



ARGOSY UNIVERSITY®

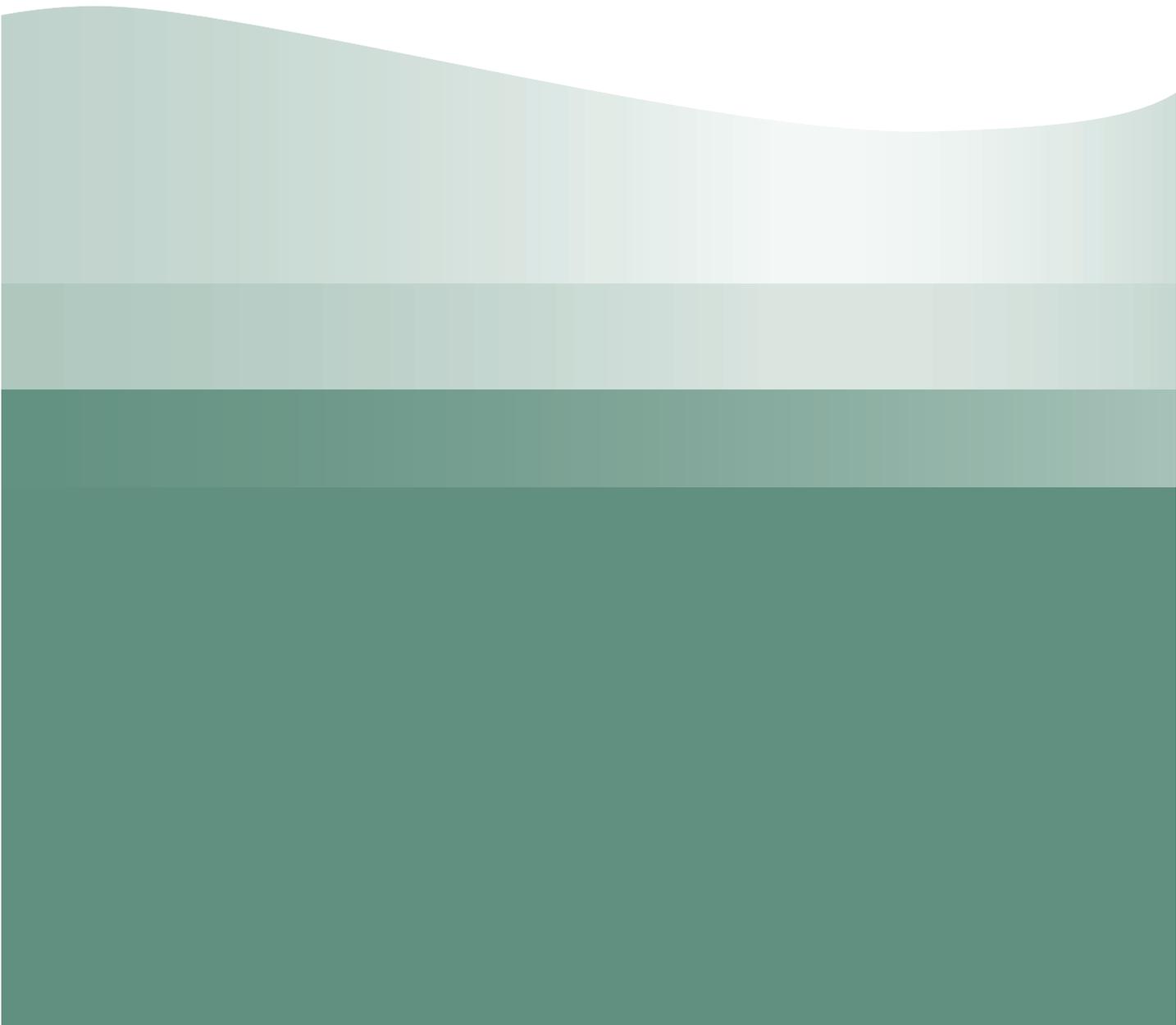


Table of Contents

Section One

Introduction	1
---------------------------	---

Section Two

Revisions to the Argosy University Academic Catalog

General Revisions to the <i>Argosy University Academic Catalog</i>	1
---	---

Additions and Revisions to “Section 11, Course Listing” of the *Academic Catalog*

New Undergraduate Courses

Management (MGT)	9
------------------------	---

Veterinary (VET)	9
------------------------	---

New Graduate Courses

Business (B)	9
--------------------	---

Clinical Psychology (PP)	9
--------------------------------	---

Education (E)	10
---------------------	----

Marriage & Family Therapy (MF)	10
--------------------------------------	----

Revised Graduate Courses

Clinical Psychology (PP)	11
--------------------------------	----

Education (E)	11
---------------------	----

Pastoral Community Counseling (TH)	11
--	----

Revisions to “Appendix I” of the <i>Academic Catalog</i>	13
--	----

Section Three

College of Psychology and Behavioral Sciences

Curriculum Updates

American School of Professional Psychology Programs

Master of Science in Psychopharmacology Program Argosy University, Hawai‘i Campus	14
--	----

Doctor of Education in Counseling Psychology Program with an Optional Concentration in Counselor Education & Supervision Argosy University, Hawai‘i Campus	15
--	----

Marriage & Family Therapy Programs

Master of Arts in Marriage & Family Therapy Program Argosy University, Denver Campus	17
---	----

Doctor of Marriage & Family Therapy Program Argosy University, Twin Cities Campus	17
--	----

Introduction

The errata listed in this document apply to the *Argosy University Academic Catalog 2007–2008*. To ensure that these changes are being applied to the proper publication please refer to the effective date, September 1, 2007 – August 31, 2008, on the front cover of the *Argosy University Academic Catalog*.

In addition to correcting typos and other errors in the original documents we have also added new or updated information. In the entries below, we list the page number in the catalog with a short description of where the new information should be inserted. If you have questions related to changes in program requirements, please contact your academic advisor or program chair for assistance.

Revisions to the *Argosy University Academic Catalog*

GENERAL REVISIONS TO THE ARGOSY UNIVERSITY ACADEMIC CATALOG

Page 1

Correction

The first paragraph after “State Licensing” in the second column should read as follows:

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

Page 1

Correction

The second paragraph after “State Licensing” in the second column should read as follows:

Argosy University, Twin Cities Campus 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). 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.

Page 2

Correction

The third paragraph after “Programmatic Accreditation” in the first column should read as follows:

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

Page 21

Correction

The “Placement Testing Policy” section’s new heading should be “Admission Assessment Policy” and read as follows:

Admission Assessment Policy

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

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

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

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

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

Page 30

Correction

The “Levels of Enrollment” for “Other Graduate Programs” table should be replaced with the following:

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, or Applied Clinical 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

Page 81

Correction

The course number and course description for History of Regulatory Legislation (B6899) in the “Corporate Compliance Concentration Requirements” table should be replaced with the following:

B6889 Fraud Examination: Theories and Methods

Page 83

Correction

The fourth bullet point after the required documentation paragraph under “Admission Requirements” for the “Doctor of Business Administration Program” should read as follows:

- Official transcripts from all institutions where credits earned toward the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.*

** For the Argosy University, Nashville Campus, official transcripts are required from all post-secondary institutions attended.*

Page 85

Correction

The course number and course description for History of Regulatory Legislation (B6899) in the “Professional Graduate Business Certificate in Corporate Compliance Requirements” table should be replaced with the following:

B6889 Fraud Examination: Theories and Methods

Page 88

Correction

The paragraph after “Master of Arts in Education in Adult Education and Training” in the first column should read as follows:

The Master of Arts in Education in Adult Education and Training program is designed for the working professional associated with adult learning, training, or staff development in business, government, and or other private or public organizations. The goal of the program is to enhance the knowledge and skills in the area of adult learning for employment and other organizational settings.

Page 91

Correction

The first paragraph after “Internship Requirements” in the first column should read as follows:

The Illinois Principal Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by Argosy University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Illinois Professional School Leader Standards and the Illinois Content-Area Standards for Principals. Prior to beginning the internship, candidates must take and pass the Illinois Board of Education content examination, completed concurrently with the Capstone project.

Page 98*Correction*

The fourth bullet point after the required documentation paragraph under “Admission Requirements” for the “Education Specialist Programs” should read as follows:

- Official transcripts from all institutions where credits earned toward the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.*

** For the Argosy University, Nashville Campus, official transcripts are required from all post-secondary institutions attended.*

Page 101*Correction*

The fourth bullet point after the required documentation paragraph under “Admission Requirements” for the “Doctor of Education Programs” should read as follows:

- Official transcripts from all institutions where credits earned toward the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.*

** For the Argosy University, Nashville Campus, official transcripts are required from all post-secondary institutions attended.*

Page 104*Correction*

The third bullet point after the required documentation paragraph under “Admission Requirements” for the “Doctor of Education in Community College Executive Leadership Program” should read as follows:

- Official transcripts from all institutions where credits earned toward the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.*

** For the Argosy University, Nashville Campus, official transcripts are required from all post-secondary institutions attended.*

Page 192*Correction*

The sixth bullet point after the required documentation paragraph under “Admission Requirements” for the “Doctor of Education in Counseling Psychology Programs” should read as follows:

- Official transcripts from all institutions where credits earned towards the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.

Page 195*Correction*

The first bullet point after “Additional Graduation Requirements” in the first column should read as follows:

- Maintain a GPA of 3.0 on a scale of 4.0

Page 261*Correction*

The “Child & Adolescent Psychology Course Requirements” table under “Concentrations in the Doctor of Psychology in Clinical Psychology Program” in the first column should be replaced with the following:

Course Requirements

Students must satisfy all electives options with the following courses required for the concentration:

Child & Adolescent Psychology Course Requirements — Students Are Required to Take the Following

PP7330 Child and Adolescent Psychopathology (3)

PP7331 Child and Adolescent Assessment (3)

PP8710 Child Therapy (3)

PP8712 Adolescent Psychotherapy (3)

Child & Adolescent Psychology Course Requirements — 12 Credit Hours

Correction

The “Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program — Five-Year Curriculum” table is to be replaced with the following:

Year One

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
PP7010	Lifespan Development (3)	PP7330	Child and Adolescent Psychopathology (3)	PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)	PP7371	Objective Personality Assessment (3)	PP8036	Basic Assessment and Intervention Skills (3)
PP7501	Adult Psychopathology (3)	PP8020	Person-Centered and Experiential Theory and Therapy (3)		
PP7370	Cognitive Assessment (3)	PP7111	Professionalization Group II (1)		
PP7110	Professionalization Group I (1)				

Year Two

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
PP7100	Professional Issues: Ethics, Conduct, and Law (3)		First course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under “Program Requirements.”]		Second course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under “Program Requirements.”]
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP8202	Practicum and Seminar II (continued)
PP7372	Projective Personality Assessment (3)	PP7373	Integrative Assessment (3)		
PP8201	Practicum and Seminar I (3)	PP8202	Practicum and Seminar II (3)		

Year Three

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
	Third course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under “Program Requirements.”]	PP7060	Social Psychology (3)		Fourth course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under “Program Requirements.”]
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)	PP7350	Consultation and Supervision (3)	PP8204	Practicum and Seminar IV (continued)
PP8501	Clinical Research Project I (CRP)	PP8204	Practicum and Seminar IV (3)		
		PP8502	Clinical Research Project II (CRP)		

Year Four

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
	Elective 1 (3)		Elective 3 (3)		
	Elective 2 (3)		Elective 4 (3)		
PP7050	Physiological Psychology (3)	PP7360	Clinical Psychopharmacology (3)		
PP8503	Clinical Research Project III (1)				

Year Five

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
PP8900	Internship (0)				

Correction

The “Recommended Course Sequence for the Sport-Exercise Psychology Concentration in the Doctor of Psychology in Clinical Psychology Program — Five-Year Curriculum” table is to be replaced with the following:

Year One

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
PP7010	Lifespan Development (3)	PP7330	Child and Adolescent Psychopathology (3)	First course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under “Program Requirements.”]	
PP6499	Applied Sport Psychology I: Theory and Research (3)	PP7371	Objective Personality Assessment (3)	PP8036	Basic Assessment and Intervention Skills (3)
PP7501	Adult Psychopathology (3)	PP8020	Person-Centered and Experiential Theory and Therapy (3)		
PP7370	Cognitive Assessment (3)	SP6497	Motor Learning and Development (3)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
PP7100	Professional Issues: Ethics, Conduct, and Law (3)	PP6500	Applied Sport Psychology II: Professional Practice (3)	Second course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under “Program Requirements.”]	
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP8202	Practicum and Seminar II (continued) (3)
PP7372	Projective Personality Assessment (3)	PP7373	Integrative Assessment (3)	SP6501	Exercise Physiology (3)
PP8201	Practicum and Practicum Seminar (3)	PP8202	Practicum and Seminar II (3)		

Year Three

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
PP7040	Cognition and Affective Processes (3)	Third course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under “Program Requirements.”]		Fourth course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under “Program Requirements.”]	
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)	First required Sport-Exercise Psychology Elective (3) [See list of courses under “Sport-Exercise Psychology Concentration Elective Requirements.”]		PP8204	Practicum IV (continued)
PP8501	Clinical Research Project I (CRP)	PP8502	Clinical Research Project II (CRP)		
PP8203	Practicum and Seminar III (3)	PP8204	Practicum and Seminar IV (3)		

Year Four

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
Second Required Sport-Exercise Psychology Elective (3) [See list of courses under “Sport-Exercise Psychology Concentration Elective Requirements.”]		PP6538	Sport Psychology Practicum and Seminar II (3)	PP7000	History and Systems (3)
		Sport Elective		PP6538	Doctoral Sport Practicum and Seminar II (continued)
PP8503	Clinical Research Project I (CRP) (1)	PP7350	Consultation and Supervision (3)		
PP6537	Doctoral Sport Practicum and Seminar I (3)	PP6538	Doctoral Sport Practicum and Seminar II (3)		

Year Five

Fall Semester		Spring Semester		Summer Semester (7 weeks)	
PP8900	Internship (0)				

Page 346*Correction*

The first bullet point after “Graduation Requirements” in the first column should read as follows:

- Complete 48 semester credit hours by the end of the fourth year of matriculation. The total credit hours must include:
 - 42 credit hours of required courses
 - 6 credit hours of practicum and practicum seminar

Correction

The text and tables under “Program Requirements” should be replaced with the following:

The Master of Arts in Community Counseling program requires the successful completion of 48 semester credit hours, distributed as follows: required courses, 42 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)
PC6420	Community Mental Health (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)

Required Courses — 42 Credit Hours

Practicum and Practicum Internship Seminar Requirements — Students Are Required to Take the Following

PC6410	Counseling Practicum (2)
PC6415	Counseling Internship (2)*

Practicum and Practicum Internship Seminar Requirements — 6 Credit Hours

* *Counseling Internship and Seminar (PC6415) is repeated for two semesters for a total of 4 credit hours*

Correction

The “Practicum and Practicum Seminar Requirements” heading and paragraph should be replaced with the following:

Practicum and Practicum Internship Seminar Requirements

Practicum and Internship experiences are a required and essential part of counselor training. They provide students with the opportunity to practice and learn counseling and other professional skills under the guidance of an appropriately licensed supervisor. Practicum and internship students apply their theoretical knowledge, implement and develop clinical techniques based on this knowledge, and develop the professional and personal attitudes important to counseling practice. All students enrolled in the practicum and internship are concurrently enrolled in a seminar.

Correction

The “Practicum Prerequisites” table under “Practicum Eligibility” should be replaced with the following:

Practicum Prerequisites

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6511	Social and Cultural Foundations (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)

Page 347*Correction*

The first paragraph after “Counselor Competency Examination Requirements” in the first column should read as follows:

All MA in Community Counseling program students must successfully complete the Counselor Competency Examination (CCE). The CCE assesses basic counseling competencies, including the ability to manage a counseling session, conceptualize a case, and make recommendations for treatment. Students are evaluated on a tape of a counseling session, transcript, and a written document that includes a self-critique. The CCE is completed during the last Internship Seminar. It is graded Pass or Fail. All revisions must be completed within one semester of the original CCE. Additional information regarding registration, qualification, format, and dates of the exam are addressed in the *CCE Manual* available from the director of Clinical Training or program chair of the MA in Community Counseling program.

Page 354*Correction*

The paragraph after “Program Requirements” in the second column should read as follows:

The Master of Arts in Community Counseling program requires the satisfactory completion of 48 semester credit hours, distributed as follows: required courses, 42 credit hours; practicum and internship requirements, 6 credit hours.

Page 359*Correction*

The “Initial Four Courses Requirement” table under “Additional Program Requirements” should be replaced with the following:

Initial Four Courses Requirement — Students Must Complete the Following Courses Before Taking Additional Courses in the Program

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6025	Human Growth and Development (3)
PC6106	Foundations of Mental Health Counseling (3)

Initial Four Courses Requirement — 12 Credit Hours

Correction

The “Practicum Requirements” table under “Program Requirements” should be replaced with the following:

Practicum Requirements — Students Are Required to Take the Following

PC6400	Counseling Practicum I (3)
PC6401	Counseling Practicum II (3)
PC6402	Counseling Practicum III (3)
Practicum Requirements — 9 Credit Hours	

Page 360

Correction

The “Non-Transferable Courses” table under “Course/Credit Transfer” should be replaced with the following:

Non-Transferable Courses

PC6104	Counseling Skills I
PC6105	Counseling Skills II
PC6400	Practicum I
PC6401	Practicum II
PC6402	Practicum III
PC6505	Group Counseling

Page 363

Correction

The “Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Mental Health Counseling Program” table should be replaced with the following:

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Mental Health Counseling Program
If accepted for admission to the PsyD in Clinical Psychology program, successful completion of the following MA in Mental Health Counseling program courses may be considered on a case-by-case basis for credit in place of the listed course in the doctoral program (for a maximum of 18 credit hours).

Master of Arts in Mental Health Counseling Program

PC6025	Human Growth and Development (3)
PC6104	Counseling Skills (3)
PC6505	Group Counseling (3)
PC6521	Research and Program Evaluation (3)
PC6600	Career and Lifestyle Development (3)
PC6800	Special Topics in Professional Counseling (3)

Doctor of Psychology in Clinical Psychology Program

PP7010	Lifespan Development (3) General Elective (3)
PP8060	Group Psychotherapy (3)
PP7200	Statistics and Research Methods I (3) General Elective (3) General Elective (3)

Page 374

Correction

The third bullet point after the required documentation paragraph under “Admission Requirements” for the “Education Specialist in School Counseling Program” should read as follows:

- Official transcripts from all institutions where credits earned towards the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.

Page 376

Correction

The sixth bullet point after the required documentation paragraph (third bullet point in column one) under “Admission Requirements” for the “Doctor of Education in Counselor Education & Supervision Program” should read as follows:

- Official transcripts from all institutions where credits earned toward the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.*

* For the Argosy University, Nashville Campus, official transcripts are required from all post-secondary institutions attended.

Page 377

Correction

The sixth bullet point after the required documentation paragraph under “Admission Requirements” for the “Doctor of Education in Pastoral Community Counseling Program” should read as follows:

- Official transcripts from all institutions where credits earned towards the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.

Page 377*Correction*

The “Program Requirements” text and tables in the second column should be replaced with the following:

Program Requirements

The EdD in Pastoral Community Counseling requires the satisfactory completion of 60 semester credit hours, distributed as follows: research requirements, 9 credit hours; core requirements, 15 credit hours; elective requirements, 24 credit hours; and dissertation requirements, 12 credit hours.

Research Requirements — Students Are Required to Take the Following

R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7036	Program Evaluation Methods (3)

Research Requirements — 9 Credit Hours

Core Requirements — Students Are Required to Take the Following

C7440	Marriage and Family Therapy (3)
TH7101	Professional Development in Pastoral Community Counseling (3)
TH7102	Individual Spiritual Enhancement (3)
TH7108	Contemporary Ethical Issues in Pastoral Counseling (3)
TH7110	Spiritual and Religious Issues in Counseling (3)

Core Requirements — 15 Credit Hours

Elective Requirements — Students Choose Eight From the Following

In-Discipline Courses

TH7103	Holistic Health Theory and Practice (3)
TH7104	Family Mediation and Conflict Resolution (3)
TH7105	Curriculum Development for Community Education (3)
TH7106	Non-Western Helping and Healing (3)
S77107	Directed Independent Study in Religion and Psychology (3)

Related Discipline Courses

C6431	Counseling in Community Settings (3)
C7432	Advanced Individual Counseling (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7454	Models of Clinical Supervision (3)
C7455	Addictions Counseling (3)
C7463	Theory and Practice of Motivation (3)
L7101	Foundations of Leadership (3)
R7032	Experimental Research Methods (3)

Elective Requirements — 24 Credit Hours

Dissertation Requirements — Students Are Required to Take the Following

TH7935	Dissertation — Pastoral Counseling* (3)
--------	---

Dissertation Requirements — 12 Credit Hours

* *Students complete four 3-credit hour blocks of dissertation.*

Page 393*Correction*

The fourth bullet point after the required documentation paragraph under “Admission Requirements” for the “Doctor of Education in Organizational Leadership Program” should read as follows:

- Official transcripts from all institutions where credits earned towards the master’s degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor’s level credits are not required.

ADDITIONS AND REVISIONS TO "SECTION 11, COURSE LISTING" OF THE ACADEMIC CATALOG

New Undergraduate Courses

Management (MGT)

MGT441 Quality Assurance

3 credit hours

The modern management principles of the quality movement are presented. The history of total quality management, process management, and implementation of quality assurances programs in organizations are examined.

Veterinary (VET)

VET211 Advanced Equine Techniques

3 credit hours

Introduction to advanced equine techniques such as; restraint, sample collection, digital radiography, ultrasonography, dentition, behavior, husbandry, foaling and nutrition. Course is delivered in a lab format off campus. Students must provide their own transportation to the off-campus site.

Prerequisite: VET210.

VET245 Advanced Critical Care

3 credit hours

Students will be introduced to common emergency and critical care procedures with an emphasis on assisting veterinarians in providing life support and advanced nursing care. Topics will include patient triage, CPR, blood pressure measurement, use and placement of central IV lines, nasal oxygen and nasoesophageal feeding tubes. Advanced fluid therapy, transfusion medicine, critical nursing care and blood gas sampling will also be covered. Tours of emergency or critical care facilities will be arranged and require some additional time outside of class. Students must provide their own transportation to the off-campus tour sites.

Prerequisites: VET 240 required, VET 220 concurrent.

New Graduate Courses

Business (B)

B6889 Fraud Examination: Theories and Methods

3 credit hours

Fraud examination will cover the principles and methodology of fraud detection and deterrence; an integral component to effective corporate compliance. The course includes such topics as: fraud theories, skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses.

Clinical Psychology (PP)

PP7385 Assessment of Learning Disabilities

3 Credit Hours

The skillful assessment of learning disabilities is an essential clinical skill for anyone whose professional practice will have a significant involvement with children. The objective of this course is to impart the most relevant clinical aspects of this knowledge to the student. The student will be educated in the most currently available theoretical and empirical literature on learning disabilities and will receive a firm foundation in the skills necessary to assess for a learning disability.

PP7390 Assessment of Organizations

1.5 Credit Hours

This course provides a primer to students interested in doing organizational based assessment. Special attention is given to varied formats including profit, not for profit, educational and international systems and organizations. Focus is on the applied with attention to case material and non-clinical assessment measures and techniques.

PP7401 Advanced Group Leadership and Supervision II

0–1.5 credit hours

This course is a continuation of Advanced Group Leadership and Supervision I (PP7400)

Prerequisites: PP7400.

PP7555 Team Building

1.5 credit hours

This course provides both theoretical and experiential training in the practice of team building. This will focus on small and medium sized group functioning, with a particular attention to leadership, followership, cohesion, and the rational functioning of groups and teams. A process-focused element will include positive psychology, NTL-style techniques and interpersonal T-Group philosophies.

PP7641 Supervision in Family and Couples Therapy II

0–1.5 credit hours

This course is a continuation of Supervision in Family and Couples Therapy I (PP7640.)

Prerequisite: PP7640.

PP7901 Intervention and Prevention Program Development

0–1.5 credit hours

This course is a continuation of Intervention and Prevention Program Development (PP7900).

PP8068 Diversity Training

1.5 Credit Hours

This course provides both theoretical and experiential aspects to the practice of diversity training. This will focus on the similarities and differences between mental health professional training populations as well as non-mental health professional training populations. Legal, ethical, and multi-cultural considerations will also be addressed. Students will gain the theoretical and applied build-blocks to run diversity training workshops.

PP8154 Survey of Organizational Psychology

3 Credit Hours

This course covers the conceptual foundations of several topics including employee selection, training and development, performance appraisals, motivation and leadership, intervention strategies, employer/employee attitudes and behaviors, organizational structure and function, as well as law and ethics. Additionally, there will be a focus on perspectives that extend student understanding beyond that of individual psychology and business concepts to system and organizational structures, functioning, intervention and change. As a survey course, the purpose is to give an overview of relevant terminology, scope of the discipline and the variety of functions those that practice within the discipline. Particular focus will be given to application, multi-cultural considerations, and understanding organizational life from a variety of perspectives.

PP8712 Adolescent Psychotherapy

3 credit hours

This course provides an overview of theory and techniques in adolescent psychotherapy. While the overall orientation views adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches including expressive therapies, problem-focused cognitive and behavioral strategies, and the interface of group work, individual treatment, and family therapy. Attention is given to the relation of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions. Legal and ethical issues, as well as empirically validated treatments, are integrated into the course.

Education (E)

E6734 Structured English Immersion

3 Credit Hours

This course is designed to extend the skills of education professionals in providing instruction to both identified English Language Learners and English proficient students by focusing on supporting speaking, listening, writing and reading skills. In addition, learners will know and understand the socio-cultural influences on ELLs, the impact of bilingualism and home language use, and methods for cultivating home and school partnerships.

Marriage & Family Therapy (MF)

MF7000 Advanced Systemic Theory & Practice I

3 credit hours

A systemic focus on individuals, couples and families with particular attention to classic and emerging theoretical and practical issues in the field particularly considering the influences of social and cultural dynamics, e.g, evidence-based practice, practice-based evidence, common factors.

MF7001 Advanced Systemic Theory & Practice II

3 credit hours

A systemic focus on groups, communities and larger systems and their influences on individuals, couples and families, with particular attention to classic and emerging theoretical and practical issues in the field, particularly considering the influences of social & cultural dynamics.

MF7100 Systemic Appraisals & Assessments I

3 credit hours

The goal of this course is to develop a systemic understanding of individual, couples, group and family given both educational and psychometric theories and approaches to appraisal. The course will focus on the utility, development, application and critique (cultural diversity) of appraisals & assessments across the life-cycle (e.g., developmental psychopathology): infant/children, adolescent, adult, and geriatric transitions. Also examined are data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use/utility of appraisal results in the helping processes. The ability to administer and interpret tests and inventories in assessing abilities, interests, and identify career options is also considered.

MF7101 Systemic Appraisals & Assessments II

3 credit hours

The focus of this course is on the utility, development, application and critique (cultural diversity) of appraisals & assessments of larger systems (organizations and communities) and their impact on individuals, couples, groups and families.

MF7200 Doctoral Seminar I

1 credit hour

Process seminar combining personal and professional development as the student integrates the DMFT coursework and experiences in concentration, internship and ACP planning. Writing faculty along with program faculty will assist students in building professional writing skills and develop competency in utilizing APA writing style.

MF7201 Doctoral Seminar II

1 credit hour

This seminar continues the development of personal and professional skills development as the student integrates the DMFT coursework and experiences in concentration, internship and ACP planning.

MF7202 Doctoral Seminar III

1 credit hour

This third and last seminar continues the development of personal and professional skills development as the student integrates the DMFT coursework and experiences in concentration, internship and ACP planning.

MF7300 Fundamentals of Supervision

3 credit hours

Designed for marriage and family therapists who are training to become state or AAMFT-Approved Supervisors, this course will facilitate the student's articulation of a personal model and philosophy of supervision, drawing from existing models of supervision and from preferred styles of therapy. Self-of-the-therapist dynamics are central to this course of study. Students will evaluate and identify problems in therapist-client and supervisor-therapist-client relationships, structure supervision, solve issues and implement supervisory interventions within a range of supervisory modalities (eg, live and videotaped supervision), and address distinctive issues that arise in supervision mentoring. Students will demonstrate sensitivity to contextual variables of culture, gender, ethnicity, and economics as well as knowledge of ethical and legal issues of supervision.

MF7400 Teaching Systemic Theory & Practice

3 credit hours

Theoretical and practical foundations and emerging methods in the art and science of teaching, particularly at the graduate and adult learner levels, are the foci of this course. Developing, implementing and evaluating the dynamics of learning climate and course construction are critical course dynamics. Using curriculum development tools such as essential questions and curriculum mapping methods to align assessment, content and standards, students will develop collaborative teaching methods appropriate to working with adult learners. The course guides students to formulate a teaching style that is built upon self-awareness and self-assessment and which capitalizes on their individual personality and talents.

MF7500 Research & Assessment II

3 credit hours

This course builds upon the student's understanding of individual and systemic psychometric theories and approaches to appraisal as well as skills in research, statistical and basic assessment. A survey of the major methods utilized in empirical clinical practice and program evaluation is offered. Quantitative multivariate approaches to systemic inquiry as well as experimental, quasi-experimental and systematic single-subject designs are covered. Emphases include principles and strategies in program evaluation, quality assurance in the delivery of mental health services in a variety of clinical settings, and the importance and effects of culture and diversity issues as well as ethical issues in research.

MF7501 Quantitative Research

3 credit hours

This course examines in depth quantitative research methods, basic concepts in descriptive and inferential statistics, and experimental research design with an emphasis on the design of quantitative strategies for answering clinical questions. The course requires the use of critical thinking skills and use of methodological tools necessary for functioning as a systemic therapist in applied settings. The focus is on: a) non-parametric and parametric statistical procedures including when and how to use each; and b) quantitative research methods including choice of the most appropriate research method and strategies to address common problems encountered. Published research will be reviewed and evaluated. Cultural and diversity issues in measurement are explored.

MF7502 Qualitative Research

3 credit hours

This course examines in depth the spectrum of qualitative research methodologies with an emphasis on the commonalities within these approaches. Students will develop appropriate and essential skills to design and implement rigorous and systematic qualitative approaches relevant to clinical work and understudied populations. Students will evaluate the design, analysis, and interpretation of published research. Cultural and diversity issues will be considered throughout the course. Participants will have an opportunity to work through a qualitative project from start to finish.

MF7503 Research in Couple, Marriage & Family Therapy

3 credit hours

This course assumes students are grounded in statistics, quantitative and qualitative research methodologies, assessment and evaluation design as well as methods to enhance the effectiveness of their practice. The intent of this course is the application of this knowledge base, providing leadership and service to the field of systemic thought. Implications for extending the use of considered methodologies with systems beyond couples and families, such as schools, organizations and communities will be explored. Students will consider the efficacy of "evidence-based practice" as well as "practice-based evidence." Students will demonstrate literacy of historical and current research in the field. Students will have the opportunity to construct and implement a research project.

MF7600 Supervision Practicum I

1–3 credit hours

Each practicum provides, for academic credit, a supervised one semester supervision experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF7601 Supervision Practicum II

1–3 credit hours

A continuation of Supervision Practicum I. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF7700 Teaching Practicum I

1–3 credit hours

Each practicum provides, for academic credit, a supervised one semester teaching experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF7701 Teaching Practicum II

1–3 credit hours

A continuation of Teaching Practicum I. The practicum may also have a seminar that meets on a weekly or biweekly basis.

Revised Graduate Courses

Clinical Psychology (PP)

PP7400 Advanced Group Leadership and Supervision

0–1.5 credit hours

The emphasis is on gaining firsthand group leadership experience and a conceptual grasp of group processes and leadership issues in group therapy. Students participate as co-leaders with the instructor of the Personal and Professional development group course over two consecutive terms. Analysis of interpersonal interactions and leadership styles and functions are conducted after each class session. Journals are kept that focus on dynamics observed in the group. Co-leaders also have the opportunity to make formal presentations and conduct structured exercises to help integrate relevant theory and experience. A weekend retreat held during the spring semester with students, co-leaders, and the instructor may complete the experience.
Prerequisite: by assignment only.

PP7640 Supervision in Family and Couples Therapy

0–1.5 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.

PP7900 Intervention and Prevention Program Development

0–1.5 credit hours

In this course, students identify an area of professional practice in which they want to develop an intervention and/or prevention program for use in future places of employment, including internship, hospital, school and community settings, and private practice.

Education (E)

E7801 Instructional Technology Planning and Management

3 credit hours

This course prepares school and district leaders to effectively utilize and manage technology in an educational setting. The course will develop a student's understanding of the technology operations and concepts critical in today's technology-rich school environments. Students will develop and analyze technology plans and budgets; examine, apply, and communicate current research; evaluate technology-rich curriculum and lessons, and utilize technology to gather, analyze, and report data.

Pastoral Community Counseling (TH)

Note: The following courses were previously listed in the special topics section of the *Academic Catalog*. They now have a new prefix (TH).

TH7101 Professional Development in Pastoral Community Counseling

3 credit hours

This course provides the student with an orientation to the program, and through interaction with a faculty advisor, the development of a personal and professional plan for completing the degree. Topics which are addressed, include, but are not limited to interactive expectations and reflective practice, interrelationships between psychology and religion theology and counseling, the use of technology in the program, legal, ethical, and professional standards, as well as an overview of the roles of the pastoral counselor.

TH7102 Individual Spiritual Enhancement

3 credit hours

This course focuses on the various methods of individual spiritual enhancement and the identification of skills to enable pastoral counselors to facilitate spiritual growth and insight in themselves and the people they encounter. Examples from key historical writings, contemporary theoretical perspectives, and practices from a variety of spiritual traditions are presented. The importance of the role of the individual enhancement and its contribution to the development of a religious/spiritual community are discussed.

TH7103 Holistic Health Theory and Practice

3 credit hours

Recent literature has emphasized the importance of the connection between mind, body, and spirit of a person. This course presents the theoretical and practical issues related to helping the complete person, including holistic assessment, referral, treatment planning, interdisciplinary teams, and the role of the pastoral counselor on an interdisciplinary team.

TH7104 Family Mediation and Conflict Resolution

3 credit hours

In this course, students consider several family mediation strategies and practices as well as valuable strategies for constructive conflict resolution. The role of the individual is considered as it is affected by his or her role within family and social systems. Resolution skills can be put to use in a variety of situations and settings. Many of the problem solving, communication skills, and theories of behavior that are a part of the pastoral counselor's training can be applied to briefer encounters with individuals, partners, families, groups, or factions of a community in order to resolve differences, stop harm, and reorient toward a more productive interaction.

TH7105 Curriculum Development for Community Education

3 credit hours

In this course, the student considers the multiple purposes, resources, and tasks involved in developing community religious, counseling, and social action education programs. Included are topics such as bibliotherapy, theological issues, needs assessment, program planning and assessment, resource development, and interagency relationships.

TH7106 Non-Western Helping and Healing

3 credit hours

This course explores the helping and healing in a variety of historical, religious, philosophical, and social traditions. Students focus on common methods used in interpersonal problem solving, mediation, personal growth, with a survey of methods of helping and healing in other parts of the world. This course compares these approaches and identifies what they have in common, tools for cross-cultural assessment, the cultural context of their effectiveness, and the generalizability of the practices for different counselors and clients.

TH7108 Contemporary Ethical Issues in Pastoral Counseling

3 credit hours

In this course, the student considers a variety of contemporary concerns facing the pastoral and community counselor, including ethical, theological, social, individual, and legal problems, issues, and professional standards. The exact topics to be considered will be determined by the needs and interest of the participants, as identified during a precourse conference on eCollege. Individual, Marriage and Family, and Pastoral Counseling Codes of Ethics will guide the class discussion.

TH7109 Special Topics in Pastoral Counseling

3 credit hours

This course presents special topics related to pastoral counseling. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular area of interest or expertise. The focus of this course is expanding and extending the core curriculum in all areas of pastoral counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, special populations, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

TH7110 Spiritual and Religious Issues in Counseling

3 credit hours

This course utilizes lecture, case study, and experience to focus on the vertical, depth, and developmental dimensions of counseling. Dynamics studied include the relationship of individuals and families to God, what gives meaning to life, issues and stages of human development over the lifespan, multigenerational familial processes, practical morality, and personal inspiration. Expected student outcomes include mastering the basic concepts, theories, and techniques in spiritual counseling, assessing spiritual needs, and working effectively with diverse populations.

TH7935 Dissertation — Pastoral Counseling

3 credit hours

All EdD dissertations require a minimum of 12 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration carries 3 credit hours. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 12 credit hour requirements for completion of dissertation. Course is graded as "Credit/No Credit."

Education Management Corporation Board of Directors

All individuals listed here can be contacted through the Education Management Corporation offices located at 210 Sixth Avenue, 33rd Floor, Pittsburgh, PA 15222.

John R. McKernan, Jr.
Chairman

Adrian M. Jones
Director

Jeffrey T. Leeds
Director

Leo F. Mullin
Director

Todd S. Nelson
Director

Paul J. Salem
Director

Peter O. Wilde
Director

Argosy University Governing Board of Trustees

John T. South, III
Chairman
Chancellor, South University

John R. McKernan, Jr., JD
Executive Chairman
Education Management Corporation

Robert H. Atwell, MA
Former Director
Education Management Corporation

Ray M. Bowen, PhD
President Emeritus
Texas A&M University

William D. Hansen
Senior Managing Director
Chartwell Education Group

Karen M. Knab, JD
Executive Director
Rees, Broome, PC

Todd S. Nelson, MBA
President and Chief Executive Officer
Education Management Corporation

Jane V. Wellman, MA
Executive Director
The Institute of Higher Education Policy
Delta Project on Postsecondary Costs

Craig D. Swenson, PhD
University President
Argosy University (ex officio)

Argosy University Administration

Craig Swenson, PhD
University President

Kathryn Tooredman, PhD
Vice President, Academic Affairs

Kristin Benson, PsyD
Dean, College of Health Sciences

Colleen Cassell, MBA
Vice President, Marketing

Lisa Delorme
Vice President, Admissions

Jennifer DeMay, JD
Vice President, Regulatory Affairs
and Compliance

Eric Evenson, PsyD
Group Vice President, East Group

Michael Falotico, PsyD, LCPC
Vice President, Academic Operations and
Student Services (University Registrar)

Jill Johnson, EdD
National Director, General Education

Walid Kaakoush, MBA
Group Vice President, West Group

Stephen Lally, PhD, ABPP
Associate Dean, Clinical Psychology
Accreditation, College of Psychology and
Behavioral Sciences

David Lange, PhD
Interim Dean, College of Education

Rick Leveille, CMA, MBA
Regional Vice President, Financial Operations,
East Group

Colleen Logan, PhD, LPC, LMFT
Associate Dean, Counselor Education
Programs, College of Psychology and
Behavioral Sciences

Andrea Morrison, PhD
Associate Dean, Clinical Training, College of
Psychology and Behavioral Sciences

Kate Noone, MM
Vice President, Online, Distance, and
Blended Learning

John O'Regan, PhD, ABPP
Dean, College of Psychology and
Behavioral Sciences

Nanette Pearson, PHR
Vice President, Human Resources

Robert Ploszaj
Vice President, Information Systems

Kenneth Stevens, CPA, CMA
Vice President, Financial Operations

Stephanie Thurston, MBA
Regional Vice President, Financial Operations,
West Group

Thomas Vonk, PhD
Dean, College of Business

Leanne Wruck
Assistant Vice President, Academic Affairs

Campus Administration

Edward Bouie, EdD
Campus President
Argosy University, Atlanta Campus

C. Ronald Kimberling, PhD
Campus President
Argosy University, Chicago Campus

Marilyn Kissinger, PhD
Campus President
Argosy University, Dallas Campus

Marcia Bankirer, PhD
Campus President
Argosy University, Denver Campus

Wendy Vasquez-Osborn, MA
Interim Campus President
Argosy University, Inland Empire Campus

Cecilia Burrill, EdD
Campus President
Argosy University, Hawai'i Campus

Kittie Myatt, EdD
Campus President
Argosy University, Nashville Campus

Jeb Egbert, EdD
Campus President
Argosy University, Orange County Campus

Bart Lerner, EdD
Campus President
Argosy University, Phoenix Campus

Michael Basham, EdD
Interim Campus President
Argosy University, San Diego Campus

Lucille Sansing, PhD
Campus President
Argosy University,
San Francisco Bay Area Campus

Dan Anglin, EdD
Campus President
Argosy University, Santa Monica Campus

Ronald Ogrodnik, EdD
Campus President
Argosy University, Sarasota Campus

James Chitwood, MBA
Campus President
Argosy University, Schaumburg Campus

Tom Dyer, EdD
Campus President
Argosy University, Seattle Campus

Melanie Storms, PsyD
Campus President
Argosy University, Tampa Campus

Scott Tjaden, PhD
Campus President
Argosy University, Twin Cities Campus

Barry Ryan, PhD, JD
Campus President
Argosy University, Washington DC Campus

College of Psychology and Behavioral Sciences

Curriculum Updates

American School of Professional Psychology Programs

MASTER OF SCIENCE IN PSYCHOPHARMACOLOGY PROGRAM

Argosy University, Hawai'i Campus

Program Overview

The Master of Science in Psychopharmacology incorporates coursework and clinical practice to comprehensively train post-doctoral psychologists to prescribe medications independently, appropriately, effectively, and safely. It is a 32 credit hour program with a practicum component requiring treatment of 100 patients. Upon successful completion of the program, students will have the education and experience to prescribe psychopharmacological medications consistent with state and federal laws, and work collaboratively with physicians, nurses, and other health care providers in order to coordinate care. This program is intended to prepare students for the psychopharmacology Exam for Psychologists (PEP).

Admission Requirements

Students must be currently licensed/certified/registered psychologists at the independent level based upon a doctoral degree (PhD, PsyD, or EdD) in psychology from a regionally accredited program in psychology and licensed in the state/province/territory where services are provided. Additionally, students must be currently qualified as health service providers in psychology, or be credentialed by the National Register of Health Service Providers in Psychology or the Canadian Register of Health Service Providers in Psychology, or designated as Health Service Providers in the applicable states, or possess credentials satisfying either of the following conditions: Doctoral degree in psychology meeting ASPPB/National Register Designation Criteria; one year of internship meeting APA, CPA, APPIC, or National Register criteria; and one year of postdoctoral supervised experience in health service meeting APA, APPIC, ASPPB, or National Register criteria.

An exception to the above admission criteria will be made for Tripler Army Medical Center (TAMC) and other post-doctoral fellows, who are in a post-doctoral programs sponsored by the U.S. military.

Before beginning the program, students must also possess sufficient knowledge of human biology, anatomy, physiology, biochemistry, neuroanatomy and psychopharmacology to ensure an adequate foundation for successful completion of the postdoctoral program. This will be determined by a review of the applicant's transcripts and by possible use of competency examinations.

A "Health Service Provider in Psychology" is a psychologist currently and actively licensed/certified/registered at the independent practice level, who is trained and experienced in the delivery of direct, preventive, assessment and therapeutic intervention services to individuals whose growth, adjustment or functioning is impaired or who otherwise seek services.

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

- Application fee (nonrefundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current resume
- Official transcripts from all post-secondary institutions attended

Graduation Requirements

Students must complete a curriculum involving 32-credit hours for the Master of Science in Psychopharmacology. This includes:

- Satisfactory completion of 32 semester credit hours beyond the doctoral degree, including 30 credit hours of coursework and 2 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Satisfactory completion of two semesters of practicum and practicum seminar requirements which include:
 - Supervised treatment of 100 patients over 250 hours
 - Weekly participation in weekly campus-based seminar while enrolled in practicum
- Completion of these requirements within 5 years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The Master of Science in Psychopharmacology Program requires the satisfactory completion of 32 semester credit hours distributed as follows: core requirements, 30 credit hours; practicum requirements, 2 credit hours

Core Requirements — Students Are Required to Take the Following

DP5000	Psychopharmacology Foundations (3)
DP6000	Neuroanatomy (2)
DP6200	Pathophysiology (4)
DP6300	Introduction to Physical Assessment and Laboratory Exams (3)
DP6350	Pharmacology (2)
DP6400	Neurophysiology (2)
DP6450	Pharmacotherapeutics (2)
DP6500	Clinical Pharmacology (4)
DP6650	Psychopharmacology (3)
DP6700	Special Issues in Pharmacology (2)
DP6750	Neurochemistry (2)
DP6900	Legal, Ethical, and Professional Issues (1)

Core Requirements — 30 Credit Hours

Practicum Requirements

DP6950	Psychopharmacology Practicum (2)*
--------	-----------------------------------

Practicum Requirements — 2 credit hours

* Students enroll in one credit hour of practicum for two semesters

Practicum (Supervised Clinical Experience)

Students secure practicum sites where they receive supervised clinical experience, being actively involved in consultation with physicians and appropriately credentialed psychologists regarding the prescribing of psychoactive medications. Students will treat a minimum of 100 patients and have two hours of weekly on-site supervision by a qualified practitioner "...with demonstrated skills and experience in clinical psychopharmacology in accordance with the prevailing jurisdictional law." *Recommended Education and Training Program in Psychopharmacology for Prescriptive Authority* (American Psychological Association, 2006). A skills-based competency model is used, with written documentation of supervision and acquired skills. This documentation will be provided by the student to the program at the end of each semester.

For two semesters, students will also attend a one-hour weekly campus-based Practicum Seminar to present and discuss cases. At the end of the training program, a capstone competency evaluation will be completed in Practicum Seminar. This final evaluation will summarize mastery of multiple competencies and demonstrate integration of didactic and clinical experiences.

DOCTOR OF EDUCATION IN COUNSELING PSYCHOLOGY WITH AN OPTIONAL CONCENTRATION IN COUNSELOR EDUCATION & SUPERVISION

Argosy University, Hawai'i Campus

Eligibility for Licensure

Licensure requirements vary from state to state; students should determine the requirements for the state in which they plan to practice.

Hawai'i

The EdD in Counseling Psychology with an optional concentration in Counselor Education & Supervision does not prepare graduates for licensure in the State of Hawai'i. In the counseling field, licensure is generally earned at the master's level. In Hawai'i, practitioners in the fields of marriage and family therapy, social work, and mental health counseling qualify for independent licensure as practitioners at the master's level. The doctoral curriculum expands upon the general preparation of master's level practitioners.

Program Overview

The Doctor of Education (EdD) in Counseling Psychology with an optional concentration in Counselor Education & Supervision is designed to meet the special requirements of working mental health professionals motivated to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a graduate program.

Enrollment Requirements

Students in the EdD in Counseling Psychology program enroll in two 3-credit-hour classes per semester, but may need to take additional coursework in order to decrease the overall time to complete the required classes. Doctoral students wishing to enroll in fewer credit hours must petition the program chair for part-time status.

Additional Requirements for Academic Progress

Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students in the program are required to complete 60 credit hours. The suggested minimum amount of work that a student should complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	54 credit hours
End of Year Seven	60 credit hours

Additional Graduation Requirements

In addition to the stated graduation requirements, students must meet the following requirements to be eligible for graduation:

- Maintain a GPA of 3.0 on a scale of 4.0
- Successfully complete the Comprehensive Examination.
- Complete all program requirements within seven years of matriculation

Comprehensive Examination

The comprehensive examination at Argosy University, Hawai'i Campus is a take-home examination that consists of printed, APA-formatted, original responses to questions submitted by the faculty. The comprehensive examination is designed to allow the student to demonstrate competence in the end-of-program outcomes in advanced professional practice, counselor supervision, counselor education, social and cultural issues, research, assessment, ethics, and multicultural competence. Any student who fails the comprehensive examination a second time is automatically dismissed from the program.

To be eligible to take the comprehensive examination, the student must have successfully completed all required coursework or be completing their last course requirement. For more detailed information please refer to the *Comprehensive Exam Handbook*.

Program Requirements

Students in the EdD in Counseling Psychology program with an optional concentration in Counselor Education and Supervision are required to successfully complete a minimum of 60 semester credit hours distributed as follows: core counseling requirements, 18 credit hours; theory requirements, 3 credit hours; research requirements, 15 credit hours; elective or concentration requirements, 12 credit hours, and dissertation requirements, 12 credit hours. Students can begin the dissertation at the completion of the required courses.

Core Requirements — Students Are Required to Take the Following

- C7454 Models of Clinical Supervision (3)
C7462 Ethics in Practice (3)

Students Choose Four of the Following

- C7432 Advanced Individual Counseling (3)
C7433 Advanced Group Counseling (3)
C7440 Marriage and Family Therapy (3)
C7443 Multicultural Issues in Counseling (3)
C7445 Brief Psychotherapies (3)
C7458 Diagnosis and Treatment Planning (3)
C7460 Techniques of Child and Adolescent Counseling (3)
C7537 Special Topics in Counseling (3)
-

Core Requirements — 18 Credit Hours

Theory requirements — Students Choose One of the Following

- C7434 Cognitive-Behavioral Theories of Counseling (3)
C7435 Existential-Humanistic Theories of Counseling (3)
C7436 Psychodynamic Theories of Counseling (3)
-

Theory requirements — 3 Credit Hours

Research Requirements Required — Students Are Required to Take the Following

- R7000 Introduction to Academic Research and Writing (3)
R7031 Descriptive Research Methods (3)
R7035 Qualitative Research Methods (3)
R7036 Program Evaluation Methods (3)

Students Choose One of the Following

- R7032 Experimental Research Methods (3)
R7034 Advanced Statistical Methods (3)
R7037 Survey Techniques (3)
-

Research Requirements — 15 Credit Hours

Elective Requirements — Students Choose Four of the Following

- C7421 Etiology of Mental Illness (3)
C7439 Dynamics of Marriage and Family Systems (3)
C7451 Theories of Child and Adolescent Counseling (3)
C7455 Addictions Counseling (3)
C7459 Psychopharmacology for Counselors (3)
-

Elective Requirements — 12 Credit Hours

Dissertation Requirements — Students Are Required to Take the Following

- C7935 Dissertation (3)
C7935 Dissertation (3)
C7935 Dissertation (3)
C7935 Dissertation (3)
-

Dissertation Requirements — 12 Credit Hours

Optional Concentration in Counselor Education & Supervision

Students may choose to complete an optional concentration in Counselor Education and Supervision to satisfy the elective requirements of the program.

Optional Concentration in Counselor Education & Supervision — Students Are Required to Take the Following

- C7452 Professional Development in Counseling (3)
C7453 Clinical Consultation (3)
E7033 Managing Change (3)
C7465 Teaching in Higher Education (3)
-

Concentration Requirements — 12 Credit Hours

Marriage & Family Therapy Programs

MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY PROGRAM

Argosy University, Denver Campus

Program Requirements

The Master of Arts in Marriage and Family Therapy program requires the satisfactory completion of 48 credit hours distributed as follows: Family Studies Requirements, 9 credit hours; Family Therapy Requirements, 12 credit hours; Development Requirements, 12 credit hours; Ethics and Professional Studies Requirements, 3 credit hours; Research Requirements, 3 credit hours; Practicum Requirements, 9 credit hours

Family Studies Requirements — Students Are Required to Take the Following

MF6020 Theories of Family Process & Development (3)

MF6008 Advanced Theories of Family Therapy (3)

MF6511 Social & Cultural Foundations (3)

Family Studies Requirements — 9 credit hours

Family Therapy Requirements — Students Are Required to Take the Following

MF6022 Family Therapy Counseling Skills (3)

MF6090 Couple & Relational Counseling Skills (3)

MF6103 Advanced Individual, Couples, and Family Therapy (3)

MF 6310 Substance Abuse Counseling for Individuals & Families (3)

Family Therapy Requirements — 12 Credit Hours

Development Requirements — Students Are Required To Take the Following

MF6030 Psychopathology & Assessment (3)

MF6501 Human Development: Lifespan (3)

MF6200 Human Sexuality (3)

MF 6440 Child & Adolescent Counseling (3)

Development Requirements — 12 Credit Hours

Ethics & Professional Studies — Students Are Required to Take the Following

MF6300 Professional & Ethical Issues in Family Therapy (3)

Ethics & Professional Studies Requirements — 3 Credit Hours

Research Requirements — Students Are Required to Take the Following

MF6520 Research & Assessment (3)

Research Requirements — 3 Credit Hours

Practicum Requirements — Students Are Required to Take the Following

MF6400 Practicum I (3)

MF6401 Practicum II (3)

MF6402 Practicums III (3)

Practicum Requirements — 9 Credit Hours

Graduation Requirements

To be eligible for graduation in the MA in Marriage and Family Therapy program, students must meet the following requirements:

- Satisfactory completion of 48 credit hours of coursework
- Successful completion of practicum requirements
- Successful completion of the comprehensive exam
- Grade Point Average (GPA) of at least 3.0 (on a scale of 4.0)
- Completion of all requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Comprehensive Examination Requirements

All students must successfully complete a comprehensive examination. The content of the comprehensive exam will be drawn from material covered during the student's study. The examination requires students to conceptualize a family system theoretically, to recommend appropriate treatment, and to address legal and ethical issues relevant to the case. Students are given two opportunities to pass the comprehensive exam. A student who does not successfully pass the comprehensive exam within two attempts will be automatically dismissed from the program.

Prior to taking the comprehensive examination, the student must successfully complete a minimum of one full semester of practicum and have a GPA of 3.0 or higher. Students must register to take the comprehensive exam the semester before they plan to take the exam.

DOCTOR OF MARRIAGE & FAMILY THERAPY PROGRAM

Argosy University, Twin Cities Campus

Program Overview

The Doctor of Marriage and Family Therapy (DMFT) is a 60-credit-hour terminal, practice-oriented degree for licensed marriage and family therapists or professionals who can meet state requirements for license as a Marriage and Family Therapist (meeting the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE) criteria for clinical practice prior to admission). The program seeks to build upon students' prior learning and professional experience by expanding and deepening their knowledge of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories and practices, and the cultural contexts within which these are embedded.

The DMFT curriculum provides opportunities for advanced study and research of systemic concepts and methods as applied to clinical work with children, couples, individuals, and families as well as to larger systems of organizations and communities. In addition to supporting the continuing development of clinical skills, the focus of the curriculum includes the development of skills related to leadership and service to the field in the areas of teaching and supervision.

In regard to training in supervision, the DMFT curriculum is generally designed to meet the American Association for Marriage and Family Therapy (AAMFT) requirements to become an Approved Supervisor. (Those students who are already AAMFT Approved Supervisors may petition for an alternative learning experience equivalent to the 9 credit hours devoted to training and supervision.)

Admission Requirements

- A master's degree from a regionally accredited institution, nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- 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.
- Licensure (or License eligibility) in the student's respective state for marriage and family therapy, which includes at least 1000 hours of supervised clinical practice post-masters.
- Minimum TOEFL® scores of 213 (computer version), 550 (paper version), or 79 (Internet version) required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee

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

- Application fee (nonrefundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current resume
- Three completed Applicant Recommendation forms
- Official transcripts from all institutions where credits earned toward the master's degree are used as the basis for admission, and any subsequent graduate credits earned. Bachelor's level transcripts are not required.

Graduation Requirements

- Satisfactory completion of 60 semester credit hours beyond the master's degree, including 57 credit hours of coursework and 3 credit hours of Applied Clinical Project.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Satisfactory performance on the Preliminary Exam and Clinical and Comprehensive Qualifying Exams
- Successful completion and defense of the Applied Clinical Project
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The Doctor of Marriage and Family Therapy Program requires the satisfactory completion of 60 semester credit hours distributed as follows: core requirements, 15 credit hours; supervision requirements, 6 credit hours; research requirements, 12 credit hours; concentration requirements, 12 credit hours; supervision practicum, 6 credit hours; teaching practicum, 6 credit hours; Applied Clinical Project requirements, 3 credit hours.

Core Requirements — Students Are Required to Take the Following

MF7000	Advanced Systemic Theory & Practice I (3)
MF7001	Advanced Systemic Theory & Practice II (3)
MF7100	Systemic Appraisals & Assessments I (3)
MF7101	Systemic Appraisals & Assessments II (3)
MF7200	Doctoral Seminar I (1)
MF7201	Doctoral Seminar II (1)
MF7202	Doctoral Seminar III (1)

Core Requirements — 15 Credits

Supervision Requirements — Students Are Required to Take the Following

MF7300	Fundamentals of Supervision (3)
MF7400	Teaching Systemic Theory & Practice (3)

Supervision Requirements — 6 Credits

Research Requirements — Students Are Required to Take the Following

MF7500	Research and Assessment II (3)
MF7501	Quantitative Research (3)
MF7502	Qualitative Research (3)
MF7503	Research in Couple, Marriage & Family Therapy (3)

Research Requirements — 12 Credits

Customized Concentration Requirements

Students are required to take 12 credit hours of 6000 and 7000 coursework that provide the foundation for the Applied Clinical Project (ACP) and Internship. Courses are selected upon the approval of the campus dean or program chair. Concentration Requirements: 12 Credit Hours.

Practicum Experience

MF7600	Supervision Practicum I (3)
MF7601	Supervision Practicum II (3)
MF7700	Teaching Practicum I (3)
MF7701	Teaching Practicum II (3)

Practicum Requirements — 12 Credits

Applied Clinical Project (ACP)

MF7800	Applied Clinical Project (1–3)
--------	--------------------------------

Applied Clinical Project Requirement — 3 Credits

Internship — Students are Required to Take the Following

MF7801	DMFT Internship (0)
--------	---------------------

Internship Requirement — 0 credits

Customized Concentration Requirements

Students work with a faculty advisor to develop a learning contract tailored to individual and professional development needs in the field of marriage and family therapy. The Customized Concentration provides the foundation and context for the Internship and Applied Clinical Project. Students are required to take 12 credit hours to complete the Customized Concentration requirements. All courses must be selected from those listed as 6000 and 7000 level. A maximum of two courses (6 credit hours) may be directed independent study. The Customized Concentration must be approved by the program chair.

Practicum Requirements

Students participate in two clinical practica and corresponding seminars.

- *Supervision Practicum & Seminars I & II* — supervising/co-supervising a master's level MFT program or at a clinical site
- *Teaching Practicum & Seminars I & II* — teaching/teaching assistant/shadowing at a master's level and/or doctoral MFT course(s).

Preliminary and Qualifying Exams

Students in the DMFT program must pass a series of examinations to advance in the program. Students failing any exam must re-take the exam. Failing any exam on two occasions will result in dismissal from the program.

Preliminary Exam

The DMFT requires that the student pass one preliminary exam. The exam is conducted in the third semester of the first year and includes an in-depth, written self evaluation of academic, clinical and personal development to date and indicates current plans and discusses strengths and challenges. The written document is submitted to the faculty one week prior to the preliminary exam meeting. The preliminary exam meeting is attended by a committee of faculty who will discuss the content of the written document and any other issues pertinent to the student's progress and future plans. Faculty recommend (1) pass, (2) pass with recommendations, (3) repeat preliminary exam, (4) dismissal from program. Students must pass the preliminary exam in order to progress in the DMFT program.

Qualifying Exams

Students in the DMFT program must pass two qualifying exams: The Clinical Qualifying Exam and the Comprehensive Qualifying Exam.

Clinical Qualifying Exam

The Clinical Qualifying Exam addresses the clinical skills of the student. Conducted in the Spring semester of the student's second year, this exam is a demonstration of the student's written, oral, ethical and cultural competencies in a case presentation. An edited, high quality (technically and clinically) videotape of the student's work in supervision and teaching must be included in the exam process, demonstrating the progression

of a case from beginning to end. The presentation portion of the exam will be a maximum of one hour, including no more than twenty minutes of video. The faculty committee will evaluate the student after a thirty minute question and answer session. This exam must be completed prior to the student beginning the Applied Clinical Project. Students in the DMFT online program will need to satisfy this requirement through the Residency II experience.

Comprehensive Qualifying Exam

The Comprehensive Qualifying Exam evaluates the student's theoretical knowledge and fluency. It is a three day examination assessing the integrative skill, regarding the ten (10) core doctoral curriculum courses: Advanced Systemic Theory & Practice I, Advanced Systemic Theory & Practice II, Systemic Appraisals & Assessments I, Systemic Appraisals & Assessments II, Fundamentals of Supervision, Teaching systemic theory & Practice, Research & Assessment, Quantitative Research Methods, Qualitative Research Methods, Research in Couple, Marriage & Family Therapy. Day one, students will, in a five hour period, answer four (4) of five (5) questions from the above classes. In day two, students will, in a four hour period answer three (3) of four (4) questions from courses not covered in day one. In day three, students will critically evaluate a journal article utilizing information from their course work. The faculty will evaluate each section of the exam. Students failing one question will pass the exam. Students failing 2–4 questions will take an oral exam. Students failing the oral exam must re-take the Exam the following year. Failing the Comprehensive Qualifying Exam on two occasions will result in dismissal from the program.

Internship

Students in the DMFT program must complete a nine month internship of 600 hours. Students develop an Internship Plan that reflects the area of concentration and is subject to the approval of the advisor and faculty committee. The internship may be completed at the student's place of employment. Students may not begin internship until the Applied Clinical Project has been approved.

Applied Clinical Project

Students are required to complete the Applied Clinical Project. The student's Applied Clinical Project is developed and approved by a committee chosen by the student and approved by the program chair. Minimal components include theory, practice and research.



ATLANTA CAMPUS

980 Hammond Drive, Suite 100
Atlanta, GA 30328
770.671.1200
888.671.4777

CHICAGO CAMPUS

350 North Orleans Street
Chicago, IL 60654
312.777.7600
800.626.4123

DALLAS CAMPUS

8080 Park Lane, Suite 400A
Dallas, TX 75231
214.890.9900
866.954.9900

DENVER CAMPUS

1200 Lincoln Street
Denver, CO 80203
303.248.2700
866.431.5981

HAWAII CAMPUS

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

INLAND EMPIRE CAMPUS

636 East Brier Drive, Suite 235
San Bernardino, CA 92408
909.915.3800
866.217.9075

NASHVILLE CAMPUS

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

ORANGE COUNTY CAMPUS

3501 West Sunflower Avenue
Suite 110
Santa Ana, CA 92704
714.338.6200
800.716.9598

PHOENIX CAMPUS

2233 West Dunlap Avenue
Phoenix, AZ 85021
602.216.2600
866.216.2777

SAN DIEGO CAMPUS

1615 Murray Canyon Road, Suite 100
San Diego, CA 92108
619.321.3000
866.505.0333

SAN FRANCISCO BAY AREA CAMPUS

1005 Atlantic Avenue
Alameda, CA 94501
510.217.4700
866.215.2777

SANTA MONICA CAMPUS

2950 31st Street
Santa Monica, CA 90405
310.866.4000
866.505.0332

SARASOTA CAMPUS

5250 17th Street
Sarasota, FL 34235
941.379.0404
800.331.5995

SCHAUMBURG CAMPUS

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

SEATTLE CAMPUS

2601-A Elliott Avenue
Seattle, WA 98121
206.283.4500
888.283.2777

TAMPA CAMPUS

Parkside at Tampa Bay Park
4401 North Himes Avenue, Suite 150
Tampa, FL 33614
813.393.5290
800.850.6488

TWIN CITIES CAMPUS

1515 Central Parkway
Eagan, MN 55121
651.846.2882
888.844.2004

WASHINGTON DC CAMPUS

1550 Wilson Boulevard, Suite 600
Arlington, VA 22209
703.526.5800
866.703.2777

Argosy University Administrative Office | Two First National Plaza | 20 South Clark Street, 28th Floor | Chicago, IL 60603
312.899.9900 | 800.377.0617 | argosy.edu