



2008-2009 ACADEMIC CATALOG ERRATA

argosy.edu

Effective January 1, 2009

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Introduction

The errata listed in this document apply to the *Argosy University Academic Catalog 2008–2009*. To ensure that these changes are being applied to the proper publication please refer to the effective date, September 1, 2008 – August 31, 2009, 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 fifth paragraph after “State Licencing” in the first column should read as follows:

Argosy University, Denver campus is regulated by the Colorado Commission on Higher Education (CCHE), 1380 Lawrence Street, Suite 1200, Denver CO 80204, 303.866.2723.

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

Argosy University, Twin Cities is registered as a private institution with the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, 1.651.642.0533, www.ohe.state.mn.us) pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Page 20

Correction

Tennessee Student Right to Appeal

The phone number for the Tennessee Higher Education Commission has changed to 615.741.5293.

Page 22

Correction

The section following the heading “Early Acceptance” in the first column should read as follows:

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 demonstrate that all admission requirements have been satisfied and 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.

Page 25

Correction

The seventh paragraph after the heading “Loans” in the second column should read as follows:

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 Office of Higher Education (MOHE).

Page 28

Addition

The following table “Intersession Courses (Argosy University, Sarasota)” should be added to the second column:

<i>Intersession Courses (Argosy University, Sarasota)</i>	
Date of First On-Campus Meeting	Grade of “W” Deadline
January 10, 2009	February 20, 2009
January 16, 2009	February 26, 2009
February 13, 2009	March 26, 2009
February 16, 2009	March 31, 2009
February 19, 2009	April 1, 2009
February 21, 2009	April 2, 2009
February 23, 2009	April 4, 2009

Page 47*Corrections*

The first bullet point under “Mission and Goals” in the first column should read as follows:

- To promote active thinking and a curiosity that will enhance independent, intentional and life-long learning.

The fifth bullet point under “Mission and Goals” in the first column should read as follows:

- To increase application of scientific principles that influence contemporary life and current technologies.

Page 52*Note*

Students at the following campuses should refer to the program of study described on pages 53-54: Argosy University, Atlanta; Argosy University, Denver; Argosy University, Hawai‘i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

Page 66*Correction*

The “Semester Two” table for “AAS in Diagnostic Medical Sonography Program with Vascular Concentration — Fall Semester Start Only Course Requirements” in the second column should read as follows:

Semester Two		
VAS110	Vascular Anatomy and Physiology	3
DMS110	Ultrasound Principles I	2
DMS115	Abdominal I	3
DMS155	Vascular I	3
ECH120	Patient Care	1
PSY180	Interpersonal Effectiveness — General Education Requirement	3
Total Credit Hours		15

Page 67*Correction*

The “Semester Two” table for “AAS in Diagnostic Medical Sonography Program with Vascular Concentration — Spring Semester Start Only Course Requirements” in the first column should read as follows:

Semester Two		
VAS110	Vascular Anatomy and Physiology	3
DMS110	Ultrasound Principles I	2
DMS115	Abdominal I	3
DMS155	Vascular I	3
ECH120	Patient Care	1
PSY180	Interpersonal Effectiveness — General Education Requirement	3
Total Credit Hours		15

Page 70*Correction*

The “Semester One” table for “AAS in Medical Assisting Program — Track 1 Course Requirements” in the second column should read 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 (Required for full-time students the first semester)	3
MED155	Administrative Office Procedures I (Required for all students the first semester)	3
Total Credit Hours		13

Page 73*Correction*

The second bullet point under “Graduation Requirements” in the second column should read as follows:

- Completion of all General Education courses with a grade of 70% or better and completion of all program specific courses with a minimum of 75%.

Page 74*Correction*

The “Electives (Optional)*” table for “AAS in Veterinary Technology Program Course Requirements” in the second column should be replaced with the following:

Electives (Optional)*		
VET112	Veterinary Office Procedures and Practice Management	3
VET125	Animal Behavior	3
VET126	Introduction to Canine Training	3
VET160	Veterinary Ultrasonography	3
VET201	Introduction to Avian Medicine	3
VET206	Veterinary Dentistry	3
VET221	Advanced Equine Techniques	3
VET237	Complementary and Integrative Approaches to Veterinary Care	3
VET244	Emergency and Critical Care	3
VET246	Veterinary Toxicology	3
VET250	AZEW Aquatics, Zoology, Exotics, and Wildlife†	3
VET260	Wildlife Handling	3
VET270	Ecology	3

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

† VET250, 260, and 270 denotes a 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.

Page 76*Correction*

The first paragraph under “Associate of Science in Medical Laboratory Technology Program” in the second column should read as follows:

Argosy University offers an Associate of Science (AS) in Medical Laboratory Technology. 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.

Page 89*Corrections*

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

The DBA program requires the satisfactory completion of 60 semester credit hours distributed as follows: research foundation requirements, 12 credit hours; core course requirements, 21 credit hours; concentration requirements, 12 credit hours; elective requirements, 3 credit hours; and dissertation requirements, 12 credit hours.

The table “Research Foundation Requirements” under “Research Foundation Course Requirements” in the second column should be replaced with the following:

Research Foundation Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
Students Choose One of the Following	
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

Page 90*Corrections*

The section under “Core Course Requirements” in the first column should be replaced with the following:

Students in the DBA program are required to take 21 hours of core courses

Core Course Requirements — Students Are Required to Take the Following

W7000	Advanced Academic Study and Writing (3)
B7223	Strategic Planning and Implementation (3)
B7432	Corporate Social Responsibility (3)
B7521	Global Challenges (3)
B7628	Leading Innovation and Change (3)
B7777	Solutions Leadership (3)
B7783	Solutions-Oriented Decision Models (3)

Core Course Requirements — 21 Credit Hours

The section under “Elective Requirements” in the second column should be replaced with the following:

In addition, students in the DBA program take 3 credit hours of electives. Students choose a course listed in any of the concentration courses, or from another Argosy University college, at the 7000-level with permission of the program chair.

Page 96*Correction*

The table “Advanced Professional Graduate Business Certificate in Global Business Sustainability Requirements” section under “Certificate Completion Requirements” in the second column should be replaced with the following:

Advanced Professional Graduate Business Certificate in Global Business Sustainability Requirements — Students Choose Four of the Following

B7409	Holistic Management for Sustainability (3)
B7420	Overview of Global Business Sustainability (3)
B7421	Sustainable Systems: The Science of Industrial Ecology (3)
B7422	Developing Sustainable Products and Services (3)
B7423	Designing Sustainable Environments (3)
B7424	Field Study or Research in Global and Business Sustainability (3)

Certificate in Global Business Sustainability Requirements — 12 Credit Hours

Page 105*Corrections*

The paragraph under “Program Requirements” in the first column should read as follows:

The EdS in Educational Leadership Non-Certification program requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 27 credit hours and research requirements, 3 credit hours.

The table “Cognate Core Requirements” section under “Program Requirements” for “Education Specialist in Educational Leadership” in the second column should be replaced with the following:

Cognate Core Requirements — Students Are Required to Take the Following

E7033	Leading and Managing Change in a Diverse Society (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)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 27 Credit Hours

The table “Research Requirement” section under “Program Requirements” in the second column should be replaced with the following:

Research Requirement — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
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Research Requirement — 3 Credit Hours

The table “Cognate Core Requirements” section under “Program Requirements” for “Education Specialist in Instructional Leadership” in the second column should be replaced with the following:

Cognate Core Requirements — Students Are Required to Take the Following	
E7034	Critical Analysis of Problems and Issues in Education (3)
E7134	Comprehensive Planning and Implementation (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7245	Teaching and Effective Learning Strategies (3)
E7340	Curriculum Design K–12 (3)
R7001	Introduction to Research Methods (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 27 Credit Hours

Page 106
Corrections

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

The EdD in Educational Leadership non-certification 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, 21 credit hours; concentration requirements, 12 credit hours; research requirements, 12 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

The table “Cognate Core Requirements” section under “Program Requirements” for “Doctor of Education in Educational Leadership” in the second column should be replaced with the following:

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)
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)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 21 Credit Hours

** Must be taken as the last course.*

The table “Research Requirements” section under “Program Requirements” for “Doctor of Education in Educational Leadership” in the second column should be replaced with the following:

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

Research Requirements — 12 Credit Hours

The table “Pinnacle Seminar Requirements” section under “Program Requirements” for “Doctor of Education in Educational Leadership” in the second column should read as follows:

Pinnacle Seminar Requirement — Students Are Required to Take the Following	
S7200	Pinnacle Seminar* (3)

Pinnacle Seminar Requirement — 3 Credit Hours

** Students with documented hardship may take a pre-elective approved by the program chair in lieu of the Pinnacle Seminar.*

Page 107
Corrections

The paragraph under “Program Requirements” in the first column should read as follows:

The EdD in Instructional Leadership Non-Certification program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 21 credit hours; concentration requirements, 12 credit hours; research requirements, 12 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

The table “Cognate Core Requirements” section under “Program Requirements” in the first column should be replaced with the following:

Cognate Core Requirements — Students Are Required to Take the Following	
E7034	Critical Analysis of Problems and Issues in Education (3)
E7134	Comprehensive Planning and Implementation (3)
E7245	Teaching and Effective Learning Strategies (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7834	Writing for Research and Professional Publications* (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 21 Credit Hours

** Must be taken as the last course.*

The table “Research Requirements” section under “Program Requirements” in the first column should be replaced with the following:

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

Research Requirements — 12 Credit Hours

The table “Pinnacle Seminar Requirements” section under “Program Requirements” in the second column should read as follows:

Pinnacle Seminar Requirement — Students Are Required to Take the Following	
S7200	Pinnacle Seminar* (3)

Pinnacle Seminar Requirement — 3 Credit Hours

** Students with documented hardship may take a pre-elective approved by the program chair in lieu of the Pinnacle Seminar.*

Page 108

Corrections

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

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; Pinnacle Seminar requirements, 3 credit hours; research core requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

The table “Cognate Core Requirements” section under “Program Requirements” in the second column should be replaced with the following:

Cognate Core Requirements — Students Are Required to Take the Following	
E7034	Critical Analysis of Problems and Issues in Education (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)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 33 Credit Hours

** Must be taken as the last course.*

The table “Elective Requirements” section under “Program Requirements” in the second column should be replaced with the following:

Pinnacle Seminar Requirement — Students Are Required to take the Following	
S7200	Pinnacle Seminar* (3)

Pinnacle Seminar Requirement — 3 Credit Hours

** Students with documented hardship may take a pre-elective approved by the program chair in lieu of the Pinnacle Seminar.*

The table “Research Requirements” under “Program Requirements” in the second column should be replaced with the following:

Research Requirements — Students Are Required to Take the Following	
R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)
R7038	Action Research (3)

Research Requirements — 12 Credit Hours

Page 112

Correction

The table “General Program Concentration Requirements” in the first column should read as follows:

General Program Concentration Requirements — Students Are Required to Take the Following	
E6610	Learning Theories and Teaching Strategies (3)
E6333	Curriculum Planning: Elementary School (3)
–or–	
E6334	Curriculum Planning: Secondary Education (3)
E6925	Capstone Project/Internship

Students Choose Three of the Following

E6339	School Organization and Curriculum (3)
E6350	Advanced Supervision of Curriculum and Instruction (3)
E6510	Measurement and Assessment in Education (3)
E6620	Supervision of Curriculum (3)

General Program Concentration Requirements — 18 Credit Hours

Page 115

Corrections

The table “Cognate Core Requirements” under “Program Requirements” in the first column should be replaced with the following:

Cognate Core Requirements — Students Are Required to Take the Following	
E7033	Leading and Managing Change in a Diverse Society (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 (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Research Requirements — 27 Credit Hours

The table “Research Requirement” under “Program Requirements” in the second column should be replaced with the following:

Research Requirement — Students Are Required to Take the Following	
R7001	Introduction to Research Methods (3)

Research Requirement — 3 Credit Hours

Page 116**Corrections**

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

The EdD in Educational Leadership, District Leadership Track with Illinois Superintendent Endorsement requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 21 credit hours; concentration requirements, 12 credit hours; research requirements, 12 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

The table “Cognate Core Requirements” under “Program Requirements” in the second column should be replaced with the following:

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)
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)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 21 Credit Hours

The table “Research Requirements” under “Program Requirements” in the second column should be replaced with the following:

Research Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)
R7038	Action Research (3)

Research Requirements — 12 Credit Hours

The table “Pinnacle Seminar Requirements” section under “Program Requirements” in the second column should read as follows:

Pinnacle Seminar Requirement — Students Are Required to take the Following

S7200	Pinnacle Seminar* (3)
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Pinnacle Seminar Requirement — 3 Credit Hours

* Students with documented hardship may take a pre-elective approved by the program chair in lieu of the Pinnacle Seminar.

Page 173**Correction**

The table “Required Courses” under “Program Requirements” in the first column should be replaced with the following:

Required Courses — Students Are Required to Take the Following

PP6001	Individual Assessment (3)
PP6010	Lifespan Development (3)
PP6011	MA Integrative Paper (1)
PP6025	Research and Program Evaluation (3)
PP6045	Psychopathology (3)
PP6050	Family and Couples Therapy (3)
PP6060	Group Therapy (3)
PP6100	Ethics and Professional Issues (3)
PP6160	Working with Diverse Populations (3)
PP6201	Masters Practicum I (3)
PP6202	Masters Practicum II (3)
PP6203	Masters Practicum III (1)
PP6300	Counseling Theory (3)
PP6366	Lifestyle and Career Development (3)
PP6400	Professionalization Group (1)
PP6450	Foundations of Clinical Interventions (3)
	Elective (3)
	Elective (3)

Required Courses—48 Credit Hours

Page 192**Correction**

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

The MA in Counseling Psychology program requires the satisfactory completion of 50 semester credit hours, distributed as follows: required courses, 41 credit hours; practicum and practicum seminar requirements, 9 credit hours.

Required Courses — Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6010	Professionalization Group I (1)
PC6011	Professionalization Group II (1)
PC6021	Schools of Family Therapy (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6220	Personality Theories and Individual Counseling (3)
PC6300	Professional and Ethical Issues (3)
PC6420	Introduction to Psychological Testing (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6600	Career and Lifestyle Development (3)

Required Courses—41 Credit Hours

Page 194*Corrections*

The table under “Recommended Course Sequence for the Master of Arts in Counseling Psychology Program” should be replaced with the following:

Year One

Fall Semester	Spring Semester	Summer Semester
PC6010 Professionalization Group I (1)	PC6011 Professionalization Group II (1)	PC6104 Counseling Skills I (3)
PC6000 Counseling Theory (3)	PC6025 Human Growth & Development (3)	PC6105 Counseling Skills II (3)
PC6003 Abnormal Psychology (3)	PC6220 Personality Theories & Individual Counseling (3)	PC6600 Career & Lifestyle Development (3)

Year Two

Fall Semester	Spring Semester	Summer Semester
PC6400 Practicum & Practicum Seminar I (3)	PC6401 Practicum & Practicum Seminar II (3)	PC6402 Practicum & Practicum Seminar III (3)
PC6505 Group Counseling (3)	PC6521 Research & Program Evaluation (3)	PC6021 Schools of Family Therapy (3)
PC6300 Professional & Ethical Issues (3)	PC6511 Social & Cultural Diversity (3)	PC6240 Introduction to Psychological Testing (3)

Page 212*Corrections*

The paragraph under “Graduation Requirements” in the second column should read as follows:

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
 - 6 credit hours of practicum
- Successful completion of the required practicum
- Successful completion of the School Psychology Evaluation Competency (SPEC)
- A minimum grade point average of 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

**For the purposes of fulfilling Florida state requirements, students at Argosy University, Sarasota must satisfactorily complete 68 semester credit hours.*

Page 213*Corrections*

The table “Internship Requirements” section under “Program Requirements” in the second column should be replaced with the following:

Internship Requirement* — Students Are Required to take the Following

PS8800 Internship Masters (0)

Internship Requirement — 0 Credit Hours

** Per Florida state requirements, students at Argosy University, Sarasota receive 6 semester credit hours for completion of PS8800.*

Page 218*Correction*

The table “Elective Requirement” under “Program Requirements” in the second column should be replaced with the following:

Elective Requirement — Students Choose One of the Following

SP6494 Exercise and Health Psychology (3) [or other course approved by campus dean or program chair]
SP6600 Psychophysiology of Sport and Health (3)
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.*

Page 226*Correction*

The first paragraph under “Graduation Requirements” in the first column should be replaced with the following:

Students in the program will be responsible for completing the program requirements in effect at the time of admission.

However, the program retains the right to modify these requirements in accordance with the demands of the counseling profession. Courses will be completed in the order recommended by the program.

- 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.
- Successful completion and defense of the dissertation
- Completion of these requirements within time frame stipulated by program
- A completed Petition to Graduate submitted to campus administration

** Effective Spring 2009, students at Argosy University, Denver; Argosy University, Salt Lake City; and Argosy University, Seattle are required to successfully complete 63 credit hours beyond the master’s degree, including 51 credit hours of coursework and 12 credit hours of dissertation.*

Page 228*Corrections*

The “Program Requirements” section in the second column should be replaced with the following:

Program Requirements

Students in the EdD in Counseling Psychology program with an optional concentration in Counselor Education and Supervision program are required to successfully complete a minimum of 60 semester credit hours distributed as follows: core requirements, 21 credit hours; theory requirements, 3 credit hours; research requirements, 12 credit hours; elective or concentration requirements, 12 credit hours; dissertation requirements, 12 credit hours. Students can begin the dissertation upon completion of the required courses.

Core Requirements — Students Are Required to Take the Following

C7454	Models of Clinical Supervision (3)
C7462	Ethics in Practice (3)
W7000	Advanced Academic Study and Writing (3)
Students Choose Four of the Following	
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7537	Special Topics in Counseling (3)

Core Requirements — 21 Credit Hours

Theory Requirements — Students Choose One of the Following

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

Theory Requirements — 3 Credit Hours

Research Requirements— Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
Students Choose One of the Following	
R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)

Research Requirements — 12 Credit Hours

Elective Requirements — Students Choose Four of the Following

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

Elective Requirements — 12 Credit Hours

Page 229*Corrections*

The table “Dissertation Requirements” section in the first column should be replaced with the following:

Dissertation Requirements — Students Are Required to Take the Following

C7935	Dissertation — Counseling (3)
C7935	Dissertation — Counseling (3)
C7935	Dissertation — Counseling (3)
C7935	Dissertation — Counseling (3)

Dissertation Requirements — 12 Credit Hours

The second paragraph under the heading “Additional Standards for Academic Success” in the first column should read as follows:

Students are required to complete 63 semester credit hours.

The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears below:

The table “Suggested Incremental Timeframe Completion Rates” under the section “Additional Standards for Academic Success” in the second column should read as follows:

Suggested Incremental Timeframe 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	45 credit hours
End of Year Five	63 credit hours

Note: The Suggested Incremental Timeframe Completion Rates are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the Suggested Incremental Timeframe Completion Rates.

Page 230*Corrections*

The paragraph under “Program Requirements” in the first column should read as follows:

Student in the EdD in Counseling Psychology program are required to successfully complete a minimum of 63 semester credit hours distributed as follows: professional development courses, 9 credit hours; writing and research requirements, 15 credit hours; professional practice requirements, 15 credit hours; counseling psychology skills requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

The table “Research Requirements” under “Program Requirements” in the second column should be replaced with the following:

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

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

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)
R7038	Action Research (3)

Writing and Research Requirements—15 Credit Hours

Page 231

Corrections

The table under “Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program” should be replaced with the following:

Year One

Fall Semester		Spring Semester		Summer Semester	
C7452	Professional Development in Counseling (0)	C7421	Etiology of Mental Illness (3)	C7458	Diagnosis and Treatment Planning (3)
C7660	Foundations of Counseling Psychology (3)	C7434	Cognitive-Behavioral Theories of Counseling (3)	C7443	Multicultural issues in Counseling (3)
W7000	Advanced Academic Study & Writing (3)	R7001	Introduction to Research Methods (3)	R7031	Methods & Analysis of Quantitative Research (3)

Year Two

Fall Semester		Spring Semester		Summer Semester	
C7699	Doctoral Counseling Practicum I (0)	C7700	Doctoral Counseling Practicum II (0)	C7459	Psychopharmacology for Counselors (3)
C7451	Theories of Child and Adolescent Counseling	C7432	Advanced Individual Counseling (3)	C7433	Advanced Group Counseling (3)
C7462	Ethics in Practice & Supervision (3)	C7463	Theory and Practice of Motivation (3)	C7410	Assessment in Counseling (3)
R7035	Methods & Analysis of Qualitative Research (3)	Writing and Research Elective *		ADJ	Comprehensive Examination
				COMPS	

* Students may choose to select one of the following courses to satisfy this requirement: R7036 Program Evaluation (3), R7037 Survey Techniques (3), R7034 Advanced Statistical Methods (3), R7032 Experimental Research Methods (3), or R7038 Action Research (3)

Year Three

Fall Semester		Spring Semester		Summer Semester	
C7935	Dissertation—Counseling (3)	C7935	Dissertation—Counseling (3)	C7935	Dissertation—Counseling (3)

Year Four

Fall Semester		Spring Semester		Summer Semester	
C7901	Internship I (0)	C7901	Internship II (0)	C7901	Internship III (0)
C7935	Dissertation—Counseling (3)				

Page 232**Corrections**

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

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 requirements, 21 credit hours; theory requirements, 3 credit hours; research requirements, 12 credit hours; elective or concentration requirements, 12 credit hours, and dissertation requirements, 12 credit hours. Students can begin the dissertation upon completion of the required courses.

The table “Core Requirements” under “Program Requirements” in the second column should be replaced with the following:

Core Requirements — Students Are Required to Take the Following	
C7454	Models of Clinical Supervision (3)
W7000	Advanced Academic Study and Writing (3)
Students Choose Five of the Following	
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7445	Brief Psychotherapies (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7459	Psychopharmacology for Counselors (3)
Core Requirements — 21 Credit Hours	

The table “Research Requirements” under “Program Requirements” in the second column should be replaced with the following:

Research Requirements—Students Are Required to Take the Following	
R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
Students Choose One of the Following	
R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)

Writing and Research Requirements—12 Credit Hours

The table “Dissertation Requirements” section in the first column should be replaced with the following:

Dissertation Requirements — Students Are Required to Take the Following	
C7935	Dissertation—Counseling (3)
C7935	Dissertation—Counseling (3)
C7935	Dissertation—Counseling (3)
C7935	Dissertation—Counseling (3)
Dissertation Requirements — 12 Credit Hours	

Page 234**Corrections**

The table “Professional Development and Practice Requirements” under “Program Requirements” in the first column should be replaced with the following:

Professional Development and Practice Requirements — Students Are Required to Take the Following	
C7410	Assessment in Counseling (3)
C7443	Multicultural Issues in Counseling (3)
C7454	Models of Clinical Supervision (3)
C7458	Diagnosis and Treatment Planning (3)
C7462	Ethics in Practice (3)
W7000	Advanced Academic Study and Writing (3)
Professional Development and Practice Requirements — 18 Credit Hours	
* Program Chair approval is required.	

The table “Research Requirements” under “Program Requirements” in the first column should be replaced with the following:

Research Requirements — Students Are Required to Take the Following	
R7001	Introduction to Research Methods(3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7036	Program Evaluation Methods (3)
Research Requirements — 12 Credit Hours	

Page 236**Corrections**

The paragraph under “Program Requirements” in the first column should read as follows:

The EdD in Counseling Psychology program requires the satisfactory completion of 60 semester credit hours distributed as follows: core courses, 27 credit hours, elective or concentration requirements, 9 credit hours; research requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

The table “Core Course Requirements” under “Program Requirements” in the first column should be replaced with the following:

Core Course Requirements — Students Are Required to Take the Following	
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7434	Cognitive-Behavioral Theories of Counseling (3)
C7445	Brief Psychotherapies (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7462	Ethics in Practice (3)
W7000	Advanced Academic Study and Writing (3)
Core Course Requirements — 27 Credit Hours	

The table “Elective Requirements” under “Program Requirements” in the first column should be replaced with the following:

Elective Requirements* — Students Choose Three of the Following:

C6470	Psychology and the Law (3)
C7410	Assessment in Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)
C7454	Models of Clinical Supervision (3)

Elective Requirements — 9 Credit Hours

** Alternately, students may choose to complete the optional concentration in Forensic Counseling.*

Add the following section after the “Elective Requirements” section in the first column:

Research Requirements — Students Are Required to Take the Following:

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7036	Program Evaluation Methods (3)

Research Requirements — 12 Credit Hours

The table “Dissertation Requirements” section in the first column should be replaced with the following:

**Dissertation Requirements —
Students Are Required to Take the Following**

C7935	Dissertation—Counseling (Block I) (3)
C7935	Dissertation—Counseling (Block II) (3)
C7935	Dissertation—Counseling (Block III) (3)
C7935	Dissertation—Counseling (Block IV) (3)

Dissertation Requirements — 12 Credit Hours

Add the following section after the “Dissertation Requirements” section in the first column:

Optional Concentration in Forensic Counseling

Students in the EdD in Counseling Psychology Program may take an optional concentration in Forensic Counseling. Apart from the general aims of the doctoral program, the three course concentration in Forensic Counseling will allow practitioners to have additional training within the emerging field of Forensic Counseling.

The mission and goal of the concentration is to provide students with a broad overview of the scope of services emerging in the field of Forensic Counseling. This is not intended to train them to deliver forensic counseling services, but rather to allow them to be conversant with key forensic counseling areas as they practice as counseling psychologists. Students in the Forensic Counseling concentration are required to take the following three courses:

**Forensic Counseling Concentration Requirements —
Students Are Required to Take the Following**

FP6020	Individual Assessment (3)
FP6530	Forensic Program Development and Evaluation (3)
FP6535	Consultation, Triage, and Testimony in Forensic Psychology (3)

Forensic Counseling Concentration Requirements — 9 Credit Hours

Page 241**Corrections**

The Section “Optional Concentration in Forensic Counseling” has been deleted from this page. The content can now be found in the “Corrections to Page 236” section, located in the preceding section of this Update.

The “Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program” should be replaced with the following:

Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. Certain advanced courses also require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official.

Year One

Fall Semester		Spring Semester		Summer Semester	
C7445	Brief Psychotherapies of Counseling (3) Elective or Concentration Course (3)	C7434	Cognitive-Behavioral Theories of Counseling (3)	C7460	Techniques of Child and Adolescent Counseling (3)
		C7433	Advanced Group Counseling (3)		Elective or Concentration Course
W7000	Advanced Academic Study and Writing (3)	C7462	Ethics in Practice (3)	R7001	Introduction to Research Methods (3)

Year Two

Fall Semester		Spring Semester		Summer Semester	
C7458	Diagnosis and Treatment Planning (3) Elective or Concentration Course (3)	C7455	Addictions Counseling (3)*	C7432	Advanced Individual Counseling (3)**
		R7035	Methods and Analysis of Qualitative Research (3)	R7036	Program Evaluation Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)				

* Alternatively, students may choose to take C7432 Advanced Individual Counseling at this time

** Alternatively, students may choose to take C7455 Addictions Counseling at this time

Year Three

Fall Semester		Spring Semester		Summer Semester	
C7935	Dissertation—Counseling (3) (Block I)	C7935	Dissertation—Counseling (3) (Block II)	C7935	Dissertation—Counseling (3) (Block III)

Year Four

Fall Semester		Spring Semester		Summer Semester	
C7935	Dissertation—Counseling (3) (Block IV)				

Page 242*Corrections*

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

The EdD in Counseling Psychology program requires the satisfactory completion of 60 semester credit hours distributed as follows: core requirements, 21 credit hours; elective requirements, 12 credit hours; theory requirement, 3 credit hours; research requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

One of the theory requirement courses will be required as a prerequisite for Advanced Individual Counseling (C7432).

The table “Program Requirements” under “Program Requirements” in the second column should be replaced with the following:

**Core Requirements —
Students Are Required to Choose Seven 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)
C7454	Models of Clinical Supervision (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7462	Ethics in Practice (3)
C7471	Treatment of Sexual Dysfunctions (3)
C7537	Special Topics in Counseling (3)
W7000	Advanced Academic Study and Writing (3)

Core Requirements — 21 Credit Hours

Page 243*Corrections*

The table “Professional Orientation Requirements” under “Program Requirements” in the first column should be deleted.

The table “Elective Requirements” under “Program Requirements” in the first column should be replaced with the following:

Elective Requirements — Students Choose Four of the Following

C7410	Assessment in Counseling (3)
C7421	Etiology of Mental Illness (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7453	Clinical Consultation (3)
C7459	Psychopharmacology for Counselors (3)
C7834	Directed Independent Study in Counseling (3)
R7039	Directed Independent Study in Research (1 – 3)

Elective Requirements — 12 Credit Hours

The table “Research Requirements” under “Program Requirements” in the first column should be replaced with the following:

Research Requirements --Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)

Research Requirements — 12 Credit Hours

Page 244**Corrections**

The paragraph under “Program Requirements” in the first column should read as follows:

The EdD in Counseling Psychology program with an optional concentration in Counselor Education & Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows: core requirements, 21 credit hours; theory requirements, 3 credit hours; research requirements, 12 credit hours; elective or concentration requirements, 12 credit hours; dissertation requirements, 12 credit hours. Students can begin the dissertation at the completion of the required courses.

The table “Core Requirements” under “Program Requirements” in the first column should be replaced with the following:

Core Requirements -- Students Are Required to Take the Following

W7000	Advanced Academic Study and Writing (3)
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 -- 21 Credit Hours

The table “Research Requirements” under “Program Requirements” in the first column should be replaced with the following:

Research Requirements --Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
Students Choose One of the Following	
R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)

Research Requirements --12 Credit Hours

The table “Dissertation Requirements” under “Program Requirements” in the first column should read as follows:

Dissertation Requirements — Students Are Required to Take the Following

C7935	Dissertation — Counseling (3)
C7935	Dissertation — Counseling (3)
C7935	Dissertation — Counseling (3)
C7935	Dissertation — Counseling (3)

Dissertation Requirements — 12 Credit Hours

Page 245**Corrections**

The paragraph under “Program Requirements” in the first column should read as follows:

The EdD in Counseling Psychology program with an optional concentration in Counselor Education & Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows: core requirements, 21 credit hours; theory requirements, 3 credit hours; research requirements, 12 credit hours; elective or concentration requirements, 12 credit hours; dissertation requirements, 12 credit hours. In addition to these credit hour requirements, students must successfully pass the Comprehensive Examination, and may choose an optional two-semester Advanced Practicum. Students can begin the dissertation when their coursework and Comprehensive Exam are completed.

The table “Core Requirements” under “Program Requirements” in the second column should be replaced with the following:

Core Requirements — Students Are Required to Take the Following

C7454	Models of Clinical Supervision (3)
C7462	Ethics in Practice (3)
W7000	Advanced Academic Study and Writing (3)
Students Choose Four of the Following	
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7537	Special Topics in Counseling (3)

Core Requirements — 21 Credit Hours

The table “Research Requirements” under “Program Requirements” in the second column should be replaced with the following:

Research Requirements --Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
Students Choose One of the Following	
R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)

Research Requirements --12 Credit Hours

Corrections

The table under “Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program” should be replaced with the following:

Year One

R7035	Methods and Analysis of Qualitative Research (3)		Research Course	C7455	Addictions Counseling (3)
C7453	Clinical Consultation (3)	R7001	Introduction to Research Methods (3)	R7031	Methods and Analysis of Quantitative Research (3)
C7443	Multicultural Issues in Counseling and Supervision (3)	C7440	Marriage and Family Therapy (3)	C7433	Advanced Group Counseling (3)

Year Two

C7459	Psychopharmacology for Counselors (3)	C7462	Ethics in Practice and Supervision (3)	C7445	Brief Psychotherapies (3)
– or –					
E7033	Managing Change (3)				
C7460	Techniques of Child and Adolescent Counseling (3)	C7465	Teaching in Higher Education (3)	C7458	Diagnosis and Treatment Planning (3)

Additional skills course topics may be offered.

Students may join the program at any point in the cycle of courses.

Correction

Insert the following new “Academic Progress Requirements” section after the “Graduation Requirements” section and before the “Program Requirements” section in the second column:

Academic Progress Requirements

- Students must maintain a grade point average of 3.0 or higher (on a scale of 4.0)
- Students who earn a grade below a "B-" in any course are required to retake the course. It is recommended that the course be retaken as soon as possible, due to the continued negative impact on the student's GPA until a new grade has been received for the course.
- Students enrolled in the EdD in Counselor Education & Supervision program are dismissed from the program for:
 - Receipt of a second grade of "F"
 - Receipt of two grades below "B-" during the same semester or
 - Receipt of a third grade below "B-"
 - Failure to raise a low GPA to 3.0 or higher within two semesters

** 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.*

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

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, 9 credit hours; professional development and practice requirements, 15 credit hours; writing and research requirements, 12 credit hours; dissertation requirements, 15 credit hours; and advanced training experiences requirements, 3 credit hours.

The table “Advanced Counseling Skill Requirements” under “Program Requirements” in the second column should be replaced with the following:

Advanced Counseling Skills Requirements — Students Choose Three of the Following

C7445	Brief Psychotherapies (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7537	Special Topics in Counseling (3)

Advanced Counseling Skills Requirements — 9 Credit Hours

The table “Advanced Practice Requirements” under the “Program Requirements” section in the second column should be replaced with the following:

Advanced Practice Requirements — Students Are Required to Take the Following

C7410	Advanced Counseling Assessment (3)
C7433	Advanced Group Counseling (3)
C7453	Clinical Consultation (3)

Advanced Practice Requirements — 9 Credit Hours

The table “Research Requirements” under the “Program Requirements” section in the second column should be replaced with the following:

Writing and Research Requirements — Students are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7036	Program Evaluation Methods (3)

Writing and Research Requirements — 12 Credit Hours

Page 421*Corrections*

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

The EdD in Pastoral Community Counseling requires the satisfactory completion of 60 semester credit hours, distributed as follows: research requirements, 12 credit hours; core requirements, 18 credit hours; elective requirements, 18 credit hours; and dissertation requirements, 12 credit hours.

The table “Research Requirements” under the “Program Requirements” section in the second column should be replaced with the following:

Research Requirements --Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Advanced Research Elective--Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)
R7038	Action Research (3)

Research Requirements --12 Credit Hours

The table “Core Requirements” under the “Program Requirements” section in the second column should be replaced with the following:

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)
W7000	Advanced Academic Study and Writing (3)

Core Requirements — 18 Credit Hours

Page 422*Correction*

The table “Elective Requirements” in the first column should be replaced with the following:

Elective Requirements — Students Choose Six 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)
TH7107	Directed Independent Study in Religion and Psychology (3)

Related Discipline Courses

C7431	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)

Elective Requirements — 18 Credit Hours

Page 438*Corrections*

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

- Satisfactory completion of 60 semester credit hours beyond the master’s degree, including 54 credit hours of coursework and 6 credit hours of Applied Clinical Project.

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

The Doctorate in Marriage & Family Therapy Program requires the satisfactory completion of 60 semester credit hours distributed as follows: Core requirements, 15 credit hours; research requirements, 9 credit hours; practicum experiences in supervision and teaching requirements, 18 credit hours; customized concentration requirements, 12 credit hours; Applied Clinical Project requirements, 6 credit hours.

Page 439*Corrections*

The table “Supervision Requirements” in the first column should be deleted.

The table “Research Requirements” in the first column should be replaced with the following:

Research Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Research Requirements — 9 Credit Hours

The table “Practicum Experience” in the first column should be replaced with the following:

Practicum Experiences in Supervision and Teaching Requirements

MF7300	Fundamentals of Supervision (3)
MF7401	Teaching Practicum in Systemic Theory and Practice I (3)
MF7402	Teaching Practicum in Systemic Theory and Practice II (3)
MF7403	Teaching Practicum in Systemic Theory and Practice III (3)
MF7600	Supervision Practicum I (3)
MF7601	Supervision Practicum II (3)

Practicum Experiences in Supervision and Teaching Requirements — 18 Credit Hours

The following table “Customized Concentration Requirements” should be inserted after “Practicum Experiences in Supervision and Teaching Requirements” in the first column:

Customized Concentration Requirements --Students Are Required to Take the Following

Students choose 4 courses with the approval of the program chair

Customized Concentration Requirements --12 Credit Hours

The table “Applied Clinical Project (ACP)” in the first column should be replaced with the following:

Applied Clinical Project Requirements — Students Are Required to Take the Following

MF7900	Clinical Research Project in Marriage and Family Therapy I: Review of Literature (3)
MF7901	Clinical Research Project in Marriage and Family Therapy II: Application (3)

Applied Clinical Project Requirements — 6 Credit Hours

The paragraph under “Applied Clinical Project” in the second column should read as follows:

Students are required to complete the Applied Clinical Project (ACP). The student’s ACP is developed and completed in two sequential research courses. Minimal components include theory, practice, and research.

Page 441

Corrections

The paragraph under “Program Requirements” in the first column should read as follows:

The EdD in Organizational Leadership program requires the satisfactory completion of 60 semester credit hours, distributed as follows: research core requirements, 12 credit hours; core requirements, 27 credit hours; elective requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

A minimum of eight courses must be completed on-campus.

The table “Research Core Requirements” under the “Program Requirements” section in the first column should be replaced with the following:

Research Core Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Research Elective — Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7036	Program Evaluation Methods (3)
R7038	Action Research (3)
R7037	Survey Techniques (3)

Research Core Requirements — 12 Credit Hours

The table “Core Requirements” under the “Program Requirements” section in the first column should be replaced with the following:

Core Requirements — Students Are Required to Take the Following

L7101	Foundations of Leadership (3)
L7431	Theory and Development of Motivation (3)
L7432	Professional Development in Leadership (3)
L7438	Team Development and Leadership (3)
L7450	Interpersonal and Organizational Communication (3)
L7451	Leading Through and Beyond Change (3)
L7452	Leadership and Ethics (3)
L7900	Conflict Management (3)
W7000	Advanced Academic Study and Writing (3)

Core Requirements — 27 Credit Hours

The table “Elective Requirements” under the “Program Requirements” section in the first column should be replaced with the following:

Elective Requirements — Students Choose Three from the Following*

L7131	Human Resource Management (3)
L7400	Special Topics: Human Services (3)
L7435	Financial Management in Human Services (3)
L7437	Special Topics in Organizational Leadership (3)
L7440	Organizational Consultation (3)
L7838	Directed Independent Study: Organizational Leadership (3)
S7200	Pinnacle Seminar (3)

Elective Requirements — 9 Credit Hours

* Electives not listed in the program of study may be accepted with approval of the campus dean or program chair.

Page 461*Correction*

The course description for “HUM440 - Critical Thinking: Common Sense and Everyday Life” in the first column should be replaced with the following:

HUM440 Critical Thinking: Common Sense and Everyday Life*3 credit hours*

This course aims to strengthen students’ abilities to read and listen critically, and to identify, analyze and evaluate formal and informal arguments in professional and everyday discourse. Using tools from both formal and informal logic, students will learn to distinguish valid from invalid arguments, identify bias and evaluate evidence in arguments, respond reflectively to arguments, and generate well formed arguments of their own.

Page 486*Correction*

The course description for “B7001 - Business Research Writing” in the first column should be deleted.

Page 489*Correction*

The course description for “B7411 - Independent Study in Management” in the first column should read as follows:

B7411 Independent Study in Management*1-3 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.

Page 506*Corrections*

Insert the following courses after the “E6100 - Research in Education” listing in the first column:

E6120 Data Driven Decision-Making*3 credit hours*

This course focuses on student assessment and evaluation of educational programs, instructional processes, and course curricula by using data collection, data analysis, accountability mechanisms, a systems approach, and data-driven decision-making.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in ELL/ESL, MAEd-Instructional Specialist in Reading (Elementary), and MAEd-Instructional Specialist in Reading (Middle/Secondary) programs.

E6121 Multicultural Education*3 credit hours*

This course explores historical, theoretical, and practical perspectives on multicultural education and addresses sensitivity to linguistic, cultural, and ethnic diversity in the classroom in order to provide appropriate learning environments and instruction for all students.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in ELL/ESL program.

Insert the following courses after the “E6211 - Strategies for Teaching Adult Learners” listing in column one:

E6221 Foundations of Literacy*3 credit hours*

This course discusses the foundations of literacy, including theories of reading development and methods of successful reading and writing instruction.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in Reading (Elementary) program

E6222 Reading Assessment and Diagnosis*3 credit hours*

This course explores the use of various reading assessments and instructional assessments to improve planning of reading programs and to monitor student progress over time.

Prerequisite: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in Reading (Elementary), and MAEd-Instructional Specialist in Reading (Middle/Secondary) programs.

E6224 Literacy in the Content Areas*3 credit hours*

This course explores teaching literacy in content areas beyond English and language arts. Content area teachers must introduce the unique language and skills necessary for success in their subject, incorporate technology into literacy tasks, and assess reading and writing tasks.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in Reading (Elementary), and MAEd-Instructional Specialist in Reading (Middle/Secondary) programs.

E6226 Teaching Literacy to English Language Learners*3 credit hours*

This course explores optimal instructional strategies to meet the needs of diverse non- native English learners. Theoretical foundations of first and second language acquisition, both oral and written, and assessment strategies are examined.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in ELL/ESL, MAEd-Instructional Specialist in Reading (Elementary), and MAEd-Instructional Specialist in Reading (Middle/Secondary) programs.

E6227 Case Study in Reading Diagnosis*3 credit hours*

This practicum inquiry project emphasizes the application of theory and research in developing diagnostic skills with a case study in student learning.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in Reading (Elementary), and MAEd-Instructional Specialist in Reading (Middle/Secondary) programs.

Insert the following courses after the “E6250 - Intro/Best Practices in Training and Development” listing in the second column :

E6310 Foundations of Reading

3 credit hours

This course explores reading theories and current research that guide effective instruction, assessment, and the use of technology in the teaching of reading

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in Reading (Middle/Secondary) program.

E6311 Literacy and Reading for the Diverse Classroom (6-12)

3 credit hours

This course addresses the literacy needs of adolescents in diverse stages of learning and literacy development. Based on adolescent needs, students in this course develop and use strategies to support literacy in the content-area classroom.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in Reading (Middle/Secondary) program.

E6312 Adolescent Literature

3 credit hours

This course explores the qualities and characteristics of high-quality adolescent literature and prepares teachers to integrate such literature into the curriculum to strengthen student learning.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in Reading (Middle/Secondary) program.

Page 508

Corrections

Insert the following courses after the “E6425 - Diversity Issues in Education” listing in the first column:

E6440 ELL/ESL Methods and Curriculum Development

3 credit hours

This course offers teachers the theories, tools, and techniques for using methods and developing curricula that meet both the language and content learning needs of their English language learners.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in ELL/ESL Program

E6441 Linguistics for ELL/ESL Educators

3 credit hours

This course focuses on the scientific study of English and other languages. Concepts relevant to teaching English, such as pronunciation, grammar, vocabulary, language variation, and written discourse are explored. Sound (phonetics and phonology), structure (morphology and syntax), and meaning (semantics and pragmatics) are examined.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in ELL/ESL Program

E6442 Theories of Language Acquisition

3 credit hours

This course focuses on the scientific study of English and other languages. Concepts relevant to teaching English, such as pronunciation, grammar, vocabulary, language variation, and written discourse are explored. Sound (phonetics and phonology), structure (morphology and syntax), and meaning (semantics and pragmatics) are examined.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in ELL/ESL Program

E6443 Testing and Assessment in ELL/ESL

3 credit hours

This course examines formal and informal assessment, with a focus on authentic assessment for English language learners.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in ELL/ESL Program

E6444 Cross-Cultural Communication

3 credit hours

This course explores the impact of diverse cultures in society and the classroom. Students will identify the signs of culture shock and cultural biases and develop strategies to help learners overcome them. Students also learn to effectively communicate cross-culturally and to develop culturally sensitive learning environments.

Prerequisites: E6100

NOTE: Enrollment in this course is limited to students in the MAEd-Instructional Specialist in ELL/ESL Program

Page 511

Correction

The course description for “E7111 - Introduction to Advanced Academic Study and Writing” in the second column should be deleted.

Page 525

Correction

Insert the following courses after the “MF7400 - Teaching Systemic Theory & Practice” listing in column one:

MF7401 Teaching Practicum in Systemic Theory and Practice I

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.

MF7402 Teaching Practicum in Systemic Theory and Practice II

3 credit hours

A continuation of MF7401 Teaching Practicum Systemic Theory and Practice I. The practicum will also have a seminar that meets on a weekly or bimonthly basis.

Prerequisites: MF7401

MF7403 Teaching Practicum in Systemic Theory and Practice III

3 credit hours

A continuation of MF7402 Teaching Practicum Systemic Theory and Practice II. The practicum will also have a seminar that meets on a weekly or bimonthly basis.

Prerequisites: MF7401, MF7402

Insert the following courses after the “MF7701 - Teaching Practicum II” listing in column two:

MF7900 Clinical Research Project in Marriage and Family Therapy I: Review of Literature

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 have the opportunity to construct a research project and will be expected to demonstrate literacy of historical and current research related thereto.

MF7901 Clinical Research Project in Marriage and Family Therapy II: Application

3 credit hours

In this course, students will have the opportunity to implement and report on the project that was designed in MF7900 Clinical Research Project in Marriage and Family Therapy I: Review of Literature.

Prerequisites: MF7900

MF7950 Special Topics in Marriage and Family Therapy I

3 credit hours

This course presents special topics related to marriage and family therapy and/or family studies. 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 marriage and family therapy in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

MF7951 Special Topics in Marriage and Family Therapy II

3 credit hours

This course presents special topics related to marriage and family therapy and/or family studies. 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 marriage and family therapy in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. The topic selected must be different from that chosen in MF7950 Special Topics in Marriage and Family I.

Page 530

Correction

Insert the following course after the “PP6150 - Introduction to Diverse Populations” listing in column one:

PP6160 Working with Diverse Populations (3)

3 credit hours

This course is designed to expose students to the current and historical experiences of diverse groups of people living in the United States; several aspects of multiculturalism and diversity are presented in the course, including race, gender, sexual orientation, ethnicity, religion, immigration and refugee status, disability, socio-economic status, and age. Portions of the course will assist students in developing awareness of the impact of their own diversity as a person—ethnicity, race, gender, age—on the individuals with whom they work when providing clinical interactions such as assessment and therapy. The course is designed to assist students in considering cultural, economic, and sociopolitical systems from the perspective of the client as well as that of the helper.

Page 546*Corrections*

Insert the following courses after the “PP8220 - Adult Neuropsychological Assessment” listing in the second column:

PP8230 Supplemental Practicum and Seminar I*1-3 credit hours*

An additional period of practicum in either psychodiagnostics or psychotherapy, beyond program requirements, for the purpose of gaining further skills in these areas. Students enrolled in this course will also meet regularly with a faculty member for additional supervision and consultation;

PP8231 Continuation of Supplemental Practicum and Seminar I (PP8230)*1-3 credit hours***PP8232 Continuation of Supplemental Practicum and Seminar II (PP8231)***1-3 credit hours***Page 558***Corrections*

Insert the following course after the “R7000 - Introduction to Academic Research and Writing” listing in the second column:

R7001 Introduction to Research Methods*3 credit hours*

This course must be taken before all other research courses. The course offers a brief introduction to the philosophical underpinnings of research inquiry. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines of business, education, and behavioral sciences. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies.

Prerequisite: W7000

The listing for “R7031 - Methods and Analysis of Quantitative Research” listing in column two should be replaced with the following:

R7001 Methods and Analysis of Quantitative Research*3 credit hours*

This is an introductory course that focuses on descriptive and inferential statistical methods across the disciplines of business, education, and behavioral sciences. The material presented will include conceptual understanding and practical application of data entry, analysis, and interpretation. The student will learn to critique and interpret quantitative research articles. Computer applications, logistical issues of data collection, and ethical considerations are examined. Upon completion of this course, students will be able to produce a final project that will include application, analysis, and interpretation of a data set. It is recommended that students have a minimum working knowledge of basic Excel or SPSS functions prior to taking this course.

*Prerequisite: R7001 (for students starting in Spring 2009)***Page 559***Corrections*

The listing for “R7034 - Advanced Statistical Methods” listing in column one should be replaced with the following:

R7034 Advanced Statistical Methods*3 credit hours*

This course provides an overview of advanced statistical techniques including detailed application using SPSS. The goal is to select and apply an appropriate multivariate statistical methodology, to a selected research question. Approaches include multiple regression, factorial analysis including MANOVA, factor analysis, multiple discriminant analysis, logistic regression, and structural equation modeling. The final product is a completed prospectus reflective of a quantitative design. It is strongly recommended that students take this course only in their final semester.

Prerequisites: R7001, R7031, R7035 (for students starting in Spring 2009)

The listing for “R7035 - Methods and Analysis of Qualitative Research” listing in column one should be replaced with the following:

R7035 Methods and Analysis of Qualitative Research*3 credit hours*

This course provides the theoretical foundations necessary to understand qualitative inquiry used across the disciplines of business, education, and behavioral sciences. The goal is to understand human behavior in a natural setting and the meanings people give to their experiences. Approaches include exploratory, explanatory, descriptive, and emancipatory inquiries.

Prerequisite: R7001

The listing for “R7036 - Program Evaluation Methods” listing in column one should be replaced with the following:

R7036 Program Evaluation Methods*3 credit hours*

This mixed-methods course focuses on program evaluation methodology used across the disciplines of business, education, and behavioral sciences. The goal is for students to appropriately apply qualitative and quantitative analyses in the evaluation of programs. Evaluation approaches are studied to guide informed decision making about program effectiveness and viability. The final product for this course is a completed prospectus reflective of the program evaluation design. It is strongly recommended that students take this course only in their final semester.

Prerequisites: R7001, R7031, R7035 (for students starting in Spring 2009)

The listing for “R7037 - Survey Techniques” listing in column one should be replaced with the following:

R7037 Survey Techniques*3 credit hours*

This quantitative course provides students with skills necessary for the survey research process used across the disciplines of business, education, and the behavioral sciences. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation using SPSS. The final product is a completed prospectus reflective of the survey design. It is strongly recommended that students take this course only in their final semester.

Prerequisites: R7001, R7031, R7035 (for students starting in Spring 2009)

The listing for “R7038 - Action Techniques” listing in the first column should be replaced with the following:

R7038 Action Techniques

3 credit hours

This mixed-methods course provides the theoretical foundations necessary to understand action research used across the disciplines of business, education, and behavioral sciences. The goal is to engage participants and apply qualitative and quantitative analyses resulting in practical outcomes. This type of applied research involves an iterative process that initiates, provokes, and reflects on the consequences of change within a range of settings. The final product is a completed prospectus reflective of the action research methodology. It is strongly recommended that students take this course only in their final semester. *Prerequisites: R7001, R7031, R7035 (for students starting in Spring 2009)*

The listing for “R7103 - Solutions-Oriented Business Research methods” listing in the second column should be deleted.

Page 560

Correction

The heading “SPORT PSYCHOLOGY (SP)” in the first column should be changed to read “SPORT-EXERCISE PSYCHOLOGY (SP)”.

Page 561

Correction

Insert the following course after the listing “SP6536 - Sport Psychology Master’s Practicum II” in the second column:

SP6600 Psychophysiology of Sport and Health

3 credit hours

This course will provide a comprehensive overview of the theory and application of human psychophysiology. One focus of the course will be an understanding the relationship between human physiology and mental processes associated with sport and health. The fields of biofeedback and neurofeedback training will be covered in-depth. The content of the course will include the Biofeedback Certification Institute of America (BCIA) “Blueprint of Knowledge”.

Page 563

Correction

Insert the following course after the listing “W5099 - Graduate Academic Writing” in the first column:

W7000 Advanced Academic Study and Writing

3 Credit Hours

This foundational doctoral course provides advanced academic study and writing processes for analyzing and evaluating current research articles, literature reviews, and dissertations. Emphasis will be placed on APA style guidelines and university publication requirements. Students will develop a perspective as scholarly practitioners, focusing within their specific discipline and program. Providing students the information and skills to navigate and successfully complete their doctoral programs and dissertations is the primary goal of this course.

REVISIONS TO "APPENDIX I" OF THE ACADEMIC CATALOG

Appendix I

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

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College of Undergraduate Studies

Curriculum Updates

BACHELOR OF ARTS IN LIBERAL ARTS

Argosy University, Denver; Argosy University, Salt Lake City **Program Overview**

The Bachelor of Arts (BA) in Liberal Arts program offers an integrative approach to learning which aims to develop competencies in the basic academic areas and disciplines in higher education. It extends the capacity for intellectual inquiry through the incorporation of courses that develop the individual, prepare them for the workplace, and to participate constructively in a global society. The BA in Liberal Arts gives students the opportunity to integrate real world experience with the critical acquisition of a variety of human knowledge and skills that not only encourages sensitivity to the diversity of human cultures, but also creates a desire to achieve personal and professional excellence.

All students admitted to the BA in Liberal Arts program 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.

Program Outcomes

Students who complete the BA in Liberal Arts program will have developed the following knowledge, skills and abilities as they pertain to personal, workplace and social development.

- Communications – Students will develop enhanced abilities to listen, read, comprehend, speak, write and engage effectively in personal, workplace or social interaction.
- Research – Students will learn to identify and access a variety of sources of information from which to become optimally informed regarding all available aspects of personal, workplace and social issues to be analyzed, evaluated, and resolved.
- Analysis – Students will learn to methodically examine issues, particularly involving human behavior, by identifying pertinent individual, group and societal dynamics, their causal factors, and their interrelationships.
- Evaluation – Students will learn to identify and ascertain the relative value of potential solutions to interpersonal, workplace and social problems and to prioritize such solutions.
- Critical thinking – Students will be able to integrate analytical, evaluation, inductive and deductive reasoning skills to formulate conclusions and make decisions that effectively address interpersonal and workplace issues in the context of societal perspective.
- Sensitivity to Diversity – Students will be able to analyze and evaluate the strengths and weaknesses of a diverse society and manage social problems and interpersonal conflict with due respect for race, ethnicity, gender, religion, culture, economic status, and lifestyle.

- Interpersonal Effectiveness – Students will be able to apply interpersonal effectiveness theories and skills to everyday interaction, explore how interpersonal effectiveness can help them achieve personal and professional goals, and prepare for further development of interpersonal effectiveness skills during their academic program.

Admission Requirements

Admission requirements differ depending on the number of college credits completed prior to application,

Applicants with 0-12 College Credits

General Admission

Applicants who have earned 12 or fewer semester college credits must provide proof of high school graduation or GED and meet one of the following conditions for admission:

- ACT Composite score of 18 or above, or
- Combined Math and Critical Reading SAT score of 870, or
- Minimum ACCUPLACER scores of 86 in Sentence Skills, and 53 in Algebra

Admission with Academic Support*

Applicants who do not meet any of the above conditions for admission will be admitted with Academic Support if they provide proof of high school graduation or GED and meet one of the following:

- ACT composite score of 14 – 17, or
- Combined Math and Critical Reading SAT score of 660 – 869, or
- Minimum ACCUPLACER scores of 54 in Reading, and 36 in Arithmetic

Applicants with 13 or More College Credits

General Admission

Applicants who have earned 13 or more semester college credits must provide proof of high school graduation or GED and meet one of the following conditions for admission:

- Cumulative college GPA of 2.0, or above, or
- Minimum ACCUPLACER scores of 86 in Sentence Skills and 53 in Algebra

Admission with Academic Support*

Applicants who do not meet either of the above criteria will be admitted with academic support if they provide proof of high school graduation or GED and meet the following condition:

- Minimum ACCUPLACER scores of 54 in Reading, and 36 in Arithmetic

** Students admitted with academic support are limited to 12 credit hours of study during their first semester (6 credit hours per session).*

Students admitted with academic support will be required to complete developmental English and/or Math courses* unless they meet the following conditions:

- Writing Review (ENG099) — must meet one of the following:
 - Minimum ACCUPLACER score of 86 in Sentence Skills
 - Minimum ACT English score of 18
 - Minimum SAT Critical Reading score of 425
 - Completion of a college level English composition course with a grade C or above
- Mathematics Review I (MAT096) — must meet one of the following:
 - Minimum ACCUPLACER score of 53 in Algebra
 - Minimum ACT Math score of 18
 - Minimum SAT Math score of 440
 - Completion of collegiate level Algebra course with a grade C or above

** In order to remain in good academic standing, students required to complete developmental English and/or math courses must do so by the end of the their first semester of at Argosy University. Failed developmental courses may be retaken a second time but students may not register for other courses until they are satisfactorily completed. Students who fail their second attempt of a developmental course will be referred to the Student Professional Development Committee to address barriers to academic readiness.*

Other Admissions Requirements

- Remedial or developmental courses are not transferable.
- Proof of high school graduation or earned college degree.
- A minimum written TOEFL® score of or 500 (paper version), 173 (computer version), or 61 (Internet version) is 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.

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

- Complete Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all post-secondary schools attended
- Proof of high school graduation or GED or college degree from a regionally accredited institution or nationally accredited institution approved and documented by the faculty and dean of the College of Undergraduate Studies

Applications to Multiple Campuses

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

Graduation Requirements

- Satisfactory completion of all required courses within the program major with a grade of “C-” or better
- Completion of 120 credit hours as follows
 - 42 credit hours General Education Curriculum Requirements
 - 36 credit hours Liberal Arts Core Requirements
 - 18 credit hours Additional Liberal Arts Requirements
 - 24 credit hours Elective Requirements
- Completion of a minimum of 42 credit hours of upper division courses
- An Argosy University grade point average of 2.0 or higher
- A minimum of 30 credit hours completed at Argosy University
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The BA in Liberal Arts requires the satisfactory completion of 120 credit hours distributed as follows.

General Education Curriculum Requirements (42 credit hours)

- 6 credit hours in communications
 - 6 credit hours in humanities
 - 6 credit hours in social sciences
 - 6 credit hours in natural science
 - 6 credit hours in mathematics
 - 9 credit hours in elective courses (in any general education distribution area)
 - 3 credit hours in Interpersonal Effectiveness (PSY180)*
- * Students are required to take PSY180 Interpersonal Effectiveness during the first semester of attendance.*

Liberal Arts Core Requirements (36 credit hours)

Students are required to complete twelve core courses or 36 credit hours. All students are required to take three Prescribed Core Courses. To complete the Liberal Arts Core Requirements, students choose three courses or 9 credit hours from each Interdisciplinary Category (The Individual, The Workplace, and Society) as listed below.

Liberal Arts Core Requirements —Students Are Required to Take the Following

Prescribed Core Courses

- HUM440 Critical Thinking (3)
COM105 Organizational Communication (3)
SOC416 Sociological Perspectives on Class, Ethnicity, and Gender (3)

The Individual—Students Choose Three of the Following

- PSY300 Developmental Psychology (3)
PSY306 Psychology of Aging (3)
PSY350 Physiological Psychology (3)
PSY361 Personality Theory (3)
PSY360 Cognition and Learning (3)
PSY492 Advanced General Psychology (3)
ENG401 Shakespeare Today(3)
HUM401 American Voices (3)

The Workplace—Students Choose Three of the Following

- COM301 Negotiation and Conflict Resolution (3)
BUS481 Crisis and Conflict Management (3)
PSY320 Industrial/Organizational Psychology (3)
PSY405 Interviewing Techniques (3)
MGT302 Organizational Behavior (3)
MGT312 Organizational Leadership (3)
MGT413 Managing Change (3)
MGT450 Cultural Diversity in the Workplace (3)
MGT411 Human Resources Managements (3)
BUS270 Business Ethics (3)
OR
PSY430 Ethics in Psychology (3)

Society—Students Choose Three of the Following

- COM104 Persuasion (3)
COM450 Communication, Gender and Culture (3)
PSY312 Diversity (3)
PSY310 Social Psychology (3)
PSY410 Maladaptive Behavior (3)
PSY480 Biopsychosocial Effectives of Substance Abuse (3)
PSY481 Substance Abuse and the Family (3)
PSY493 Crime and Causes (3)
CJA105 Introduction to Criminal Justice (3)
CJA330 Juvenile Delinquency (3)
CJA426 Terrorism (3)
-

Liberal Arts Core Requirements—36 Credit Hours

Additional Liberal Arts Requirements (18 credit hours)

Students are required to choose six courses from three interdisciplinary categories that have not been taken to satisfy the Liberal Arts Core Requirements.

Elective Requirements (24 credit hours)

Students may choose eight courses from any area with the approval of the program chair.

College of Education Curriculum Updates

MASTER OF ARTS IN EDUCATION IN EDUCATIONAL LEADERSHIP – PRINCIPAL CERTIFICATION PROGRAM Argosy University, Phoenix

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Leadership Principal Certification program is to prepare individuals for P-12 educational administrative positions such as principal and assistant principal in the state of Arizona.

From time to time, curricular changes may occur. The College of Education will make every effort to disseminate such changes; however, it is the responsibility of students to become aware of and adhere to those changes.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0).
- 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.
- A minimum of three years of verified full-time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.
- Verification of state approved Structured English Immersion (SEI) training.*
- Photocopy of valid Arizona Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety.
- Interview with the program Admissions Committee.

* Students may complete this requirement following admission to the program.

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

- Completed Application for Admission Form.
- Application fee.
- Personal goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- Three Letters of Recommendation.
- Official transcripts from all post-secondary schools attended.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums will be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of the Academic Catalog under "Admission Policies."

Graduation Requirements

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

- Satisfactory completion of all requirements in the program of study (a minimum of 36 credit hours), including required courses, certification courses, and internship 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.

Arizona Principal Certification Requirements

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

- Successful completion of all program requirements, including Principal Internship.
- Verification of three (3) semester hours or forty-five (45) clock hours of Arizona-approved Structured Immersion (SEI) training.
- Passage of United States Constitution and Arizona state constitution examinations.
- Passage of the Principal or Superintendent portion of the Arizona Educator Proficiency Assessment.

Program Requirements

The MAEd in Educational Leadership Principal Certification program requires the satisfactory completion of 36 semester credit hours distributed as follows: Core Requirements, 24 credit hours, Capstone Requirements, 3 credit hours, Certification Requirements, 9 credit hours.

Core Requirements — Students Are Required to Take the Following

Prescribed Core Courses

E6100 Research in Education (3)
E6137 Educational Leadership (3)
E6232 Educational Law (3)
E6233 Educational Finance (3)
E6705 Human Resource Management and Development (3)
A course in Educational Technology (3)

Students Choose One of the Following

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

Students Choose One of the Following

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

Core Requirements—24 Credit Hours

Capstone Requirement

A Capstone Project (3 credit hours) in conjunction with the internship, candidates will complete a capstone course, which will provide a forum for formative assessment and feedback as they complete their internships and program portfolios. The capstone will provide a forum in which they will have opportunities to integrate, review, and reflect on the knowledge, skills, and dispositions that they will acquire and refine in completing program and Arizona Department of Education certification requirements.

Capstone Project Requirements—Students Are Required to Take the Following

E6925 Capstone Project (3)

Capstone Project Requirements—3 Credit Hours

Forensic Psychology Concentration Requirements

The Forensic Psychology Concentration provides students with a psychological perspective for understanding crime and its causes.

Certification Requirements—Students Are Required to Take the Following

E6734 Structured English Immersion (3)
A Course in Curriculum and Instruction selected with the approval of the Program Chair (3)
E6950 Internship (3)

Certification Requirements—9 Credit Hours

Internship Requirements

The Arizona 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 Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Administrators.

MASTER OF ARTS IN EDUCATION - INSTRUCTIONAL SPECIALIST PROGRAMS (NON-CERTIFICATION)

The Master of Arts in Education-Instructional Specialist (MAEd-IS) programs prepare teachers for various instructional roles and responsibilities within schools. Teachers' knowledge base in areas critical to school improvement is expanded and classroom performance is strengthened, especially when instructing English Language Learner/English as a Second Language (ELL/ESL) students and teaching reading. The following non-certification Instructional Specialist programs are available: ELL/ESL, Reading (Elementary), and Reading (Middle/Secondary).

Among the requirements for this program are two required residencies and an Action Research Project. The first residency is attached to the first course, E6100 Research in Education. The first 12-14 hour, on-site residency introduces the program, provides concentrated face-to-face instruction, and initiates work on the Action Research Project. The second, on-site residency occurs in conjunction with the final course in the program. In addition to a focus on the course during this residency, students also report on the results of their Action Research Project and submit the final project for grading.

The Action Research Project is introduced at the first residency and is threaded throughout the program and coursework. It culminates in the second residency. Students are supported by a mentor who will assist them through the Action Research Project.

Additional coursework or practicum may be required to meet state requirements for certification/endorsement where such is available and approval is attained.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0).
- 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.
- Current employment as an educator in P-12 schools.

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.
- Personal goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- The names and contact information of three professional and/or academic references.
- Official transcripts from all post-secondary schools attended.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums will be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

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

Graduation Requirements

A student is eligible for graduation in the MAEd-IS Program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study, including core and residency requirements.
- Successful Completion of the Action Research Project.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- A completed Petition to Graduate submitted to campus administration.

Master of Arts in Education - Instructional Specialist (MAEd-IS) in English Language Learners/English as a Second Language (ELL/ESL) —

Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area

The MAEd-IS in ELL/ESL prepares teachers to work with ELL/ESL students. By program completion, teachers are equipped to effectively support the learning of such students.

Learning Outcomes

Learning outcomes are as follows:

- Know, understand, and use major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ELL/ESL students' language and literacy development and content area achievement.
- Use major concepts, principles, theories and research related to the nature and role of culture and cultural groups to construct learning environments that support students' cultural identities, language and literacy development, and content-area achievement.
- Use standards-based practices and strategies related to planning, implementing, and managing language skills, and choosing and adapting classroom resources.
- Identify assessment issues related to ELL/ESL students and use standards-based assessment measures that appropriately assess their learning.
- Develop a plan for ongoing professional development that supports student learning and advocacy on behalf of ELL/ESL students.
- Meet state standards.

Program Requirements

The MAEd-IS in ELL/ESL requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 30 credit hours. Coursework must be completed in the order specified below.

Core Requirements—Students Are Required to Take the Following

E6100	Research in Education (3)*
E6120	Data-Driven Decision-Making (3)
E6226	Teaching Literacy to ELL (3)
E6440	ELL/ESL Methods and Curriculum Development (3)
E6441	Linguistics for ELL/ESL Educators (3)
E6442	Theories of Language Acquisition (3)
E6443	Testing and Assessment in ELL/ESL (3)
E6444	Cross-Cultural Communication (3)
E6121	Multicultural Education (3)
E6235	Interpersonal Communication (3)**

Core Requirements—30 Credit Hours

**Students must successfully complete E6100 Research in Education before proceeding to the next course.*

***Students enroll in E6235 Interpersonal Communication as the last course in the program.*

Master of Arts in Education- Instructional Specialist (MAEd-IS) in Reading (Elementary) —

Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area

The MAEd-IS in Reading (Elementary) prepares teachers to work with beginning and developing readers. As a result of this program, teachers are prepared to integrate reading across the curriculum and increase students' vocabulary and reading fluency.

Learning Outcomes

Learning outcomes are as follows:

- Know foundations of reading and writing processes and instruction as they apply to elementary school classrooms.
- Use a wide range of instructional practices, approaches, methods, and curricular materials to support reading and writing instruction for all elementary school students.
- Use a variety of assessment tools and practices to plan and evaluate elementary school reading instruction.
- Create a literate environment that fosters reading and writing by integrating fundamental knowledge; use of instructional practices, approaches, and methods; curricular material and appropriate assessments.
- View professional development as a career-long effort and responsibility.
- Meet state standards.

Program Requirements

The MAEd-IS in Reading (Elementary) requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 30 credit hours. Coursework must be completed in the order specified below.

Core Requirements—Students Are Required to Take the Following

E6100	Research in Education (3)*
E6120	Data-Driven Decision-Making (3)
E6221	Foundations of Literacy (3)
E6222	Reading Assessment and Diagnosis (3)
E6223	Literacy and Reading for the Diverse Classroom (3)
E6224	Literacy in the Content Areas (3)
E6225	Children's Literature (3)
E6226	Teaching Literacy to ELL (3)
E6227	Case Study in Reading Diagnosis (3)
E6235	Interpersonal Communication (3)**

Core Requirements—30 Credit Hours

**Students must successfully complete E6100 Research in Education before proceeding to the next course.*

***Students enroll in E6235 Interpersonal Communication as the last course of the program.*

Master of Arts in Education- Instructional Specialist in Reading (Middle/Secondary) —

Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area

The MAEd-IS in Reading (Middle/Secondary) prepares teachers to more effectively support student reading in the academic areas. As a result of this program, teachers are prepared to integrate reading across the curriculum and increase students' vocabulary and reading fluency.

Learning Outcomes

Learning outcomes are as follows:

- Know foundations of reading and writing processes and instruction as they apply to students at the middle and/or high school levels.
- Use a wide range of instructional practices, approaches, methods, and curricular materials to support reading and writing instruction for all students in subject matter areas.
- Use a variety of assessment tools and practices to plan and evaluate reading instruction at the middle and/or high school level.
- Create a literate environment that fosters reading and writing by integrating fundamental knowledge; use of instructional practices, approaches, and methods; curricular material and appropriate assessments.
- View professional development as a career-long effort and responsibility.
- Meet state standards.

Program Requirements

The MAEd-IS in Reading (Middle/Secondary) requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 30 credit hours. Coursework must be completed in the order specified below.

Core Requirements—Students Are Required to Take the Following

E6100	Research in Education (3)*
E6120	Data-Driven Decision-Making (3)
E6310	Foundations of Reading (3)
E6222	Reading Assessment and Diagnosis (3)
E6311	Literacy and Reading for the Diverse Classroom (Grades 6-12) (3)
E6224	Literacy in the Content Areas (3)
E6312	Adolescent Literature (3)
E6226	Teaching Literacy to ELL (3)
E6227	Case Study in Reading Diagnosis (3)
E6235	Interpersonal Communication (3)**

Core Requirements—30 Credit Hours

**Students must successfully complete E6100 Research in Education before proceeding to the next course.*

***Students enroll in E6235 Interpersonal Communication as the last course in the program.*

College of Psychology and Behavioral Sciences

Graduate Certificates

Client-Centered and Experiential Psychotherapies and Psychoanalytic Psychology

GRADUATE CERTIFICATE IN CLIENT-CENTERED AND EXPERIENTIAL PSYCHOTHERAPIES

Argosy University, Chicago

Application and Admission Process

The director/coordinator of the certificate program will coordinate all admissions with the assistance of the Clinical Psychology Admissions Committee.

Program Overview

The Graduate Certificate in Client-Centered and Experiential Psychotherapies provides specialized training and a community of support for post-master's and doctoral clinicians who want to develop themselves as client-centered or experiential psychotherapists.

Considerations

- Graduates will be prepared to work effectively in client-centered and/or experiential frameworks. Students will be encouraged to clarify and develop their own more specific orientation within the range of person-centered psychotherapies.
- Graduates will have training and experiences that encourage development of the relational qualities central to person-centered work: empathic understanding, personal authenticity and non-judgmental prizing.
- Training in the concentration will emphasize development of the ability to maintain client-centered relationship conditions with persons coming from a broad range of life experiences—including diversity of culture, race, gender, religion, sexual orientation and levels of psychological functioning.

Certificate Requirements—Students Are Required to Take the Following

PP7610	Extended Empathic Responding I (1.5)
PP7612	Extended Empathic Responding II (1.5)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8022	Exploring Diversity I (1.5)
PP8024	Exploring Diversity II (1.5)
PP8033	Advanced Person-Centered Therapy and Supervision (3)

Certificate Requirements—12 Credit Hours

GRADUATE CERTIFICATE IN PSYCHOANALYTIC PSYCHOLOGY

Argosy University, Chicago

Application and Admission Process

The director/coordinator of the certificate program will coordinate all admissions with the assistance of the Clinical Psychology Admissions Committee.

Program Overview

The Graduate Certificate in Psychoanalytic Psychology provides specialized training in psychoanalytic psychology for post master's and doctoral clinicians with relevant background and experience. The certificate is designed to meet the need for education and training in assessment, intervention, and

supervision within a broad psychoanalytic model. The curriculum provides a firm grounding in major theoretical paradigms with special attention to those which are current and emerging.

Considerations

- Graduates of the Psychoanalytic Psychology certificate will be prepared to work effectively within a psychoanalytic framework and begin additional training in psychoanalytic psychotherapy or psychoanalysis.
- Issues of difference and diversity (e.g., race/ethnicity, sexual orientation, gender, social class) will be addressed throughout the certificate's curriculum.

Application and Admission Process

The director/coordinator of the certificate program will coordinate all admissions with the assistance of the Clinical Psychology Admissions Committee.

Learning Outcomes

- Integrate and apply psychoanalytic theory and treatment in case formulations.
- Integrate and apply psychoanalytic theory in clinical interventions.
- Competently apply psychoanalytic theory and practice to work with multicultural populations.
- Evaluate research on the effectiveness of psychoanalytic approaches and the utility of these approaches with diverse populations.

Certificate Requirements—Students Are Required to Take the Following

PP8032	Advanced Psychoanalytic Therapy and Supervision (3)
PP8040	Psychoanalytic Theory and Therapy (3) (May substitute 3 credits of electives if already have this foundation)
Elective Course Requirements—Students Choose a Combination of the Following for a Total of 6 Credit Hours	
PP7080	Personal and Professional Development Group (PPD) (1.5) (*with psychoanalytic faculty)
PP7550	Consultation in Diverse Settings (1.5)*
PP7600	The Countertransference Experience (1.5)
PP8043	Psychoanalysis and Diversity (3)
PP8401	Child and Adolescent Psychotherapy (3)*
PP8661	Eating Disorders (1.5)*
PP8662	Addictive Disorders (1.5)*
PP8671	Clinical Use of Dreams (1.5)
PP8717	Psychology of Gender (3)*
PP8950	Special Topics: Psychoanalysis and Cinema (1.5)

Certificate Requirements—12 Credit Hours

* with *Psychoanalytic faculty*



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