, knowledge, and dispositions of the national school leadership standards. Participation in this internship experience under the direction of the Education program is required.

**E7031 Historical and Philosophical Foundations of Education***3 credit hours*

This course examines differing views of the aims of education in America, and the historic settings in which the educational system developed. The course objective is to identify major social and cultural issues in relation to their historic antecedents, including major leaders in American education.

**E7032 Foundations of Intellectual Development***3 credit hours*

This course is designed to explore various components that impact American education. Topics include history, cultural variations, psychological behavior patterns, and learning styles.

**E7033 Leading and Managing Change in a Diverse Society***3 credit hours*

This course focuses on concepts and strategies for managing change in educational, human services, and business settings. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Processes, procedures, and skills for change are presented in terms of situational considerations and implications.

**E7034 Critical Analysis of Problems and Issues in Education**  
*3 credit hours*

Problems and issues that relate to the present and the future of and private education are the core of the course. They are identified in a forum that brings experience and current methodology together to address problems that relate to the specific roles of the course participants. Long-range and short-range problem-solving strategies, directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources, are addressed in terms of current situational models.

**E7100 Spiritual Formation**  
*3 credit hours*

This course focuses on the cognitive maps we carry as individuals, and the experience of those external and internal spiritual forces that shape our lives. It reflects on the mechanisms of spiritual growth and cognitive development, as well as the experiences, practices and teachings that address the three classical expressions of spiritual life: knowing, feeling, and acting to produce healthy spiritual formation. Practices from key historical writings, contemporary theoretical perspectives, and a variety of spiritual traditions are explored.

**E7111 Introduction to Advanced Academic Study and Writing**  
*3 credit hours*

This course demystifies the doctoral level research process and provides a solid foundation for academic writing by analyzing and evaluating current research articles, literature reviews, and dissertations. Emphasis will be placed on APA style guidelines, preparation for the doctoral comprehensive examination, and university publication requirements. It also includes a self-inventory based on state and national standards and develops a self improvement plan that is the basis for activities during internship.

**E7120 Child, Family, and Community Collaboration**  
*3 Credit Hours*

Accepting that collaboration of the school with its surrounding community systems is a factor to help create positive educational change, it follows that partnerships within and outside the school setting are essential to support education reform. This course provides superintendents with strategies, examples, and information to apply different collaborative models in their schools, districts, and communities.

**E7132 Public School Finance**  
*3 credit hours*

This course is designed as a comprehensive course in public school finance. The 12 lessons introduce the student to the economics of education; issues concerning the adequacy and equity of school finance; sources of revenue; local, state and federal functions and control; the influence of the course; issues surrounding the use of public funds for nonpublic schools; financing school facilities; budgeting, accounting and auditing; property, risk management and insurance; personnel administration and finance; and the future of public school finance.

**E7134 Comprehensive Planning and Implementation**  
*3 credit hours*

This course focuses on concepts and strategies associated with effective planning in educational and human services organizations. A decision-oriented evaluation model is also considered. Examples demonstrate how data can be used as input for a comprehensive plan. Strategies for the coordination of curriculum and instruction delivery systems into an overall management plan are presented. Specific administrative levels of responsibility are defined. An evaluation component of comprehensive planning is outlined in both objective and subjective terminology.

**E7135 Middle School Organization and Curriculum**  
*3 credit hours*

In this course the student reviews the evolution of middle schools, with emphasis on the administrative and curriculum significance of the middle school versus the junior high school and the K–8, 9–12, organizational pattern. The psychological and physiological bases for instructional delivery of curricula are examined. Field trips are organized.

**E7136 Higher Education in the United States**  
*3 credit hours*

Theories and models of institutional arrangement, as well as governance and management processes, are considered in this course. Planning and assessment methods are also examined.

**E7137 Educational Leadership in Theory and Practice**  
*3 credit hours*

Advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by: creating cultures of educational excellence; responding to diverse learner needs; facilitating the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling.

**E7138 School Site-Based Budgeting**  
*3 credit hours*

This course provides the student with the background, skills, and abilities to develop and administer a school site-based budget. Topics include the basics of public school finance and school site-based budgeting, establishing the ground rules, budgeting issues and examples, and a comprehensive case study of the budget process.

**E7231 Administrative Theory and Practice**  
*3 credit hours*

The student's attention is called to the relationship between administrative theory and supporting research. An historical examination of administrative/managerial patterns is conducted. Comparisons with current patterns of management and leadership modes are employed with such models as Deming, Kouzes, Posner, and others. Theoretical perspectives are applied directly to case studies and issues of current concern in school organizations.

**E7232 Educational Policy**  
*3 credit hours*

This course defines school policy and recommends and demonstrates a model for policy analysis that delineates systematic procedures for identifying the real policy issue, for establishing decision criteria, for developing policy alternatives, for analyzing these policy alternatives, and for presenting these alternatives to the decision-making body.

**E7233 Organizational Communication Systems and Internship Seminar**  
*3 credit hours*

This course focuses on effective communication in organizations. This course will include relevant theories, technologies, leadership, teamwork, diversity, global organizations, and ethics. In addition to learning about issues embedded in organizational communication systems, students will complete a 7-week internship.

**E7235 Interpersonal Communication**  
*3 credit hours*

This course explores the basic concepts involved in effective interpersonal relationships and suggests ways to use these concepts to build an effective management team.

**E7236 The Community College**

*3 credit hours*

This course considers the history, philosophy, and purpose of institutions of this type as well as their organization and administration. Typical programs, services, and funding/budgeting patterns are also examined.

**E7237 Special Topics in Educational Leadership**

*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in educational leadership with the guidance of a faculty member.

**E7238 Education Law: The School**

*3 credit hours*

This course examines the legal foundations of public education at the individual school level. It addresses legal principles and issues pertinent to student- and building-level employee legal rights and responsibilities. The legal process, structure of the law, legislation/litigation, and current legal issues are studied. Provisions are made for students from private sector schools.

**E7239 Education Law: The District**

*3 credit hours*

This course builds on the information and concepts central to Education Law: The School (E7238). Students examine the legal foundations and operations of public education at the central office/district level. Laws, policies, and procedures impacting district employees, students, curriculum/instruction, and contractual agreements are studied. Provisions are made for students from the private sector of education.

**E7245 Teaching and Effective Learning Strategies**

*3 credit hours*

The use of best practices and sound research on helping all students to learn more successfully is the core of this course. Issues related to human development theory, proven learning strategies, modern technologies; barriers to learning and concern for diversity are studied for their impact on effective teaching and learning. The development of lifelong learners is emphasized. A field experience is part of this course.

**E7240 Education Law: Higher Education**

*3 credit hours*

This course addresses the basic legal principles and role implications for higher education administration. Upon completion, the student will demonstrate a rudimentary background in the parameters of postsecondary education laws as they relate to trustees, administrators, staff, faculty, students and governmental/community constituencies.

**E7331 Curriculum Theory and Design**

*3 credit hours*

This examines the theoretical assumptions underlying curriculum design. Students clarify definitions, explore conflicting conceptions of the curriculum, and develop strategies for constructing, developing, and implementing curricula that are consistent with specific theoretical principles. Students also examine the impact of research upon curricula, various methods for implementing specific differentiated curriculum plans, and the basis for evaluating curricula in terms of design and delivery.

**E7332 Unique Curriculum Structures**

*3 credit hours*

This course presents a focused study of four alternative frameworks for curricular structure: the deductive mode, the inductive mode, mastery learning, and individualized instruction, as the basis for fundamental applications. Each is analyzed to identify underlying assumptions, goals and objectives, methodologies, and assessment approaches.

**E7333 An Introduction to the Nature of Schools Overseas**

*3 credit hours*

This course is designed to further the student's understanding of international schools, while meeting the needs of students who are currently working in overseas schools. The course covers the many different components involved in the running of overseas schools from student, personnel, management, and curriculum issues.

**E7334 Staff and Professional Development**

*3 credit hours*

This course considers and evaluates methods for promoting professional growth, focusing on the improvement of teaching and learning. Various approaches to staff and professional development and in-service education are examined in terms of their purposes and components. Specific models are examined.

**E7335 Advanced Supervision of Curriculum and Instruction**

*3 credit hours*

This course analyzes the relationship between current practice and research in the supervision of curriculum and instruction. Specific administrative theory related to the supervisory role are examined and used to evaluate current and recommended practices in program management and classroom instruction. Topics include the concepts and techniques necessary for establishing a research-based, comprehensive program for staff supervision; establishing performance standards; diagnosing staff needs; matching supervision with staff needs; creating the supervising climate; and using the results effectively.

**E7336 The Adult Learner**

*3 credit hours*

This course considers the instructional theories and motivational techniques that may be employed to enhance education for adult students. The role of the teacher as a diagnostician, planner, and facilitator is also considered.

**E7337 Special Topics in Curriculum and Instruction**

*3 credit hours*

This course provides an opportunity for advanced graduate students to explore selected topics, issues, and problems in curriculum and instruction with the guidance of a faculty member.

**E7338 Multicultural Education for the 21st Century**

*3 credit hours*

This course examines the demographic revolution in American society and its implications for education. Focus is on the discussion of education as a cultural process and the role multicultural education can play in restructuring schools to meet the challenges of the future.

**E7339 Effective Instruction for Middle Schools**

*3 credit hours*

This course examines current research relative to successful instructional delivery strategies for middle school students throughout the nation. Emphasis is placed on exploring the many successful alter-native methodologies and assessment practices utilized with middle level students.

**E7340 Curriculum Design (K-12)**

*3 credit hours*

This course focuses on the systematic design, implementation, and evaluation of instruction for grades K-12, examining both the knowledge and product approaches to systematic curriculum design and instruction. The course considers curriculum and instructional design models and evaluation methods and their practical application to primary and secondary education.

**E7341 The Montessori Method of Education***3 credit hours*

This course examines the philosophies and methods proposed by Maria Montessori. The theoretical concepts set forth by Montessori concerning the education of the very young are examined and analyzed regarding their impact on today's educational system.

**E7342 Curriculum Planning: Secondary School***3 credit hours*

The unique characteristics of the secondary school child, teacher, and environment require careful attention. An analysis of the influence of contemporary society and state education departments on secondary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context and substantial references to various theories of the purposes of education and curricular expectations.

**E7343 Curriculum Planning: Elementary School***3 credit hours*

This course highlights the unique characteristics of the elementary school child, teacher, and environment. An analysis of the influence of contemporary society and state education departments on elementary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within an historical context. Substantial references to various theories of the purposes of education and curricular expectations are explored.

**E7345 College Teaching***3 credit hours*

This seminar aims to develop in students the essential concepts and skills for successful college teaching. Beginning with an exploration of today's higher education environment and a problem-solving skill framework for college teaching and learning, students then work toward practical solutions to learning, proactive planning, self-awareness, and self-assessment, the course guides students to formulate a teaching style that capitalizes on their individual personality and talents.

**E7350 Talent Development and Giftedness: Nature and Needs***3 credit hours*

This course provides an overview of the history, development, and current status of gifted education and talent development. It includes the nature of giftedness and talent; changing conceptions of talent and abilities; characteristics associated with giftedness and talents; current theory, research, and practice regarding nature, identification, and the development and evaluation of programming.

**E7351 Curriculum and Instructional Development for the Gifted/Talented***3 credit hours*

This course surveys contemporary models and strategies for talent development and gifted programming. It examines methods, procedures, and resources for curriculum development and instructional differentiation; strategies for designing and offering appropriate and challenging learning experiences; creating an environment for talent development and productive thinking; and the nature of authentic learning outcomes and student products.

**E7352 Talent Development and Giftedness in Special Populations***3 credit hours*

Talent development and gifted programming involve unique concerns in recognizing and responding to the needs of students from special populations (including, for example, considerations of gender, ethnicity, cultural background, physical challenges, economic disadvantage, or geographic isolation). This course addresses recognizing and responding appropriately and effectively to the unique setting and needs of such students.

**E7353 Theory and Development of Creativity***3 credit hours*

This course examines theory, research, and practice concerning the nature, recognition, and nurturing of creativity in individuals and groups, across age levels and organizational settings (with primary emphasis on education or training contexts). The course considers definitions of creativity, characteristics, and styles associated with creativity, blocks and barriers to creativity, the climate for creativity, and specific methods and models for promoting creativity.

**E7354 Theory and Development of Multiple Intelligences***3 credit hours*

Howard Gardner's theory of multiple intelligences is used as the framework to investigate creative thinking and to explore and develop classroom strategies and techniques in teaching students. Management models, activities, and evaluative measures are investigated and developed.

**E7355 Advanced Multiple Intelligence Theory and Application***3 credit hours*

This course expands upon Howard Gardner's research in the area of multiple intelligences, and uses Thomas Armstrong's applications and strategies to form the basis for a variety of new practical thematic instructional unit developments. Students work in teams to develop ideas, materials, evaluation techniques, and presentations of original curriculum projects. New curricular resources that have become available also are reviewed and evaluated. School implementation strategies are investigated and developed.

**E7356 Curriculum Design in Higher Education***3 credit hours*

This course examines the systematic process of developing, implementing, and evaluating higher education curriculum. It examines approaches for analyzing and improving existing higher education courses and programs. The course is designed to provide the student with a strong foundation in higher education curriculum development, delivery, and evaluation.

**E7357 Assessment of Productive Thinking***3 credit hours*

This course provides the student with the opportunity to experience and learn about a number of instruments, inventories, checklists, and rating scales that relate to the assessment of creativity and problem solving.

**E7358 Methods and Tools: Productive Thinking and Creative Problem Solving***3 credit hours*

This course provides an intense overview of methods and practical goals for creative and critical thinking, and for creative problem solving. It includes guidelines and specific tools for generating and focusing options; in-depth, hands-on experience in applying four components and six stages in creative problem solving (including Task Appraisal and Process planning, understanding the problem, generating ideas, and planning for Action); history and development of the CPS framework; research supporting CPS; applications of CPS with adults and students in education; and applications of CPS in business and other organizations.

**E7359 Leadership and Facilitation: Creative Problem Solving**  
3 credit hours

This course provides in-depth experiences in principles and procedures for leading and facilitating creative problem solving with groups. It includes distinctions between instruction, leadership, and facilitation; definitions of roles with CPS groups; structured experience and feedback on CPS facilitation; and ethical principles guiding CPS facilitation.

**E7360 Curriculum and Instructional Planning: Creativity and Talent Development**  
3 credit hours

This course examines implications of theories and principles of curriculum and instructional design for fostering creativity, productive thinking, and talent development; guided experience and extensive feedback on applications of curriculum and instructional planning for productive thinking and talent development in the student's specific areas of educational expertise; and criteria for constructing or evaluating curriculum or instructional materials to nurture productive thinking or specific talents in students (at any age or grade level and in any content area).

**E7361 Trends and Issues: Creativity and Talent Development**  
3 credit hours

This course surveys current and emerging trends, directions, and issues relating to research, theory, and practice in the areas of creativity and talent development. The course emphasizes paradigm shifts involving the transition from creativity to rare genius to creative strengths in all, and from the gifted program to programming for talent development.

**E7362 Practicum: Creativity and Talent Development**  
3 credit hours

This course provides structured opportunities for supervised application of principles, procedures, or resources for creativity or talent development in practical settings. Opportunities are offered for practicum or internship placements, in collaboration with the Sarasota County School Board, in other area professional agencies, or by special arrangement with the instructor, in the student's own professional setting.

**E7364 Nature and Needs of Handicapped Students**  
3 credit hours

This course focuses on the cognitive, physical, social, emotional, and educational needs of students with mild disabilities. Emphasis is placed on the preparation and implementation of appropriate educational programs for students with mild mental retardation, emotional handicaps and learning disabilities, as well as other mild disabilities. The effects of cultural and linguistic diversity on students with mild disabilities are addressed.

**E7365 Early Identification of At-Risk Students**  
3 credit hours

This course delineates at-risk behaviors of the youth of today, including substance abuse, teen pregnancy, delinquency and violence, and youth suicide. Data on the five at-risk categories, treatment approaches, and prevention strategies that focus on the family, the school, and the individual are presented. Legal issues and concerns for human service professionals are also examined. This course is intended for people involved in counseling in education, psychology, social work, special education, and other areas of human service.

**E7366 Women As Leaders and of Influence**  
3 credit hours

This course focuses on providing an opportunity to practice and improve leadership skills and how professional women lead their lives and what factors influence their effectiveness in the work world. As an outcome of this course, students should understand the multi-dimensional concerns women face, specifically the choices and trade-offs that are unique to being a woman in a leadership role. Time will be spent exploring organizational culture and leadership styles; using influence to lead stakeholders; dealing effectively with change; dealing positively with conflict and change; understanding personal styles; working with teams.

*This course is cross-listed with Women As Leaders and of Influence (B6736).*

**E7380 Critical Issues in Special Education**  
3 credit hours

This course examines and analyzes conceptual and practical issues facing special educators, including school reform and special education, labeling and categorical programming, funding, accountability; assessment, early intervention, transition, inclusion, school, family and community partnerships, ethnic and minority issues related to special education, and public policy. The course explores current conceptual and practical issues associated with providing special education to children and adolescents. Current perspectives and dilemmas in special education are presented in seminar format.

**E7383 Consultation, Collaboration and Systems Integration**  
3 credit hours

This course focuses on the theories of consultation and collaboration, models for special education, and the study of systems thinking and practice in special education. It presents theory and methodology for a systematic approach to the integration of exceptional student education with educational, social service, health, mental health, vocational, and juvenile justice services.

**E7384 Research in Special Education**  
3 credit hours

This course examines current research literature relevant to special education. Topics include how research shapes and influences special education policy and programming; needs assessment; program planning; implementation evaluation; progress evaluation; and outcome evaluation of special education programs in applied settings from a research-based perspective. The efficacy of research information and making informed choices based on research information are also explored.

**E7400 Instructional Technology**  
3 credit hours

This course examines the scope and role of technology in contemporary education. It provides a comprehensive introduction to the philosophy and purpose behind instructional technology; the selection and use of instructional technology in higher education; and methodologies for evaluating and effectively integrating technology into curriculum design and delivery. Participants gain understanding of the instructional applications of modern technology, as well as developing specific strategies for its integration into the classroom. Topics include the synthesis of concepts, knowledge, and skills in the field; instructional technology and distance education; and trends in the area.

**E7637 Managing Human and Fiscal Resources in Education**  
3 credit hours

This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. It provides an in-depth analysis of personnel administration and the knowledge and skills necessary to take a strategic approach to resource management in organizations of higher learning. The course examines the processes of human resource and fiscal planning, job analyses and description, recruitment, selection, compensation and rewards, evaluation and relevant employment laws. Students participate in discussion strands based on human and fiscal resource management issues, and submit assignments that demonstrate understanding of human resource management theories and practices—including a course project which requires the creation of a comprehensive human resources development plan for an educational institution.

**E7705 Human Resources Management and Development**  
3 credit hours

This course provides an examination of the human resource concepts and practices associated with developing and managing an effective education team. Different approaches to management, motivation, professional development, and performances are addressed, along with some obstacles to effective team development.

**E7801 Instructional Technology Planning and Management**  
3 credit hours

This course provides participants with a basic understanding of the instructional applications of modern technology. Participants will gain an understanding of the philosophy and purposes behind instructional technology as well as strategies for its integration into the classroom. Major topics include the synthesis of concepts, knowledge and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining roles, and responsibilities of the leader in the field.

**E7802 Integrating Technology into the Classroom**  
3 credit hours

Practical integration of technology into the curriculum, with emphasis on content-appropriate planning, teaching, assessment, and management strategies, evaluation of educational technology tools, and the design of technology-enhanced environments for new teaching and learning roles. This course will be applicable for both K–12 and higher education environments. Learners will apply constructivist learning theory to planning of technology-integrated lessons. Students will apply databases, spreadsheets, the internet, web design, robotics, and programming software to a variety of academic settings.

**E7803 Instructional Design**  
3 credit hours

This course provides students with an in-depth exploration of the instructional design process, from analysis through evaluation and implementation, and includes practice in all phases. The course focuses on design issues including course planning, selection of instructional strategies, assessment of instruction, and course revision evaluation and revision. Students practice the design of effective instruction based on principles from instructional design theory. This course will be applicable for both K–12 and higher education environments.

**E7804 Development of Multimedia Materials**  
3 credit hours

This course will examine and apply the current technologies available for constructing interactive learning environments. Students will have hands-on applications of the latest software and hardware available for creating dynamic learning in both online and on-ground courses. The concepts of interactive design through authentic learning activities and projects will be researched. The primary purpose of this course is to enhance students' ability to conceptualize, develop, and deliver interactive materials that support and enhance active teaching and learning.

**E7805 Distance Learning Technologies and Teaching Methodologies**  
3 credit hours

This course examines the concepts, technologies and issues related to the development and delivery of distance education. The learner will explore the theory and history of distance education, current technologies in distance learning, components beyond the course website of a distance education system, course design and development, technology and media, instruction and interaction, and policy and administration in distance education.

**E7831 Directed Independent Study (Educational Leadership)**  
1–3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides students and opportunity to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course, an analysis of new ideas, theories or concepts in education, or evaluation of new strategies used in education. It may involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**E7832 Directed Independent Study (Curriculum and Instruction)**  
1–3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in education; or evaluation of new strategies used in education. It can involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**E7834 Writing for Research and Professional Publications**  
3 credit hours

This course builds on the introduction to the dissertation process provided in E7111 and leads students through the university research proposal, formation of a dissertation committee, application for human subject review, and revision of dissertation research for journal publication. Students will develop their research questions or hypotheses and submit a finished research proposal or prospectus that is required prior to beginning the dissertation sequence.

*Prerequisite: (OC) PC6521 or equivalent.*

**E7935 Dissertation—Education***3 credit hours*

All EdD dissertations require a minimum of 12 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Students register for 3 credit hours for four consecutive semesters. If a student fails to defend his/her dissertation by the end of the fourth semester, he/she must register for a 3 credit extension for each subsequent semester until passing his/her defense. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 12 credit hours requirement for completion of dissertation.

**E7950 Educational Leadership Internship***3 credit hours*

A supervised internship, in which the student will serve as an assistant to an education administrator, or as an acting education administrator, in a public or private school setting, or a professional organization serving the needs of education professionals. The practicum experience may be tailored to the specific needs and interests of the student relative to previous experience and/or career goals. Participation in a practicum seminar under the direction of the director of the Education program is required.

**FORENSIC PSYCHOLOGY (FP)****FP6005 Maladaptive Behavior and Psychopathology***3 credit hours*

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-IV* will be reviewed. The course also looks at various methods of treatment related to the disorders covered.

**FP6010 Psychology and the Legal System***3 credit hours*

This course focuses on the relationship between law and psychology and the mental health system, mental illness, and criminal conduct, with a more specific historical and procedural examination of the practice of psychology in the judicial forum. Substantive issues related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and correctional functions, and standards of legal competency and insanity are discussed.

**FP6015 Psychology of Criminal Behavior***3 credit hours*

This course provides an introduction to personality theories and learning styles in the context of psychological theories of criminal and aggressive behavior. Historical and contemporary theoretical conceptualizations of criminal behavior are explored, including behavioral, social learning, cognitive psychoanalytic, psychodynamic, developmental, biological, and socio-cultural perspectives. Selected topics may be considered including alcohol and crime, sex crimes, juvenile delinquency, and women and crime.

**FP6020 Individual Assessment***3 credit hours*

This course offers a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, which also examines data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

**FP6025 Human Development and Learning***3 credit hours*

This course provides a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts.

**FP6030 Research and Evaluation***3 credit hours*

Studies that provide a basic understanding of types of research are presented: basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

**FP6035 Evaluation and Treatment of Offenders***3 credit hours*

This course will provide an overview of forensic assessment topics with an emphasis of relevant literature, theory, procedure and tools, including risk assessment, legal competencies and criminal responsibility. Topic areas will include types of intervention with adults and juveniles within the criminal justice setting including special offender populations such as sexual offenders, offenders with developmental disabilities or those classified as mentally retarded.

**FP6435 Personality Theories***3 credit hours*

Theories and explanations of the development of normal and abnormal personalities are examined. There is some focus on treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, and learning models.

**FP6500 Professional and Ethical Issues in Forensic Psychology***3 credit hours*

This course considers the ethical and legal conflicts or dilemmas within the legal system and includes a discussion of other professional issues such as race, ethnicity, and sexual orientation. The course reviews applicable approaches to addressing or resolving these issues, dilemmas, and conflicts as they relate to forensic psychology.

**FP6520 Forensic Psychological Assessment***3 credit hours*

This course provides an overview of forensic assessment topics, with an emphasis on the literature, theory, procedures, and assessment tools. Specific areas covered may include risk assessment, legal competency, polygraph use and criminal responsibility.

**FP6525 Psychology of the Victim***3 credit hours*

This course presents an intensive study, both theoretical and clinical, of the victim. It concentrates on the psychological impact of physical, sexual, or environmental victimization. Students become familiar with evaluation and treatment issues in working with victims. Also reviewed are the manner in which social, legal, judicial, and treatment systems interact with victims. Special topic areas may include victim populations such as children, domestic violence survivors, and political refugees.

**FP6530 Forensic Program Development and Evaluation***3 credit hours*

This course utilizes a case study approach to explore the development and analysis of forensic treatment and evaluation programs. This course will focus on the application of a scientific/empirical model to examine the elements necessary for adequate program design and analysis of forensic programs.

**FP6535 Consultation, Triage and Testimony in Forensic Psychology***3 credit hours*

This course examines the practical implications of the professional interface between forensic psychology and organizations such as law enforcement agencies, correctional facilities, and court systems. Specific topics will include consultation among attorneys and criminal justice personnel, triage with correctional and mental health agencies, and issues in providing testimony for criminal and civil cases.

**FP6540 Forensic Psychology Seminar***3 credit hours*

This second-year course provides a forum to examine issues related to students' field experience or the development of their special topics papers. Students completing the Master's Thesis produce an original project examining a forensic psychology issue that is a focus of their contribution to the seminar. Field Experience students gain training experience at a forensic setting, which is a focus of their contribution to the seminar.

**FP6600 Comprehensive Exam Remediation***1 credit hour*

This course is designed specifically to meet the remediation needs of students who have failed a section(s) of the Forensic Psychology Comprehensive Exam. This course will focus on the acquisition and application of requisite academic knowledge, analytical skills, and professional written communication skills in forensic psychology. With departmental approval, the course is optional for students who have failed the exam once, and is required for students who have failed the exam twice.

**FP6800 Special Topics in Forensic Psychology***3 credit hours*

This course explores varying topics related to specific emphases or approaches to special populations such as forensics, substance abuse, school-based interventions, and domestic violence.

**FP6900 Substance Abuse Interventions***3 credit hours*

This course reviews key concepts to substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills are reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients are reviewed.

**FP6901 Sex Offender Evaluation and Treatment***3 credit hours*

This course familiarizes the student with the following five areas: etiology and developmental issues of sex offense behavior; sex offender assessment; sex offender treatment interventions; criminal and legal issues related to sex offending; and program evaluation, treatment efficacy, and issues related to recidivism.

**FP6902 Issues in Psychological Profiling***3 credit hours*

This course focuses on acquainting students with the science of psychological profiling through the use of research and case examples. Methods of psychological profiling will be discussed, as well as the strengths, weaknesses, and criticisms of profiling.

**FP6905 Correctional Psychology***3 credit hours*

This course reviews the role of psychology and mental health professionals in correctional settings. Students will become familiar with a number of services that correctional mental health professionals provide, as well with general prison/jail security procedures. The study of correctional mental health services will include: conducting intake assessments, providing crisis intervention services, psychiatric services for mentally ill inmates, psychological treatment of emotional disturbance, rehabilitation of offenders, case management, and preparation for release within jail and prison settings. Additionally, the following areas related to general custody procedure will be reviewed: inmate classification, training and coordination with the multidisciplinary staff of jails and prisons, procedures and general security practices. This course will also provide an overview of correctional program development and evaluation.

**FP6906 Interviewing and Interrogation: History and Techniques***3 credit hours*

This course examines the current practices and techniques of interviewing and interrogation. Students will get a comprehensive understanding of the historical precedents set in this ever-changing field. The application of interviewing and interrogation is prevalent in a vast array of forensic settings including criminal investigations, psychological autopsies, behavioral analysis, workplace violence investigations, and military applications. The goal of interviewing and interrogation regardless of setting is information solicitation. Students will learn about the current practices and techniques of soliciting information which are most accepted by the relevant scientific community. Specific areas to be covered include learning the difference between interviewing and interrogation, interpretation of verbal and physical behavior, memory and false confessions, causes of denial, why people confess, how best to use evidence in the interrogation, psychological theoretical models of confession, and legal aspects. This course will also focus on the ethical considerations involved in interviewing and interrogation.

**MARRIAGE & FAMILY THERAPY (MF)****MF6000 Counseling Theory***3 credit hours*

The basic theories, principles, and techniques of counseling, as well as applications to a variety of therapeutic settings, are explored. This course also focuses on personal theory construction, bias embedded in theory, and cultural diversity.

**MF6008 Advanced Theories of Family Therapy and Development***3 credit hours*

This course provides an advanced study of system theory. Students will advance their ability to think systemically across a wide range of presenting issues such as gender, culture, domestic abuse, substance abuse, physical and mental illness, etc. Students learn to conceptualize interventions from multiple systemic orientations (i.e., strategic, intergenerational, solution-focused, and behavioral family therapy).



**MF6010 Professionalization Group I**

*0–1 credit hour*

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses, the Portfolio Process is introduced to the students in Professionalization Groups.

**MF6011 Professionalization Group II**

*0–1 credit hour*

A continuation of Professionalization Group I (PC6010).

**MF6012 Professionalization Group III**

*0–1 credit hour*

A continuation of Professionalization Group II (PC6011).

**MF6020 Theories of Family Process and Development**

*3 credit hours*

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues (e.g., gender, culture, and substance abuse). Students are exposed to the major theories, concepts, and metaphors of systems thinking; to personal theory construction; and to conceptualizing clinical cases from a variety of perspectives (e.g., developmental, ecological, symbolic interaction, conflict, exchange). This course also focuses on the developmental stresses and changes that occur in families, both traditional and non-traditional, over the life cycle.

**MF6021 Schools of Family Therapy**

*3 credit hours*

This course examines the major interventions that spring from a systems orientation. Major approaches are presented (e.g., strategic, structural, object relations family therapy, behavioral family therapy, communications family therapy, narrative, solution-focused, and intergenerational family therapy). Students learn to conceptualize and intervene in cases of multiple systems orientations, with an emphasis on integrating a variety of theoretical approaches and counseling strategies.

**MF6022 Family Therapy Counseling Skills**

*3 credit hours*

This therapy skills development course examines the major interventive strategies associated with the major systemic theories, including strategic, structural, experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic approaches to couple and family therapy, and the postmodernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

**MF6024 Theories of Family Therapy and Development**

*3 credit hours*

A theoretical foundation in systems theory which provides a survey of the major theoretical models including the classical and post-modernist schools of family therapy. Also emphasized is an understanding of family/marital development and the circularity between individual development and family life cycle developments.

**MF6030 Psychopathology and Assessment**

*3 credit hours*

This course examines the study of psychopathology, while reviewing etiology and definition of disorders in the *DSM-IV*. The course also looks at diagnostic interviewing and at various methods of treating the disorders.

**MF6032 Psychopathology and Assessment**

*3 credit hours*

A study of the major mental disorders as defined in the current edition of the *DSM* is presented, with special emphasis on understanding the etiology and definition of disorders, and the assessment methods used for determining diagnoses. Examined are data and information gathering methods; factors influencing appraisals; and the use of appraisal results in the helping process. This course is offered at Argosy University/Hawai'i only.

**MF6090 Couples and Relational Counseling Skills**

*3 credit hours*

A therapy skills course that provides a practical foundation for relational counseling. Derived from a substantive understanding of the major theories of systems change, emphasis is given to therapeutic interventions which address a wide range of relational issues such as gay/lesbian couples, sexual dysfunctions and non-traditional couple or family structure.

**MF6100 Individual and Relational Therapy**

*3 credit hours*

This course is a fundamental introduction to the helping relationship, emphasizing relational therapy and microcounseling skills. The major goal of this course is to develop skill sets for working both intrapersonally and interpersonally in a therapeutic relationship.

**MF6101 Theories of Group Counseling**

*3 credit hours*

A broad range of group development, dynamics, and counseling theories are explored. Major theoretical approaches include individual theories, marital groups, and network and family therapy groups. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills.

**MF6102 Group Therapy**

*3 credit hours*

A broad understanding of group development, dynamics, and therapy is explored. Major theoretical approaches include individual theories, marital groups, and network and family therapy groups. Group leadership styles are discussed, in addition to basic and advanced group therapy methods and skills. Several different approaches to conducting group therapy are reviewed.

**MF6103 Advanced Individual, Couples, and Family Therapy**

*3 credit hours*

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course surveys current skills and methods in individual, couples, and family therapy, with an emphasis on integrating various systemic models of functioning and intervention.

**MF6110 Family Law Mediation***3 credit hours*

The goal of this course is to equip students/trainees with the basic knowledge, skills and practice to function as minimally competent mediators in family law disputes. The two-weekend course meets the training certification requirements established by the Minnesota State Supreme Court Administrator's Office and Rule 114 to be registered as a Qualified Neutral under Rule 114 in the state of Minnesota. Topics to be covered include: conflict theory and conflict resolution; negotiation theory and practice; mediation theory and skills; domestic abuse considerations; psychodynamics of divorce; effects of divorce on children; developing parenting plans; identifying, valuing and allocating assets and liabilities in a dissolution; child support and spousal maintenance issues; Minnesota statutes as they apply to these areas; ethical considerations and standards of practice; drafting agreements. Students learn through assigned readings, lectures and demonstrations, videos, role-playing, simulations and other interactive exercises.

**MF6200 Human Sexuality***1–3 credit hours*

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies. Other issues discussed are sexually transmitted diseases, contraceptives, and affectional/sexual relationships.

**MF6300 Professional and Ethical Issues***1–3 credit hours*

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors and marriage and family therapists.

**MF6305 Basic Addiction Studies***2–3 credit hours*

This is an introduction to chemical dependency, including diagnosis, treatment, and prevention. The etiology of alcoholism and drug dependency is carefully reviewed, with an overview of the physiological and psychological effects of chemical dependency on individuals, relationships, and systems. The cultural aspects of chemical dependency are examined.

**MF6310 Substance Abuse Counseling for Individuals and Families***2–3 credit hours*

Examines definitions of substance abuse relative to individuals and families. Special attention is given to understanding the development of substance abuse in family systems, the theoretical approaches to family assessment and treatment of substance abuse, legal aspects, special populations, community resources and referral processes, along with education and prevention relative to both individuals and families.

**MF6400 Practicum I***3 credit hours*

Each practicum provides, for academic credit, a supervised one-semester therapy experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

**MF6401 Practicum II***3 credit hours*

A continuation of Practicum I (MF6400). The practicum may also have a seminar that meets on a weekly or biweekly basis.

**MF6402 Practicum III***3 credit hours*

A continuation of Practicum II (MF6401). The practicum may also have a seminar that meets on a weekly or biweekly basis.

**MF6440 Child and Adolescent Counseling***3 credit hours*

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

**MF6500 Individual and Personality Development***3 credit hours*

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal. human behavior, personality theory, lifespan theory, and learning theory within cultural contexts. It challenges the student to look at the individual, family, and environmental contexts that influence the development of the personality.

**MF6501 Human Development: Lifespan***3 credit hours*

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal human behavior, personality theory, lifespan theory, learning theory, child, adolescent, and adult development theory, with emphasis on understanding the cultural context of human development.

**MF6510 Social and Cultural Foundations of Therapy***3 credit hours*

This course studies multicultural and pluralistic trends, characteristics, and concerns of diverse groups, including groups characterized by such features as: age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the influences of culture and race on the therapist's understanding of individuals and families, as well as to promote cultural competence.

**MF6511 Social and Cultural Foundations of Counseling***3 credit hours*

This course studies multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. It is designed to sensitize students to the impacts of culture on the counselor's understanding of individuals from diverse backgrounds.

**MF6520 Research and Assessment***3 credit hours*

Students learn research, statistical, and basic assessment skills, and develop a broad understanding of individual and systemic psychometric theories and approaches to appraisal. Research topics include report development, research implementation, and needs assessment. Assessment issues include validity, reliability, psychometric statistics, factors influencing appraisals, and cultural influences.

**MF6600 Fundamentals of Supervision**

3 credit hours

Designed for marriage and family therapists who are training to become state- or AAMFT- Approved Supervisors. This course will facilitate the student's articulation of a personal model and philosophy of supervision, drawing from existing models of supervision and from preferred styles of therapy. Issues addressed will range from the co-evolving therapist-client and supervisor-therapist-client relationships; evaluate and identify problems in therapist-client and supervisor-therapist-client relationships; structure supervision, solve issues, and implement supervisory interventions within a range of supervisory modalities (e.g., live and videotaped supervision); address distinctive issues that arise in supervision mentoring; advanced sensitivity to contextual variables of culture, gender, ethnicity, and economics; and, advance knowledge of ethical and legal issues of supervision.

*Prerequisite: (TC) A completed master's degree in the mental health field.*

**MF6525 Systematic Assessments and Appraisals**

3 credit hours

A broad, systems understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

*Prerequisites: (TC) A completed master's degree in the mental health field.*

**MF6801 Directed Study**

1–3 credit hours

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

**ORGANIZATIONAL LEADERSHIP (L)**

**L7101 Seminar in Leadership**

3 credit hours

This course examines organizational leadership and its relationship to organizational development and change. The course is interdisciplinary; examples from healthcare, business and industry, public sector, and education are utilized. The course specifically addresses contemporary and futurist leadership theory and practice based in the concepts and assumptions of the "new sciences."

**L7102 Applied Leadership Principles**

3 credit hours

This 3-semester credit hour course is completed on a one-to-one basis with a faculty mentor. This required course allows the student to make direct connections between the organizational leadership program's concentration requirement and the real world of organizational leadership. The detail of both the process and the completed project is determined by the student and the faculty mentor. The project will incorporate authorities, concepts and models that have been introduced during course work. It may involve the resolution to a leadership issue, strategic planning, evaluation, research or publication.

**L7131 Human Resource Management**

3 credit hours

This course is designed to assist future administrators in maximizing the productive use of personnel. There is a focus on selection, motivation, evaluation and negotiation. The course includes such categories as job descriptions, development, and performance evaluation instruments, and highlights case study and problem-resolution strategies.

**L7400 Special Topics: Human Services**

3 credit hours

This seminar presents special topics related to human services administration. Full-time and visiting faculty members, including recognized leaders in the field, provide a special seminar offering in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in human services administration in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

**L7411 Conflict Management**

3 credit hours

This course provides the theory and best practices for understanding and managing conflict and appropriate resolution. Students examine different contexts of interpersonal and inter-group conflicts and use methods for diagnosing the extent and severity of the differences (in terms of positions, values and needs) between individuals and between groups. An examination of the effects of overt and covert conflicts in terms of communication and trust breaking is included. The impact of different personal styles and values on conflict management is addressed. Trade-offs and risk analysis are considered in the mediation/resolution process. The course includes theoretical orientations and theory-to-practice experiences using case studies, demonstrations and simulations.

**L7431 Theory and Development of Motivation**

3 credit hours

This course covers the theory and development of motivation. Major interest is placed on motivation, models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation and environmental influences on motivation.

**L7432 Professional Development in Leadership**

3 credit hours

This course focuses on the development of human services professionals over their careers in order to enhance their personal and professional development. Issues related to the interaction between personal and professional development, leadership approaches, and leadership styles are addressed.

**L7435 Financial Management in Human Services**

3 credit hours

This course familiarizes the student with financial terms, concepts, and procedures used in the financial management of human services and other not-for-profit entities. Legal forms of organization and different entity tax statuses are identified. The student is exposed to evolving accounting theory as it relates to all not-for-profit entities. Financial planning, including various approaches to budgeting, asset management, and financial decision making, are also presented.

**L7437 Special Topics in Organizational Leadership**

3 credit hours

This seminar presents special topics related to organizational leadership. Full-time and visiting faculty members, including recognized leaders in the field, provide a special seminar offering in their particular areas of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in organizational leadership in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered in this seminar. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

**L7438 Team Management***3 credit hours*

This course utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing an effective team. Different approaches to management, motivation, and performance are addressed, along with some barriers to effective team efforts. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques of team management, identifying current challenges and issues confronting managers in human services organizations, and identifying positive team management strategies and their application to human services.

**L7440 Organizational Consultation***3 credit hours*

This course is primarily designed for the practitioner who provides services to agencies, professionals, or organizations. The purpose of the course is to provide an understanding of the process of organizational consultation. The course focuses on providing the professional with a philosophy, a process, and evaluative criteria for determining the effectiveness of the consulting intervention that he or she provides. The course requires that the student actually do a consulting assignment as part of the course. The course also highlights case study and problem resolution strategies.

**L7450 Interpersonal and Organizational Communication***3 credit hours*

This course focuses on a variety of issues embedded in both interpersonal and organizational communication. These issues include trust, organizational climate, perception, motivation, and the communication process. The course also elaborates on patterns of miscommunication as these patterns affect organizational communication.

**L7451 Leading Through and Beyond Change***3 credit hours*

This course focuses on expanding and extending the core curriculum in organizational leadership to include the process of change and how that process affects organizations and those who lead them. It explores resistance to change, change models, leadership challenges in facilitating change, the role of both the leader and the follower in the change process, and how to identify future trends.

**L7452 Leadership and Ethics***3 credit hours*

This course focuses on theories and models of leadership with special attention to the demonstration of an understanding, familiarity, awareness, and competency of the principles of ethics and how they apply to decision making, leadership, leadership development, and value-based leadership.

**L7838 Directed Independent Study: Organizational Leadership***1–3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in behavioral sciences; or evaluation of new strategies used in organizational leadership. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or a field experience to meet licensing requirements.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**L7900 Conflict Management***3 credit hours*

This course provides participants with the theory and best practices for understanding and managing conflict and appropriate resolution. Students examine different contexts of interpersonal and inter-group conflicts and use methods for diagnosing the extent and severity of the differences (in terms of positions, values and needs) between individuals and groups. An examination of the effects of overt and covert conflicts in terms of communication and trust breaking is included, as is the impact of differential personal styles and values on conflict management. Trade-offs and risk analysis are considered in the mediation/resolution process. The course includes theoretical orientations and theory-to-practice experiences using case studies, demonstrations and simulations.

**L7935 Dissertation—Organizational Leadership***3 credit hours*

All EdD dissertations require a minimum of 12 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Students register for 3 credit hours for four consecutive semesters. If a student fails to defend his/her dissertation by the end of the fourth semester, he/she must register for a 3 credit extension for each subsequent semester until passing his/her defense. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 12 credit hours requirement for completion of dissertation. Course is graded as "Credit/No Credit."

**PROFESSIONAL COUNSELING (PC)**

*Includes Counseling Psychology, Community Counseling, and Mental Health Counseling.*

**PC6000 Counseling Theory***3 credit hours*

The basic theories, principles, and techniques of counseling, as well as applications to a variety of therapeutic settings, are explored. This course also focuses on personal theory construction, bias embedded in theory, and cultural diversity.

**PC6001 Counseling Skills Development***0 credit hours*

This course is individually tailored to assist in skill development and to evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation are determined by the Student Evaluation and Ethics Committee.

**PC6003 Abnormal Psychology***3 credit hours*

This course provides an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-III-R* or *DSM-IV* book are reviewed, as well as various methods of treatment related to the disorders covered.

**PC6005 Maladaptive Behavior and Psychopathology***2–3 credit hours*

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-IV* are reviewed, as well as various methods of treatment related to the disorders covered.  
*Prerequisite: (OC) PC6230.*

**PC6006 Theories of Counseling**

*3 credit hours*

This course presents the basic theory, principles and techniques of counseling, while examining the major theoretical approaches to counseling and personal growth such as psychodynamic, existential-humanist, cognitive-behavioral and interactional-systems viewpoints. Also considered are issues in the practice of professional counseling, consideration of human diversity, and issues of bias imbedded in theory.

**PC6010 Professionalization Group I**

*0–1 credit hour*

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses, the Portfolio Process is introduced to the students in Professionalization Groups.

**PC6011 Professionalization Group II**

*0–1 credit hour*

A continuation of Professionalization Group I (PC6010).

**PC6020 Theories of Family Process and Development**

*3 credit hours*

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues (e.g., gender, culture, and substance abuse). Students are exposed to the major theories, concepts, and metaphors of systems thinking; to personal theory construction; and to conceptualizing clinical cases from a variety of perspectives (e.g., developmental, ecological, symbolic interaction, conflict, exchange). This course also focuses on the developmental stresses and changes that occur in families, both traditional and non-traditional, over the life cycle.

**PC6021 Schools of Family Therapy**

*3 credit hours*

This course examines the major interventions that spring from a systems orientation. Major approaches are presented (e.g., strategic, structural, object relations family therapy, behavioral family therapy, communications family therapy, narrative, solution-focused, and intergenerational family therapy). Students learn to conceptualize and intervene in cases of multiple systems orientations, with an emphasis on integrating a variety of theoretical approaches and counseling strategies.

**PC6022 Family Therapy Counseling Skills**

*3 credit hours*

This therapy skills development course examines the major interventive strategies associated with the major systemic theories, including strategic, structural, experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic approaches to couple and family therapy, and the post-modernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

*Prerequisite: (ATL/NAS/SAV) PC6700.*

**PC6025 Human Growth and Development**

*3 credit hours*

This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts.

**PC6030 Psychopathology and Assessment**

*3 credit hours*

This course examines the study of psychopathology, while reviewing etiology and definition of disorders in the *DSM-IV*. The course also looks at diagnostic interviewing and at various methods of treating the disorders.

**PC6032 Psychopathology and Assessment**

*3 credit hours*

A study of the major mental disorders as defined in the current edition of the *DSM* is presented, with special emphasis on understanding the etiology and definition of disorders, and the assessment methods used for determining diagnoses. Examined are data and information gathering methods; factors influencing appraisals; and the use of appraisal results in the helping process.

*This course is offered at Argosy University/Hawai'i only.*

**PC6104 Counseling Skills I**

*3 credit hours*

A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophic bases of helping processes: counseling theories and their application, basic advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

**PC6105 Counseling Skills II**

*3 credit hours*

This is an extension of Counseling I (PC6104) and an integration of counseling methods and strategies. The topics covered are interviewing, goal setting, creating a therapeutic alliance, and session structuring.

*Prerequisite: (DAL/ATL/NAS/SAV) PC6104.*

**PC6110 Family Law Mediation**

*3 credit hours*

The goal of this course is to equip students/trainees with the basic knowledge, skills and practice to function as minimally competent mediators in family law disputes. The two-weekend course meets the training certification requirements established by the Minnesota State Supreme Court Administrator's Office and Rule 114 to be registered as a Qualified Neutral under Rule 114 in the state of Minnesota. Topics to be covered include: conflict theory and conflict resolution; negotiation theory and practice; mediation theory and skills; domestic abuse considerations; psychodynamics of divorce; effects of divorce on children; developing parenting plans; identifying, valuing and allocating assets and liabilities in a dissolution; child support and spousal maintenance issues; Minnesota statutes as they apply to these areas; ethical considerations and standards of practice; drafting agreements. Students learn through assigned readings, lectures and demonstrations, videos, role-playing, simulations and other interactive exercises.

*Prerequisites: FP6010, FP6015, FP6035, FP6525.*

**PC6111 Foundations of Community Counseling***3 Credit Hours*

This course provides an orientation to the profession of counseling. The course is designed to initiate the exploration of the student's development of a professional identity as a counselor. Emphases in this course include the following: the foundations, contextual dimensions, and knowledge and skill requirements for community counselors. Areas addressed include the history of the counseling profession, the various work settings of counselors, credentialing and licensure, current trends and issues, and client advocacy.

**PC6200 Human Sexuality***1–3 credit hours*

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies. Other issues discussed are sexually transmitted diseases, contraceptives, and affectional/sexual relationships.

**PC6220 Personality Theories and Individual Counseling***3 credit hours*

The major goal of this course is to develop the student's broad-based understanding of working with the individual in a therapeutic setting. Students examine theories and explanations of the development of normal and abnormal personalities. There is some focus on the treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, behavioral, and learning models. This course challenges the professional counselor to understand what is effective and professional in the counseling milieu.

**PC6230 Theories in Counseling Families and Individuals***3 credit hours*

This course provides an overview of the major theories in family and individual counseling. Theoretical concepts are explored in light of the major models of family therapy. Also considered are the various theories of counseling and issues in the practice of individual counseling.

*Prerequisite: (OC) PC6104.***PC6240 Introduction to Psychological Testing***3 credit hours*

This is an introductory course that presents the major psychological assessment instruments used in the field of psychology today. Emphasis is placed on familiarizing the student with psychological testing and the major components of each instrument.

**PC6250 Clinical Psychopharmacology***3 credit hours*

This is an introduction to psychotropic drugs, their neurochemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

*Prerequisite: (OC) PC6005.***PC6300 Professional and Ethical Issues***1–3 credit hours*

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors and marriage and family therapists.

*Prerequisite: (DC) PP6201.***PC6305 Basic Addiction Studies***2–3 credit hours*

This is an introduction to chemical dependency, including diagnosis, treatment, and prevention. The etiology of alcoholism and drug dependency is carefully reviewed, with an overview of the physiological and psychological effects of chemical dependency on individuals, relationships, and systems. The cultural aspects of chemical dependency are examined.

**PC6310 Substance Abuse Counseling for Individuals and Families***2–3 credit hours*

Examines definitions of substance abuse relative to individuals and families. Special attention is given to understanding the development of substance abuse in family systems, the theoretical approaches to family assessment and treatment of substance abuse, legal aspects, special populations, community resources and referral processes, along with education and prevention relative to both individuals and families.

**PC6320 Domestic Violence and Spousal Abuse***1–2 credit hours*

This course addresses the complex issues related to domestic violence and spousal abuse. The course focuses on assessment and treatment of abuse, and covers issues related to the psychological consequences of abuse on the entire family system. Reporting laws, treatment for perpetrators, and the role of the counselor in treating victims of abuse are explored.

**PC6330 Child Abuse Assessment and Reporting***1 credit hour*

This course presents current child abuse reporting laws, and concentrates on the assessment of child abuse. Role play will be utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

**PC6350 Administrative Aspects of Human Services***3 credit hours*

This course focuses on organizational, consultative, and coordinating skills that underlie the provision of administrative services to clients, staff, and other administrators in human services organizations.

**PC6400 Practicum I***0–3 credit hours*

Each practicum provides, for academic credit, a supervised one-semester therapy experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

*Prerequisites: (OC) PC6511, PC6300, PC6230, PC6505, PC6005, PC6104, PC6700.***PC6401 Practicum II***0–3 credit hours*

A continuation of Practicum I (PC6400). The practicum may also have a seminar that meets on a weekly or biweekly basis.

**PC6402 Practicum III***0–3 credit hours*

A continuation of Practicum II (PC6401). The practicum may also have a seminar that meets on a weekly or biweekly basis.

**PC6403 Practicum IV***3 credit hours*

A continuation of Practicum III (PC6402). The practicum may also have a seminar that meets on a weekly or biweekly basis.

**PC6404 Practicum V***3 credit hours*

A continuation of Practicum IV (PC6403). The practicum may also have a seminar that meets on a weekly or biweekly basis.

**PC6405 Practicum VI**

*3 credit hours*

A continuation of Practicum V (PC6406). The practicum may also have a seminar that meets on a weekly or biweekly basis.

**PC6410 Counseling Practicum**

*1–3 credit hours*

The practicum provides for the development of counseling skills under supervision for a minimum of 100 clock hours. The student's practicum includes 40 hours of direct service with clients, including experience in individual counseling and group work. Students receive supervision individually and in small groups on-site and by program faculty. This training experience prepares students for Counseling Internship (PC6415).

**PC6415 Counseling Internship**

*1–3 credit hours*

The supervised internship of 600 clock hours is begun after successful completion of the student's Counseling Practicum (PC6410). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following: 240 hours of direct service with clients appropriate to the program of study; weekly supervision throughout the internship, (usually performed by the on-site supervisor); group supervision usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings); the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision; the opportunity for the student to gain supervised experience in the use of variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

**PC6420 Community Mental Health**

*3 credit hours*

This course offers an introduction to basic concepts and practices underlying the field community mental health system. Students will learn about ecological concepts, prevention, and intervention strategies aimed at serving the broad mental health needs of communities. Students will also have the opportunity to learn about the intersection of multicultural issues and a community approach to mental health. This course will emphasize program planning and evaluation as a means to assess student learning in the course.

**PC6430 Aging**

*1–3 credit hours*

This course reviews aging and the psychological development of the individual. Special consideration is given to the relatively new field of gerontology. Such relevant issues discussed are housing for the elderly, perceptions of senior citizens in our society, and aging and its benefits.

**PC6435 Personality Theories**

*3 credit hours*

Theories and explanations of the development of normal and abnormal personalities are examined. There is some focus on treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, and learning models.

**PC6440 Child and Adolescent Counseling**

*3 credit hours*

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

**PC6501 Human Development: Lifespan**

*3 credit hours*

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal human behavior, personality theory, lifespan theory, learning theory, child, adolescent, and adult development theory, with emphasis on understanding the cultural context of human development.

**PC6445 Play Therapy**

*3 Credit Hours*

This course is designed to increase understanding of counseling work with children utilizing various Play Therapy models. The course will assist those who work with children to understand the relationship of toys and play to language and therapy, explore the major theories of play therapy, develop skills and techniques to use in a play therapy setting, develop an awareness of what children see and experience from their perspective, gain expertise in responding to children, enhance the child's self-awareness and self understanding, and develop understanding of selection of specific toys and room set-up for play therapy.

**PC6505 Group Counseling**

*3 credit hours*

This course provides a broad understanding of group development, dynamics, and counseling theories. Group leadership styles are discussed, in addition to basic and advanced group counseling methods and skills. Several different approaches to conducting group counseling are reviewed.

*Prerequisite: (OC) PC6104.*

**PC6510 Social and Cultural Foundations of Therapy**

*3 credit hours*

This course studies multicultural and pluralistic trends, characteristics, and concerns of diverse groups, including groups characterized by such features as: age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the influences of culture and race on the therapist's understanding of individuals and families, as well as to promote cultural competence.

*Note: Students are generally limited to one Directed Independent Studies Course per program of study.*

**PC6511 Social and Cultural Diversity**

*3 credit hours*

This course studies multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. It is designed to sensitize students to the impacts of culture on the counselor's understanding of individuals from diverse backgrounds.

**PC6520 Research and Assessment***3 credit hours*

Students learn research, statistical, and basic assessment skills, and develop a broad understanding of individual and systemic psychometric theories and approaches to appraisal. Research topics include report development, research implementation, and needs assessment. Assessment issues include validity, reliability, psychometric statistics, factors influencing appraisals, and cultural influences.

**PC6521 Research and Program Evaluation***3 credit hours*

A basic understanding of types of research is presented covering basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

**PC6525 Appraisal and Assessment***3 credit hours*

A broad understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess couples and families is considered. In Phoenix, the course is known as Appraisal of Individuals.

*Prerequisites: (DAL) PC6003 or PC6005; (OC) PC6104, PC6005.*

**PC6530 Master's Thesis***1–3 credit hours*

Students must register for three one-hour thesis credits. Each Master's Thesis credit hour has associated with it certain criteria for a final "Credit/No Credit" grade.

**PC6600 Career and Lifestyle Development***3 credit hours*

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

*Prerequisites: (DC) PP7364 or PP7370 or PP7520; (OC) PC6104, PC6525.*

**PC6700 Couples and Family Counseling***3 credit hours*

A broad theoretical and practical foundation for counseling couples families is emphasized. It provides a survey of current approaches to family and marital counseling, with an emphasis on various systemic models of family functioning and therapeutic intervention.

*Prerequisite: (DAL) PC6104; (OC) PC6104, PC6230.*

**PC6800 Special Topics in Professional Counseling***3 credit hours*

This course explores varying topics related to specific emphases or approaches to special populations such as forensics, substance abuse, school-based interventions, and domestic violence.

**PC6801 Directed Study***1–3 credit hours*

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

**PC6802 Individual Consultation***0 credit hours*

This course serves as a vehicle for one-on-one consultation on a special topic, area of interest, or issue with a faculty member. Students register for a specified number of hours as agreed upon by the faculty member.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**PC6900 Substance Abuse Counseling***1–3 credit hours*

This course reviews key concepts to substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills are reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients are also reviewed.

**PC7100 Professional Issues: Ethics, Conduct and Law***3 credit hours*

A careful review is conducted of issues that provide a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, state law, professional credentialing, and standards for professional counselors.

**PC8801 Directed Study I***1 credit hour*

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

**PSYCHOLOGY AND RELIGION (RP)****RP201 Psychology of Religious Experience***3 credit hours*

This course explores how psychology and religion inform each other in fundamental ways by examining the psychological and theological perspectives on religious experience, including conversion phenomena.

**RP304 Religious Anthropologies***3 credit hours*

This survey course examines major religions and wisdom traditions of the East and West as sources for understanding persons and human experience. Insights relevant to personality theory, the causes of human distress, and psychotherapeutic goals are examined.

**RP458 Faith Development and Techniques of Spiritual Assessment***3 credit hours*

The development of religious beliefs and practices in the context of developmental psychology is carefully examined. Means of assessing level of faith development and degree of spiritual health are covered.

**RP459 Faith Development and Techniques of Spiritual Assessment***1 credit hour*

The development of religious beliefs and practices in the context of developmental psychology is carefully examined. Means of assessing level of faith development and degree of spiritual health (e.g., taking a religious/spiritual history, 'healthy' vs. 'sick-minded' religion) are covered.

**RP555 Ethical Issues for Psychology and Religion***3 credit hours*

The legal and ethical issues are discussed in the conduct of psychotherapy, which includes the spiritual dimension of human life. Psychotherapy for clients whose problems raise theological questions (e.g., death and dying, cultism, divorce, abortion, suicide, sexual orientation, etc.) are also discussed.



**RP586 Psychotherapy and Spiritual Direction**

*3 credit hours*

The relationship between psychotherapy and spiritual direction is examined. Wisdom traditions, including Hinduism, Buddhism, Judaism, Christianity, and Native American Religion, etc., are all considered as sources of knowledge relevant to psychotherapy.

**PSYCHOPHARMACOLOGY (DP)**

**DP6000 Neuroanatomy/Neurophysiology**

*2 credit hours*

The objective of this course is to provide a basic understanding of the structure and function of the nervous system. This course exposes the student to functional aspects of the brain and spinal cord from a systems perspective. Aspects covered include CNS topography, sensory systems, motor systems, etc.

**DP6200 Pathophysiology**

*5 credit hours*

The objective of this course is to provide a basic understanding of human physiology and pathology, including normal anatomy and physiological processes, as well as pathological states emphasizing how alterations in normal physiology affect bioavailability and biodisposition of pharmacological agents. This course examines the pathophysiological mechanisms of common clinical disorders such as coronary artery disease, heart failure, hypertension, etc. In addition, content area reflects issues regarding pathophysiological adaptation, responses, and common therapeutic interventions.

**DP6300 Introduction to Physical Assessment and Laboratory Exams**

*4 credit hours*

The objective of this course is to provide a well-grounded foundation in medical history and physical diagnosis as well as a basic understanding of laboratory analysis. Topics covered are medical history taking, complete physical exam, and systems examination, such as cardiovascular system, pulmonary system, neurological system, etc.

**DP6350 Pharmacology**

*3 credit hours*

This course introduces students to the general principles of drug action and dynamics, toxicities, and therapeutic uses. Material to be presented includes the effects of adrenergic drugs, antipsychotic drugs, anti-anxiety agents, and drugs of abuse. Basic understanding of drug interaction is also presented.

**DP6500 Clinical Pharmacology**

*2 credit hours*

The focus of this course is on the clinical aspects of adverse drug reactions and drug data basis. Topics to be covered are pharmacokinetics, pharmacoepidemiology, drug-induced disease, adverse drug reactions, and pharmacology of the aging process.

**DP6650 Psychopharmacology**

*4 credit hours*

This course provides a solid background in the principles and practice of psychopharmacology. Topics to include the study of disease and a more detailed review of neurotransmitters such as serotonin, monoamines, acetylcholine, GABA, and glutamate. Additional topics include presentation of the clinical pharmacology of antipsychotic, antidepressant, and anti-anxiety drugs, as well as drug interactions and psychopharmacology in special populations such as children and older adults.

**DP6700 Special Issues in Pharmacology**

*2 credit hours*

The objective of this course is to provide an overview of pharmacology across the age span and in special circumstances. Specific issues covered include drug interactions and toxicities encountered during the early life of the child, evaluation of drug responses in the elderly, and age-related changes in pharmacological management, pharmacological pain management, and the use of pharmacological agents in chemical dependency.

**DP6750 Neurochemistry**

*2 credit hours*

The educational objective of this course is an understanding of the molecular, chemical, and cellular biology of the nervous system. The study of neurotransmitters, steroids, and peptides is emphasized; other aspects of medical neurochemistry and behavioral neurochemistry are also addressed.

**DP6800 Applied Clinical Psychopharmacology Seminar I**

*1 credit hour*

The objective of this course is to provide a background in the professional, ethical, and legal issues associated with the use of pharmacological agents; interactions between psychotherapy and psychopharmacological interventions; issues of pharmacoepidemiology; and computer-based aides to practice.

**RESEARCH (R)**

**R6032 Research and Program Evaluation in Counseling**

*3 credit hours*

This course provides the counseling student with a thorough introduction to the issues and methods related to the conduct of empirical research in counseling. The student gains hands-on practice throughout the course. The student is expected to review research studies in counseling, and is expected to develop a research design relevant to his or her professional practice. Ethical issues are also considered.

**R6033 Research in Education**

*3 credit hours*

This course provides the educator with an introduction to the theory and practice of research in educational institutions. Both design and analysis issues are addressed. The student gains hands-on practice throughout the course. The student is expected to review existing research studies in education and is expected to develop a research design relevant to this or her area of expertise.

**R6034 Introduction to SPSS**

*3 credit hours*

This course is designed to familiarize the student with the foundations of data analysis using the SPSS software. Students are expected to become capable of data entry and retrieval processes, as well as elementary analysis including, but not limited to, descriptive statistics, chi-squares, and one-way analysis of variance.

**R7000 Introduction to Academic Research and Writing**

*3 credit hours*

This course demystifies the doctoral level research process and provides a solid foundation for academic writing by analyzing and evaluating current research articles, literature reviews, and dissertations. Emphasis will be placed on APA style guidelines, preparation for the doctoral comprehensive examination, and university publication requirements. It also includes a self-inventory based on state and national standards and develops a self-improvement plan that is the basis for activities during internship.

**R7031 Methods and Analysis of Quantitative Research***3 credit hours*

This course focuses on the structure and process of descriptive research across the disciplines of business, education, and behavioral science. It presents the concepts of relationships, correlations, and descriptive paradigms. Upon completion of this course, the student will be able to design a descriptive research study. The student will be able to utilize correct descriptive sampling techniques, collect and organize data systematically, adhere to acceptable reliability and validity standards in measurement, apply appropriate descriptive methodology, perform descriptive statistical analysis including mean, mode, median, correlations, chi square and t-tests with matched groups, and fully present findings. The student will also master the language of descriptive research, distinguish between various methodologies, conduct literature surveys that provide the foundation of investigation, critique descriptive research, review the dissertation research process, and construct effective descriptive research proposals. Computer applications, logistical issues, and ethical considerations are examined.

**R7032 Experimental Research Methods***3 credit hours*

This course focuses on the structure and process of experimental research across the disciplines of business, education, and behavioral science. This course presents the concepts of probability, cause-effect relationships, and experimental paradigms. Upon completion of the course, the student will be able to design a quasi-experimental or true experimental research study that has internal and external validity, utilize correct experimental sampling techniques, collect and organize data systematically, adhere to acceptable reliability and validity standards in measurement, apply appropriate experimental methodology, perform inferential statistical analysis including t-tests with unmatched groups, analysis of variance (ANOVA) and analysis of covariance (ANCOVA), and infer cause-effect relationships. The student will master the language of experimental research, distinguish between various methodologies, conduct literature surveys that provide the foundation of investigation, critique experimental research, review the dissertation research process, and construct effective research proposals. Also, computer applications, logistical issues, and ethical considerations are examined.

**R7033 Research Methods for Data Analysis***3 credit hours*

In this course, students learn the basics of computer methods for data analysis, with an emphasis on data mining. Data mining is the process of using computers to discover useful patterns in data, in order to explain current behaviors or to predict future outcomes. Focus is placed on the processes of model building, execution, testing, and the interpretation and validation of model results. Course activities include lecture-presentations, discussion of case studies, and hands-on exercises. Students complete numerous exercises, a data mining project, and a take-home final exam.

**R7034 Advanced Statistical Methods***3 credit hours*

This course provides a survey of advanced techniques to support doctoral research using hands-on applications with SPSS. Topics include multiple regression, time-series analysis, multiple discriminant analysis, MANOVA, canonical analysis, factor analysis, cluster analysis, MDS, conjoint analysis, and cross-tabulations.

**R7035 Methods and Analysis of Qualitative Research***3 credit hours*

This course introduces the assumptions, theories, and processes of qualitative inquiry. The purpose of this course is to provide advanced graduate students with the theoretical foundations necessary to understand qualitative inquiry, and to enhance their abilities to conduct qualitative research and evaluation.

**R7036 Program Evaluation Methods***3 credit hours*

This course emphasizes the acquisition of knowledge and skills in program evaluation methodology. Six alternative evaluation approaches are surveyed, with a focus on developing a management/decision-oriented evaluation plan. This course also serves as a practicum for the conceptualization and development of a doctoral research study that employs a program evaluation model.

**R7037 Survey Techniques***3 credit hours*

This course provides students with skills necessary for the survey research process. This includes familiarity with questionnaire design, including framing the question, sample size, reliability and validity in survey construction, and the strengths and limitations of the numerous methods used in survey research.

**R7038 Action Research***3 credit hours*

The course advances the proposition that the action research approach is a useful paradigm in the field and worthwhile model for dissertation work. Historical, philosophical and theoretical foundations will be discussed, but practical application will be the primary focus simultaneously with learning. This is consistent with an action research approach. Collaboration and group work is also a hallmark of action research so students will demonstrate their abilities to design, diagnose, plan, implement, observe, and reflect in cooperation with classmates. The various roles and skills necessary to be an effective action researcher will be discussed, as well as important issues related to empowerment, contextualization, ethical considerations, and validity.

**R7039 Directed Independent Study in Research***1–3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for the student to carry out a creative research project in an area of his or her choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies used in research. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**R7103 Solutions-Oriented Business Research Methods***3 credit hours*

This foundation course in business research provides an overview of business research methods and concepts of probability theory, regression analysis, and assumptions of multivariate analysis. Computer software, and the ethics of research in business settings are also components of the course.

**R7111 Special Topics in Research**

*3 credit hours*

This course presents special topics related to research. It provides full-time and visiting faculty members, including recognized leaders in the field, a chance to provide a special seminar offering in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies will be covered in this seminar. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

**SCHOOL PSYCHOLOGY (PS)**

**PS6005 Learning and Instruction**

*3 credit hours*

This course exposes students to current literature in the areas of learning and cognitive psychology. Students gain an increased understanding of the ethnic and cultural variabilities of learning, in addition to the philosophical, theoretical, and empirical aspects of learning and cognition. Implications of learning style concepts and the suggested teaching strategies for varied learning styles are introduced as well.

**PS6020 School Psychology**

*3 credit hours*

This course includes the history and foundations of school psychology; the school psychologist's role in the education system, with an emphasis on consultation and collaboration; current legal, ethical, and professional issues; and alternative models of service provision.

**PS6050 Special Education Systems and Populations**

*3 credit hours*

The course examines of common learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and substance abuse within the educational context. Content includes IDEA, 504, Title 5, children with disabilities, GATE, IEPs, and Student/Child Study Teams.

**PS6080 Educational Assessment**

*3 credit hours*

This course identifies the purpose of instruction-based assessment and reviews curriculum-based assessment and programming approaches. Formal, informal, and alternative assessment instruments and techniques are studied for the planning and providing of instruction based diagnosis and remediation.

**PS6090 Behavioral Assessment and Interventions**

*3 credit hours*

The focus of this course is teaming with teachers and a child's support team to assess student behavior and planning appropriate and effective behavior support plans that promote student academic and social success. The Functional Behavior Assessment and other current assessment, intervention strategies and programs will be reviewed.

**PS6200 Systems: Schools and Families**

*3 credit hours*

This course examines fundamental systems theory, which students apply systemically across individual, family, and school settings and populations. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

**PS6300 Consultation and Collaboration in the Schools**

*3 credit hours*

This course reviews current behavioral, collaborative, and mental health philosophies as they pertain to the important skills in school consultation. Facilitating effective communication, collaboration, and change in students, classrooms and districts is emphasized. Useful methods of assessment, such as the Functional Behavior Assessment and their roles in effective consultation are addressed as well.

**PS6366 Behavior Management in the Classroom**

*3 credit hours*

This course focuses on approaches to behavior management and motivational strategies when working with exceptional students. Content includes definition of applied behavior analysis, behavior analysis techniques and criteria, and procedures for selecting, defining, and measuring behavior. The rationale, uses, implementation procedures, and consideration for special applications of behavior change technology are studied. Course objectives include a demonstrated knowledge of applied behavioral techniques; a demonstrated knowledge of selection, definition and measurement of behavior change; the ability to evaluate and analyze behavior change; the ability to develop a multidisciplinary behavior management plan based on behavioral assessment data; knowledge of the legal issues related to the techniques of discipline; and a demonstrated ability to promote the generality of behavior change.

**PS6400 Master's Practicum**

*1 credit hour*

The practicum provides 400 hours of supervised clinical field experience, including meeting regularly with a practicum seminar led by a concentration faculty member. The overall practicum experience will include assessment and intervention experience.

**PS6499 Internship and Seminar**

*6 credit hours*

The internship is designed as a Capstone Project and consists of a four-day-a-week, supervised field experience in a school setting in addition to participation in a weekly small group seminar for two semesters.

**PS7000 History and Systems**

*3 credit hours*

This course is a survey of the major theories of personality and therapy in psychology, and their relationship to current professional practice. Various theoretical perspectives on psychotherapy will be critically compared. The impact of historical and cultural context on both the theory and practice of clinical psychology will be considered throughout the course.

**PS7009 Professional Issues in School Psychology: Ethics, History and Practice***3 credit hours*

This course is an introduction to the specialty of school psychology. The history, present status and future projections of school psychology are examined, including the roles and functions of school psychologists, special educational and mental health needs of children and identity formation in school psychology and professional psychology. Current legal, ethical and professional issues will be discussed. Major goals include acquainting students with the kinds of problems with which school psychologists typically work, as well as the variety of methods they use in coping with these issues.

**PS7010 Lifespan Development***3 credit hours*

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology will be considered throughout the course.

**PS7040 Cognition and Affective Processes***3 credit hours*

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision-making are considered. Clinical applications are emphasized throughout the course.

**PS7050 Physiological Psychology***1.5 – 3 credit hours*

This course introduces brain-behavior correlates, the systematic function of the nervous system, and basic psychopharmacology. Areas covered include anatomy physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and psychopathology, as well as endocrine processes and the impact of these systems on behavior and psychopathology.

**PS7060 Social Psychology***3 credit hours*

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings will be emphasized.

**PS7070 Foundations of Exceptional Student Education***3 credit hours*

This course examines characteristics, needs, and problems in providing programs to meet the needs of exceptional students, including specific learning disabilities, emotional disabilities, behavior disordered, gifted, hearing and visually impaired, mentally disabled, and speech and language impaired. The course is intended to provide an overview of current research and issues related to the education of exceptional students. Alternative assessment methodology such as curriculum-based assessment and functional analysis of behavior will also be addressed.

**PS7080 School Organization and Curriculum***3 credit hours*

This course provides an examination of the principles of organizational development and systems theory as it relates to school programs in both general and special education. Current research on cognitive development, learning and instructional strategies and curriculum development will be addressed.

**PS7100 Professional Issues: Ethics, Conduct, and Law***3 credit hours*

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

**PS7110 Professionalization Group I***0–1 credit hour*

These discussion groups for first-year students are led by a core faculty and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group will help students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. The Professionalization Group does not carry academic credit.

**PS7111 Professionalization Group II***0–1 credit hour*

This course is a continuation of Professionalization Group I (PS7110).  
*Prerequisite: (CH/HI/PHX) PS7110.*

**PS7200 Statistics and Research I***3 credit hours*

The first of a two-semester sequence in statistics and research methodology, this course will include an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course will emphasize the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.  
*Prerequisite: Statistics (PP7202) or Research Methods (PP7203).*

**PS7201 Statistics and Research II***3 credit hours*

Statistics and Research II (PS7200). This course is a continuation of Statistics and Research Methods I. Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered.  
*Prerequisite: (PHX/HI) PS7200.*

**PS7330 Child and Adolescent Psychopathology***3 credit hours*

This course involves an examination of the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed.  
*Prerequisite: (PHX/HI) PS7010.*

**PS7331 Psychological Assessment of Children and Adolescents***3 credit hours*

This course is designed to provide a comprehensive review of evaluation procedures specific to children and adolescents. Topics may include developmental disorders, conduct disorders, attention deficit and learning disorders, sexual and physical abuse, psychosis, depression, custody determination, and anxiety disorders.

**PS7340 Issues in the Assessment and Treatment of Diverse Populations**  
*3 credit hours*

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of African Americans, Asians, Hispanics, Native Americans and gay, lesbian, bisexual, and transgender populations.

**PS7360 Clinical Psychopharmacology**  
*3 credit hours*

This course will provide an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application. In addition, principles of current use and the current status of psychopharmacology are discussed.

**PS7370 Cognitive Assessment**  
*3 credit hours*

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. The course will cover principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

**PS7373 Integrative Assessment**  
*1 – 3 credit hours*

The course builds skills in the integration of assessment data, the communication of results toward answering a specific question, and the development of treatment recommendations.

*Prerequisites: (PHX/HL) PS7370, PS7385.*

**PS7380 Critical Issues in Special Education**  
*3 credit hours*

This course examines and analyzes conceptual and practical issues facing special educators, including school reform and special education; labeling and categorical programming; funding; accountability; assessment; early intervention; transition; inclusion; school, family and community partnerships; ethnic and minority issues related to special education; and public policy. The course explores current conceptual and practical issues associated with providing special education to children and adolescents. Current perspectives and dilemmas in special education are presented in seminar format.

**PS7385 Personality Assessment**  
*3 credit hours*

Administration, interpretation, and theory of major objective tests are presented with a primary emphasis on the MMPI-2 and MCMI-III. A review of projective tests are covered with emphasis on the Rorschach Inkblot Test. Coherent description of personality process is the focus of interpreting the test protocols and presenting them in the form of a professional report.

**PS7501 Adult Psychopathology**  
*3 credit hours*

This course is an introduction to the theoretical, clinical, and empirical knowledge about adult psychopathology and the classification of mental disorders. The entire continuum of adult psychological disorders will be covered. Emphasis is placed on acquiring a conceptual foundation for understanding and classifying adult abnormal behavior. This is accomplished by reviewing the major theoretical models of abnormal behavior and by learning the rationale and procedures for the dominant nosological system.

**PS8000 Learning and Advanced Interventions**  
*3 credit hours*

This course is designed to present major models of classical and cognitive learning theory, including learning variables relevant to the acquisition and retention of instructional materials. Students will have an increased understanding of the ethnic and cultural variables of learning in addition to the philosophical, theoretical, and empirical aspects of learning and cognition. The course will also present empirically validated intervention and prevention techniques for academic and behavior problems in the classroom, with a special emphasis on curriculum-based measurement.

**PS8010 Cognitive Behavioral Therapy**  
*3 credit hours*

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

**PS8011 Advanced Cognitive Behavioral Psychotherapy**  
*3 credit hours*

An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

**PS8020 Person-Centered and Experiential Theory and therapy**  
*3 credit hours*

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

**PS8030 Psychodynamic Theory and Therapy**  
*3 credit hours*

The course reviews major schools of psychodynamic theories and methodology of each approach in clinical settings. Both classic psychoanalysis and contemporary theoretical approaches are covered. Attention are given to case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy. Case material is used to help students better understand the theories and techniques.

**PS8050 Family and Couples Therapy***3 credit hours*

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches and may include others, as time permits.

**PS8060 Group Psychotherapy***3 credit hours*

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both an experiential and didactic component. The course is designed to facilitate learning via thoughtful study of process and is structured to aid students in integrating their thoughts and feelings with their experience. Additionally, theories of group development and relevant research are addressed.

**PS8070 Advanced Psychological Services  
for Bilingual and Minority Students***3 credit hours*

This course provides theoretical background and practical techniques in the assessment and interventions for bilingual and minority students. Historical perspectives, as well as ethical and legal issues are discussed.

**PS8075 Advanced Assessment and  
Therapeutic Techniques for Preschool Children***3 credit hours*

This course provides information regarding assessment and therapeutic interventions for preschool children. While this course will concentrate on the evaluation and treatment of preschool-age children, infants and other populations functioning at a developmentally young level are included. Upon completion of this course, student will be able to describe and propose possible assessment and treatment strategies for disorders commonly found in infancy and early childhood.

**PS8080 Advanced Cognitive Assessment***3 credit hours*

This course is an advanced training for student who have already taken Cognitive Assessment (PP7370). It focuses on the major approaches for intellectual assessment in children and adolescents. Particular attention is paid to the Wechsler cognitive and achievement tests for children, adolescents and preschoolers, as well as the Woodcock-Johnson Psychoeducational Battery. Assessment of diverse populations is also discussed, as well as an introduction to neuropsychological assessments.

**PS8090 Advanced Assessment and Intervention in  
Mental Retardation and Developmental Disabilities***3 credit hours*

This course provides students with a review of current research in mental retardation and other developmental disabilities such as Autism Spectrum Disorder, Asperger's Syndrome and Rett's Disorder. Appropriate techniques for evaluation and intervention for these populations are explored.

**PS8095 Advanced Interventions in School Psychology***3 credit hours*

This course provides students with advanced topics in school psychology such as systems interventions, behavior analysis, social skills, family systems, prevention programs, and diagnostic decision-making in school psychology.

**PS8100 School Consultation and Supervision: Theory and Procedure***3 credit hours*

This course is intended to provide school psychology student with training in consultation in clinical, agency and especially, educational settings. Students learn the theory and techniques of behavioral consultation and team decision-making.

**PS8201 Practicum I***3 credit hours*

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.

*Prerequisites: (HI/PHX) PS7010, PS7110, PS7111, PS7370, PS7385, PS7330, PS7331, PS8010.*

**PS8202 Practicum II***3 credit hours*

See description for Practicum I (PS8210).

*Prerequisite: PS8201.*

**PS8203 Practicum III***3 credit hours*

See description for Practicum I (PS8210).

*Prerequisite: PS8202.*

**PS8204 Practicum IV***3 credit hours*

See description for Practicum I (PS8210).

*Prerequisite: PS8203.*

**PS8501 School Psychology Research Project I***1 – 3 credit hours*

This credit course provides academic credit while students are in the process of completing their School Psychology Research Project (SPRP). A minimum of three SPRP credit hours are required for graduation. Students who have completed all degree requirements except for the SPRP are required to register for SPRP credit each semester until their SPRP is approved by their faculty committee.

*Prerequisites: PS7200, PS7201.*

**PS8502 School Psychology Research Project II***1 – 3 credit hours*

See description for School Psychology Research Project I (SP8501).

*Prerequisite: (HI/PHX) PS8501.*

**PS8503 School Psychology Research Project III***1 – 3 credit hours*

See description for School Psychology Research Project I (SP8501).

*Prerequisite: (PHX/HI) PS8502.*

**PS8504 School Psychology Research Project III — Extended***1 credit hour*

See description for School Psychology Research Project I (SP8501).

*Prerequisite: (PHX/HI) PS8503.*

**PS8610 Play Therapy**

*3 credit hours*

This course will familiarize students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises will allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children.

**PS8646 Introduction to Neuropsychological Assessment**

*3 credit hours*

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

*Prerequisites: (HI/PHX) PS7373, PS7050.*

**PS8710 Child Psychotherapy**

*3 credit hours*

This course will focus on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children will be explored. Legal and ethical issues, as well as empirically validated treatments, will be considered.

*Prerequisite: (HI/PHX) PS7330.*

**PS8800 Internship—Masters**

*0 Credit Hours*

This course offers a supervised field experience in a variety of school and community settings.

**PS8900 Internship—Doctoral**

*0 Credit Hours*

This course offers a supervised field experience in a variety of school and community settings.

**PS8950 Special Topics: Learning Disabilities and Neuropsychological Assessment of Children**

*0–3 credit hours*

This generic course title permits faculty and students to pursue particular topics of interest in a seminar format. The topics are announced with each offering.

**SPECIAL TOPICS (S)**

**S7101 Professional Development in Pastoral Community Counseling**

*3 credit hours*

This course provides the student with an orientation to the program, and through interaction with a faculty advisor, the development of a personal and professional plan for completing the degree. Several topics are addressed, including, but not limited to, interactive expectations and reflective practice, interrelationships between psychology and religion, the use of technology in the program, and an overview of the roles of the pastoral counselor.

**S7102 Individual Spiritual Enhancement**

*3 credit hours*

This seminar focuses on the various methods of individual spiritual enhancement and the identification of skills to enable pastoral counselors to facilitate spiritual growth and insight in themselves and the people they encounter. Examples from key historical writings, contemporary theoretical perspectives, and practices from a variety of spiritual traditions are presented. The importance of the role of the individual enhancement and its contribution to the development of a religious/spiritual community are discussed.

**S7103 Holistic Health Theory and Practice**

*3 credit hours*

Recent literature has emphasized the importance of the connection between mind, body, and spirit of a person. This seminar presents the theoretical and practical issues related to helping the complete person, including Holistic assessment, treatment planning, interdisciplinary teams, and the role of the pastoral counselor in the process.

**S7104 Family Mediation and Conflict Resolution**

*3 credit hours*

In this seminar, students consider several family mediation strategies and practices as well as valuable strategies for constructive conflict resolution. The role of the individual is considered as it is affected by his or her role within the system. Resolution skills can be put to use in a variety of situations and settings. Many of the problem solving, communication skills, and theories of behavior that are a part of the pastoral counselor's training can be applied to briefer encounters with individuals, partners, families, groups, or factions of a community in order to resolve differences, stop harm, and reorient toward a more productive interaction.

**S7105 Curriculum Development for Community Education**

*3 credit hours*

In this course, the student considers the multiple purposes, resources, and tasks involved in developing community education programs. Included are topics such as bibliotherapy, media interaction, resource development, needs assessment, program planning and assessment, and interagency relationships.

**S7106 Non-Western Helping and Healing**

*3 credit hours*

This seminar explores the limited defining theories and cultural contexts used in helping and healing. Students focus on common methods used in interpersonal problem solving, mediation, growth and aid, with a survey of the more non-traditional methods of helping and healing in other parts of the world. This seminar compares these approaches and identifies what they have in common, the cultural specificity of their effectiveness, and the generalizability of the practices to individual counselor and client beliefs.

**S7107 Directed Independent Study in Religion and Psychology**

*3 credit hours*

This Directed Independent Study (DIS) is completed on a one-to-one basis with a faculty mentor. This is an opportunity for the student to pursue a creative research project. Topics germane to the student's program of study and the course title may be pursued upon approval of the student's faculty advisor. The focus may include theoretical research, field experience, community problem solving, or other appropriate areas for research or evaluation.

*Note: Students are generally limited to one Directed Independent Studies course per program of study.*

**S7108 Contemporary Ethical Issues in Pastoral Counseling**

*3 credit hours*

In this seminar, the student considers a variety of contemporary concerns facing the pastoral and community counselor. The concerns addressed may be ethical, social, individual, and legal. The exact topics to be considered will be determined by the needs and interest of the participants, as identified during a precourse conference on Embanet. Visiting experts address the session on specified topics.

**S7109 Special Topics in Pastoral Counseling***3 credit hours*

This course presents special topics related to pastoral counseling. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular area of interest or expertise. The focus of this course is expanding and extending the core curriculum in all areas of pastoral counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, special populations, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

**S7110 Spiritual and Religious Issues in Counseling***3 credit hours*

This course utilizes lecture case study, and experience to focus on the vertical and depth dimension of counseling. Dynamics studied include the relationship of individuals and families to God, what gives meaning to life, practical morality, and personal inspiration. Expected student outcomes include mastering the basic concepts, theories, and techniques in spiritual counseling, assessing spiritual needs, and working effectively with diverse populations.

**S7200 Pinnacle Seminar***3 credit hours*

This seminar focuses on a contemporary topic of scholarship through selected writings of a current nationally recognized author. The weekend residence portion of the blended online seminar will provide students the opportunity to personally interact with the nationally recognized author, serving as a visiting professor, in a structured but relaxed conference-type setting. Throughout the seminar, students will examine an area of study through the writings and experiences of this expert, and explore the thoughts and leading edge ideas of the visiting professor's specialty.

**S7935 Dissertation—Pastoral Counseling***1–9 credit hours*

All EdD dissertations require a minimum of 15 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credit hours. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 15 credit hour requirements for completion of dissertation. Course is graded as "Credit/No Credit."

**SPORT PSYCHOLOGY (SP)****SP6000 Professionalization Group I***0–1 credit hour*

This course is in small-group format. These groups include a didactic as well as a discussion component. The course focuses on topics related to issues important to new sport-exercise psychology students, including the following: an orientation to the program and the field of sport psychology; an introduction to ethical and legal issues necessary for students to begin class and training experiences; issues and trends in the professional education of sport psychologists; and professional practice trends and issues in sport psychology. In addition, the faculty member leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the students' academic experience.

**SP6001 Professionalization Group II***0–1 credit hour*

This course is a continuation of Professionalization Group I (SP6000).  
*Prerequisite: (PHX) SP6000.*

**SP6005 Psychopathology***3 credit hours*

This course is an introduction to theoretical, clinical and empirical knowledge of psychopathology and the classification of mental disorders. The course focus is on acquiring a conceptual foundation for understanding and classifying abnormal behavior. The rationale and procedure of the *DSM-IV* are addressed. A methodology for collecting, organizing and understanding clinical data by way of careful interview is presented. There is a careful examination of both normal and abnormal behaviors/affective states that impact sport and human performance.

**SP6010 Sports Psychology***3 credit hours*

This course introduces students to the clinical aspects, as well as current research and theory, of sport and exercise psychology. Areas covered include motivations, arousal, group and team dynamics, goal settings, performance enhancement, eating disorders, and sport injury regarding psychological rehabilitation. Clinical applications are emphasized throughout the course.

**SP6020 Team Dynamics and Group Behavior***3 credit hours*

This course provides students with an overview of the psychology of team sports and the role of group factors in individual and team performance. A theoretical understanding of various group processes in sport, such as team cohesion, group communication, and leadership, are reviewed. Team building and the development of group effectiveness also are highlighted. In addition, theoretical and practical issues involved when working with team sports are covered. Special attention is given to the impact of race and gender in sports.

**SP6104 Counseling Skills I***3 credit hours*

A fundamental study of the helping relationship is provided. The course provides a broad understanding of the philosophic bases of helping processes: counseling theories and their application; basic advanced helping skills; consultation theories and their application; client and helper self-understanding and self-development; and facilitation of client change.

**SP6300 Professional and Ethical Issues***3 credit hours*

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organizations and associations. This course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors.

**SP6493 Psychological Aspects of Athletic Injury***3 credit hours*

This course provides students a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation, including pain management and assessment issues. Mechanisms of sport injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a psychological rehabilitation program, along with understanding how a sport medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes will be explored.



**SP6494 Exercise and Health Psychology**

*3 credit hours*

This course focuses on the development of a theoretical understanding and basic skill proficiency in the principles and techniques of exercise and health psychology. Issues such as exercise participation and adherence, exercise and its relationship to mental health, wellness promotion and behavior change, psychological factors and reactions to overtraining, pain management, and stress management are explored. Techniques such as goal setting and imagery as they relate to exercise and health are also covered. Exercise used in a therapeutic environment, and how exercise can be incorporated into a psychological skills training program are discussed.

**SP6495 Appraisal of Individuals and Psychological Skills**

*3 credit hours*

This course provides students with a conceptual and theoretical understanding of general principles and practices of psychological assessment. In addition, students will gain basic proficiency in intake interviewing, behavioral observation, and the administration, scoring, and interpretation of psychological inventories, including sport-specific questionnaires. Focus is given to ethical and professional issues in psychological assessment, such as test reliability and validity and confidentiality. The use of interviewing, behavioral observation, and testing for comprehensive intervention planning are covered as well.

**SP6496 Social Psychology of Sport**

*3 credit hours*

In this course students are introduced to the principles and concepts of group and organizational behavior. Theory and research in group membership, organizational culture and style, leadership development and style, coaching/management style, power, and decision making are also systematically addressed. Special attention is given to the concept of team cohesion and its relationship to performance.

**SP6497 Motor Learning and Development**

*3 credit hours*

This course provides students an overview of theory, research, and practice in motor behavior learning and control. Students develop an understanding of cognitive, behavioral, neurophysiological and biomechanical approaches to motor skill learning and development. Special attention is given to motor skill development at a variety of developmental levels, as well as the relationship between motor skill acquisition and practice schedules.

**SP6498 Sports Medicine and Rehabilitation**

*3 credit hours*

This course provides students a comprehensive overview of the knowledge base for sports medicine pain management, assessment issues, and psychological aspects of sport injury and rehabilitation. Mechanisms of sports injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a physiological rehabilitation program, along with understanding how a sports medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes are explored.

**SP6499 Applied Sport Psychology I: Theory and Research**

*3 credit hours*

This course is designed to introduce students to theory, research and practice of sport performance enhancement for both individuals and groups of performers by a variety of psychological interventions. Theoretical understanding in the use of mental skills training techniques such as goal-setting, imagery, self-talk, and arousal regulation is a prime focus. In addition, topics such as self-motivation, self-confidence, and concentration are addressed. Special attention is given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

**SP6500 Applied Sport Psychology II: Professional Practice**

*3 credit hours*

This course focuses on the development of an in-depth understanding of the professional practices of sport performance enhancement by the utilization of psychological interventions in both individual and group (team) settings. Students develop proficiency in the selection, development, and implementation of psychological interventions based on current theory and research. A variety of cognitive, affective, and behavioral mental skills training techniques are studied in-depth, with an emphasis on understanding the relationship between performance enhancement skill level and psychological factors. Ethical issues in the practice of applied sport psychology, as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations are also addressed.

*Prerequisite: (PHX) SP6499.*

**SP6501 Exercise Physiology**

*3 credit hours*

This course provides students an overview of major body systems, acute and chronic responses to exercise, training and over-training, and environmental affects on those systems and responses. Various physiological approaches used to optimize sport and exercise performance are also addressed. Consideration is given to issues/concerns of special populations involved in physical activity. The importance of physical activity in health and wellness is described.

**SP6505 Lifespan Development**

*3 credit hours*

This course focuses on normal development related to cognitive abilities psychosocial development and biological status through the lifespan, while exploring the theoretical and empirical literature relating to emotional and social development. Gender, culture, and sexual orientation are used as important mediating variables throughout the course. The relationship between normal development and sport and exercise is highlighted.

**SP6510 Athletic Counseling**

*3 credit hours*

This course is designed to introduce students to the range of counseling-based interventions in applied sport psychology. A psychoeducational-developmental perspective is provided as a theoretical framework for the practice of sport psychology. The course focuses on the development of life skills and the implementation of educational programs to enhance development in athletes, especially youth through adulthood. Academic counseling, issues related to transitions, and cultural factors also are addressed.

*Prerequisite: (PHX) SP6505.*

**SP6515 Clinical Sport Psychology/Athletic Counseling***3 credit hours*

This course focuses on the development of a theoretical understanding of clinical-counseling issues in applied sport psychology. Students are engaged in an in-depth exploration of both theory and technique in counseling student athletes, life skills program development and implementation, and the assessment and treatment of clinical issues often found in athletic settings. Special focus is given to the recognition and assessment of clinical issues often at the heart of performance concerns. Students develop the ability to distinguish between clinical syndromes and normal affective states typically found in elite and/or highly competitive performance situations.

*Prerequisites: (PHX) SP6005, SP6505.*

**SP6535 Sport Psychology Master's Practicum I***3 credit hours*

An experience in applied sport psychology with a client population under close supervision is provided. Special emphasis is placed on assessment, intervention planning, and program development. The goal of the seminar is to develop integrated skills in assessment and intervention. The focus is on the development of skills in interviewing, case formulation and appropriate intervention planning. The seminar meets weekly throughout the academic year.

*Prerequisites: (PHX) SP6001, SP6005, SP6104, SP6499, SP8010.*

**SP6536 Sport Psychology Master's Practicum II***3 credit hours*

This course is a continuation of Sport Psychology Masters Practicum I (SP6535).

*Prerequisite: (PHX) SP6535.*

**SP7200 Statistics and Research I***3 credit hours*

The first of a two-semester sequence in statistics and research methodology, this course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

**SP7349 Career Assessment and Counseling***1–3 credit hours*

This course reviews theories of job satisfaction and performance, instruments used for career assessment purposes, and principles of career counseling.

**SP7561 Seminar in Sport Psychology Consulting I***1 credit hour*

This seminar is designed for students to gain experience in the professional activities of a sport psychology consultant. Students will have the opportunity to participate in individual and group projects related to the planning, development, marketing, and provision of sport psychology services to targeted populations. The focus of the seminar will be on developing the requisite skills to succeed as a sport psychology consultant in professional practice. The seminar meets weekly throughout the semester.

**SP7562 Seminar in Sport Psychology Consulting II***1 credit hour*

This course is a continuation of Seminar in Sport Psychology Consulting I (SP7561).

**SP7563 Seminar in Sport Psychology Consulting III***1 credit hour*

This course is a continuation of Seminar in Sport Psychology Consulting II (SP7562).

**SP8010 Cognitive Behavioral Theory and Therapy***3 credit hours*

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

*Prerequisite: (PHX) SP6005.*

**SP8011 Advanced Cognitive Behavioral Psychotherapy***3 credit hours*

An integrated, multimodal approach to psychopathology, assessment, and intervention, utilizing both cognitive and behavioral methods, is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

*Prerequisite: (PHX) SP8010.*

**SP8950 Special Topics***1–3 credit hours*

This generic course title permits faculty and students to pursue particular topics of interest in a lecture or seminar format. The topics are announced with each offering.

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# Argosy University Academic Calendar 2006–2007

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Students should refer to their *Argosy University Student Handbook* for holiday and vacation schedules specific to their campus. In addition, Students attending Argosy University/Sarasota should refer to their *Argosy University/Sarasota Student Handbook* for the academic calendar pertaining to that campus as well.

## 2006

<b>September</b>	<b>5</b> <i>Fall semester begins</i>	<b>November</b>	<b>1</b> <i>Priority application deadline for financial aid for spring semester 2007</i>
	<b>5</b> <i>Fall session I begins</i>		
<b>October</b>	<b>2–6</b> <i>Priority registration for spring semester 2007</i>	<b>December</b>	<b>16</b> <i>Fall session II ends</i>
	<b>25</b> <i>Fall session I ends</i>		<b>16</b> <i>Fall semester ends</i>
	<b>26</b> <i>Fall session II begins</i>		
	<b>23</b> <i>Late registration deadline for spring semester 2007</i>		

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## 2007

<b>January</b>	<b>8</b> <i>Spring semester begins</i>	<b>May</b>	<b>7</b> <i>Summer semester begins</i>
	<b>8</b> <i>Spring session I begins</i>		<b>7</b> <i>Summer session I begins</i>
	<b>15</b> <i>Priority application deadline for fall semester 2007</i>		
<b>February</b>	<b>5–9</b> <i>Priority registration for summer semester 2007</i>	<b>June</b>	<b>12–16</b> <i>Priority registration for fall semester 2007</i>
	<b>26</b> <i>Late registration deadline for summer semester 2007</i>		<b>27</b> <i>Registration deadline for fall semester 2007</i>
	<b>28</b> <i>Spring session I ends</i>		<b>27</b> <i>Summer session I ends</i>
			<b>28</b> <i>Summer session II begins</i>
<b>March</b>	<b>1</b> <i>Priority application deadline for financial aid for summer semester 2007</i>	<b>July</b>	<b>1</b> <i>Priority application deadline for financial aid for fall semester 2007</i>
	<b>1</b> <i>Spring session II begins</i>		
<b>April</b>	<b>21</b> <i>Spring semester ends</i>	<b>August</b>	<b>18</b> <i>Summer semester ends</i>
	<b>21</b> <i>Spring session II ends</i>		<b>18</b> <i>Summer session II ends</i>

# Academic Programs at Argosy University Campuses and Approved Degree Site Locations

		CAMPUSES														APPROVED DEGREE SITES			
		Argosy University/Atlanta	Argosy University/Chicago	Argosy University/Dallas	Argosy University/Denver	Argosy University/Hawaii	Argosy University/Orange County	Argosy University/Phoenix	Argosy University/San Francisco Bay Area	Argosy University/Sarasota	Argosy University/Schaumburg	Argosy University/Seattle	Argosy University/Tampa	Argosy University/Twin Cities	Argosy University/Washington DC	Argosy University/Inland Empire	Argosy University/Nashville	Argosy University/San Diego	Argosy University/Santa Monica
<b>BUSINESS</b>	AAS in Accounting Technology				•	•												•	•
	AAS in Business Management				•	•												•	•
	AAS in Computer Programming & Applications					•												•	•
	AAS in Computer Software Technology				•	•												•	•
	BS in Business Administration (Degree Completion)	•	•		•	•	•	•	•	•	•	•	•	•	•	•			•
	BS in Business Administration													•					
	(MBA) Master of Business Administration	•	•*	•	•	•	•	•	•	•	•	•	•	•	•	•			•
(DBA) Doctor of Business Administration	•	•		•	•	•	•	•	•	•	•	•	•	•	•			•	
<b>EDUCATION</b>	MAEd in Educational Leadership	•	•*	•	•	•	•	•	•	•	•	•	•	•	•			•	
	MAEd in Instructional Leadership	•	•*	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
	EdS in Educational Leadership	•	•																
	EdS in Instructional Leadership	•	•																
	EdD in Community College Executive Leadership						•	•	•	•	•	•	•	•	•	•		•	
	EdD in Educational Leadership	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•		•
EdD in Instructional Leadership	•	•		•	•	•	•	•	•	•	•	•	•	•	•			•	
<b>HEALTH SCIENCES</b>	AAS in Diagnostic Medical Sonography													•					
	AAS in Histotechnology													•					
	AAS in Medical Assisting				•	•								•			•	•	
	AAS in Radiologic Technology													•					
	AAS in Veterinary Technology													•					
	AS in Dental Hygiene													•					
	AS in Medical Laboratory Technology													•					
AS in Radiation Therapy													•						
<b>PSYCHOLOGY</b>	AAS in Criminal Justice				•	•												•	•
	AAS in Paralegal				•	•												•	•
	BA in Psychology (Degree Completion Program)	•	•*	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	BA in Psychology													•					
	MA in Clinical Psychology	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			•
	MA in Clinical Psychology/Marriage & Family Therapy					•													
	MA in Community Counseling	•	•		•						•								
	MA in Counseling Psychology								•			•				•		•	•
	MA in Counseling Psychology/Marriage & Family Therapy						•												
	MA in Forensic Psychology							•	•	•				•					
	MA in Marriage & Family Therapy**					•				•		•	•						
	MA in Mental Health Counseling								•			•							
	MA in Professional Counseling**			•						•					•			•	
	MA in School Counseling									•			•						
	MA in School Psychology					•				•									
	MA in Sport-Exercise Psychology							•											
	EdS in School Counseling									•									
	EdD in Counseling Psychology		•			•	•	•	•	•	•	•	•	•	•	•	•	•	•
	EdD in Counselor Education & Supervision	•			•	•	•	•	•	•	•	•	•	•	•	•		•	•
	EdD in Organizational Leadership		•		•	•	•			•	•				•				
EdD in Pastoral Community Counseling									•										
PsyD in Clinical Psychology	•	•	•		•	•	•	•	•	•	•	•	•	•	•				
PsyD in School Psychology					•	•	•	•	•	•	•	•	•	•	•				

\* Program also offered in 100 percent online format through Argosy University/Chicago.

Doctoral programs are offered 80 percent online and 20 percent in-residence.

\*\* Also offered at the satellite locations in Hilo, HI and Maui, HI.

# Schedule of Tuition and Fees

The following schedule of tuition and fees will become effective September 1, 2006. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

## TUITION

<b>Business Programs</b>	<b>Cost Per Credit Hour</b>
Bachelor of Science (BS) in Business Administration Degree Completion Program .....	\$ 425.00
Bachelor of Science (BS) in Business Administration Program .....	\$ 425.00
Master of Business Administration (MBA) Program .....	525.00
Doctor of Business Administration (DBA) Program .....	750.00
<b>Education Programs</b>	
Master of Education (MAEd) in Educational Leadership Program .....	525.00
Master of Education (MAEd) in Instructional Leadership Program .....	525.00
Education Specialist (EdS) in Educational Leadership Program .....	<i>See campus-specific Academic Catalog Addenda</i>
Education Specialist (EdS) in Instructional Leadership Program .....	<i>See campus-specific Academic Catalog Addenda</i>
Doctor of Education (EdD) in Community College Executive Leadership Program .....	<i>See campus-specific Academic Catalog Addenda</i>
Doctor of Education (EdD) in Educational Leadership Program .....	<i>See campus-specific Academic Catalog Addenda</i>
Doctor of Education (EdD) in Instructional Leadership Program .....	<i>See campus-specific Academic Catalog Addenda</i>
<b>Health Sciences Programs</b>	
Associate of Applied Science (AAS) in Diagnostic Sonography Program .....	425.00
Associate of Applied Science (AAS) in Histotechnology Program .....	425.00
Associate of Applied Science (AAS) in Medical Assisting Program .....	425.00
Associate of Applied Science (AAS) in Radiologic Technology Program .....	425.00
Associate of Applied Science (AAS) in Veterinary Technology Program .....	425.00
Associate of Science (AS) in Dental Hygiene Program .....	425.00
Associate of Science (AS) in Medical Laboratory Technology Program .....	425.00
Associate of Science (AS) in Radiation Therapy Program .....	425.00
<b>Psychology Programs</b>	
Bachelor of Arts (BA) in Psychology Degree Completion Program .....	425.00
Bachelor of Arts (BA) in Psychology Program .....	425.00
Master of Arts (MA) in Clinical Psychology Program .....	850.00
Master of Arts (MA) in Clinical Psychology/Marriage & Family Therapy Program .....	850.00
Master of Arts (MA) in Community Counseling Program .....	850.00
Master of Arts (MA) in Counseling Psychology Program .....	525.00
Master of Arts (MA) in Counseling Psychology/Marriage & Family Therapy Program .....	525.00
Master of Arts (MA) in Forensic Psychology Program .....	525.00
Master of Arts (MA) in Marriage & Family Therapy Program .....	525.00
Master of Arts (MA) in Mental Health Counseling Program .....	525.00
Master of Arts (MA) in Professional Counseling Program .....	525.00
Master of Arts (MA) in School Counseling Program .....	525.00
Master of Arts (MA) in School Psychology Program .....	850.00
Master of Arts (MA) in Sport-Exercise Psychology Program .....	850.00

<b>Psychology Programs, cont.</b>	<b>Cost Per Credit Hour</b>
Education Specialist (EdS) in School Counseling Program .....	\$ 725.00
Doctor of Education (EdD) in Counseling Psychology Program .....	750.00
Doctor of Education (EdD) in Counselor Education & Supervision Program .....	750.00
Doctor of Education (EdD) in Organizational Leadership Program .....	750.00
Doctor of Education (EdD) in Pastoral Community Counseling Program .....	725.00
Doctor of Psychology (PsyD) in Clinical Psychology Program .....	850.00
Doctor of Psychology (PsyD) in School Psychology Program .....	850.00

#### **TRAINING AND PROGRAM-RELATED FEES**

	<b>Cost Per Semester</b>
Fees vary by campus .....	<i>See campus-specific Academic Catalog Addenda</i>

#### **OTHER NON-REFUNDABLE STUDENT CHARGES**

<b>Item</b>	<b>Cost</b>
Application for Admission Fee <sup>1</sup> .....	\$ 50.00
Course Add/Drop Fee <sup>2</sup> .....	50.00
Graduation Fee/End of Program Fee <sup>3</sup> .....	150.00
Installment Plan Fee (cost per semester) .....	35.00
Late Payment Fee .....	25.00
Late Registration Fee .....	50.00
Returned Check Fee .....	35.00
Student Activity Fee <sup>4</sup> .....	<i>See campus-specific Academic Catalog Addenda</i>
Transcript Fee .....	No Charge
Express Transcript Fee <sup>5</sup> .....	20.00

<sup>1</sup> Non-refundable, except in California.

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

<sup>3</sup> A Graduation/End of Program Fee is assessed to all degree-seeking students upon completion of their program of study and prior to the receipt of their diploma.

<sup>4</sup> Students enrolled in no greater than one credit hour each semester are exempt from the Student Activity Fee.

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

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ATLANTA  
980 Hammond Drive  
Suite 100  
Atlanta, GA 30328  
1.770.671.1200  
1.888.671.4777

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CHICAGO  
350 North Orleans Street  
Chicago, IL 60654  
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1.800.626.4123

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1.800.716.9598

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*Not all programs available at all campuses.*

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