Alliant International University

CATALOG   2018-2019
Catalog effective on July 2, 2018

The Alliant International University Academic Catalog is the official source of information for the University's academic programs, courses, policies, and procedures. The Catalog also contains a variety of additional important information and disclosures for applicants and students. All university applicants and students are encouraged to review this information, and are responsible for following all the policies, guidelines, and procedures outlined in the Catalog.

The Catalog includes up-to-date information about the University and its programs at the time of publication; however, the University continually updates, modifies and improves policies and programs. When this occurs, these changes will be published online in a Catalog Addendum or distributed to all students.

Applicants and students should be aware that not all programs are available at every campus, online, or to residents of every state, and that course offerings and sequence are subject to change. Military and Veterans students should review the Military and Veterans Service section for additional information. Law students are encouraged to review the San Francisco Law School section for additional information as well.

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INSTITUTIONAL OVERVIEW
UNIVERSITY CATALOG

The Alliant International University catalog details important information and disclosures for prospective and current students in effect at the time of its publication. The catalog contains information regarding the policies, programs, and procedures that govern academic and other university matters. All applicants and students are responsible for reviewing, understanding, and adhering to all policies and procedures found in the Catalog and other applicable institutional documents. Policies, rules, requirements, and regulations will not be waived nor exceptions granted based on a student's lack of knowledge regarding university policies or procedures. If any other versions of Catalog policies appear in other websites or documents, the version in the most current Academic Catalog is always the official and most up-to-date version, and takes priority over any inconsistent or conflicting version appearing elsewhere.

CATALOG REQUIREMENTS

Students must satisfy degree requirements as outlined in the Catalog in effect at the time of the most recent enrollment at the University for the applicable program. Students who interrupt their studies without an approved academic absence, or those who change or otherwise update their program, will be required to satisfy the degree requirements as outlined in the most up-to-date and current Academic Catalog.

While students are required to satisfy degree requirements as outlined above, University policies and procedures may change at any time. Students are held to all policies and procedures outlined in the most up-to-date and current Academic Catalog.

RIGHT TO CHANGE REQUIREMENTS

The requirements, programs, course offerings, tuition, fees, policies, and all other subjects covered in this publication may be changed without prior notice. Changes may also be necessitated by federal, state, or local law, other regulatory requirements, accreditation, or licensure. Some academic and administrative policies are in the process of review, and any policy, if changed, may be published in a Catalog Addendum or distributed to students and relevant parties.

Users of this publication should contact Alliant International University representatives to learn the current status of matters covered herein. Alliant International University assumes no responsibility for any damages that may be claimed to have resulted from such changes.

Any questions a student may have regarding this Catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, 888-370-7589 or by fax 916-263-1897, 916-431-6959 or by fax 916-263-1897.

INTRODUCTION

Alliant International University is a private, for-benefit, independent university with six California locations: Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco, as well as a location in Mexico City and programs in Tokyo and Hong Kong. Alliant's undergraduate and graduate students are preparing for careers through degree programs in business, education, law and the behavioral and social sciences.

Our enduring traditions of internationalism and multiculturalism combine in a concept of public service. Alliant's faculty are dedicated to addressing scholarship from an applied viewpoint. This practical professionalism is the goal of our academic administration, and this orientation permeates interactions between faculty and students. It underlies all of our programs, from the alliances with large corporations, to management consulting activities at the School of Management and Leadership, to the School of Education's daily efforts to help teachers and children in the classroom. Alliant International University is also home to the California School of Professional Psychology, the original APA-accredited professional school that continues to create new avenues for the practice of psychology.

Alliant's graduate and undergraduate students provide thousands of hours of community service each year in the communities where our campuses are located much of it to underserved populations. Our faculty members conduct research in fields that are as relevant and urgent as newspaper headlines decrying school violence, hate crimes, and child abuse. We are committed to advancing fields of knowledge through the highest standards of excellence and academic rigor in our teaching and research.

What differentiates Alliant International University from other institutions of higher education are characteristics inherited from Alliant's two legacy institutions:

1. Excellent academic programs with an orientation toward preparing students for careers as professional practitioners;
2. Outstanding faculty experienced in training people for professional practice roles in their respective disciplines;
3. International and multi-cultural orientation;
4. Preparing students for a profession, while also teaching them how to use their skills to make a difference in the world; and
5. Diverse student population from different cultures and backgrounds.

VISION AND MISSION STATEMENT

Our Vision: An inclusive world empowered by Alliant alumni.

Our Mission: Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**

    Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. **Scholarship**

    Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. **Multicultural and International Competence**

    Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. **Community Engagement**

    Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

CORE VALUES

I- Inclusion

We are committed to inclusive excellence; we value, include, and engage the rich diversity of the Alliant community.

M- Mentorship

We foster learning, provide guidance, and create enabling environments that contribute to the success of students, colleagues, and the University.

P- Passion

We bring our enthusiasm, creativity, and authentic selves to work each day.

A- Accountability

We are responsible stewards of University time and resources, work with integrity, and embrace the highest of standards.

C- Communication

We are responsive, transparent, and respectful in our communication.

T- Teamwork

We collaborate across all University domains to develop innovative and multifaceted solutions to student, organizational, and community needs.

HISTORY

Alliant International University gets its name from the merger of three legacy institutions: San Francisco Law School founded in 1909, United States International University (USIU) founded in 1927, and the California School of Professional Psychology (CSPP) founded in 1969. In 2001, USIU and CSPP merged, forming Alliant with San Francisco Law School (SFLS) joining in 2010. From 1909 through today, one constant among these institutions has been a legacy of empowerment and impact. We have kept the tradition of employing noteworthy faculty and graduating high-achieving students. Together they have impacted the world in a profound way.

Alliant's origin story begins in 1909 when the San Francisco Law School first opened its doors in the Bay Area. SFLS was the first evening law program in the western United States and was among the first law schools to actively recruit women. SFLS continues to serve students who may not have the opportunity to pursue traditional legal education. The Law School graduated former California Governor Edmund Pat Brown, former Lieutenant Governor Leo T. McCarthy, and former Undersecretary of the United States Department of Energy Joseph F. Salgado.

In 1927, Leland Ghent Stanford chartered a private, graduate institution called Balboa Law College-the first law school in San Diego. Balboa Law College expanded to include undergraduate and graduate studies beginning with the Department of Accounting in 1945, changing its name to Balboa University. In 1952, Balboa University changed its name to California Western University and relocated to Point Loma, west of downtown San Diego.

In 1968, the undergraduate and graduate programs moved to its current location in Scripps Ranch in northeast San Diego and changed its name to United States International University (USIU).

During the 1970s, USIU became a center for humanistic psychology with a faculty that included Carl Rogers, Abraham Maslow, and Victor Frankl. Igor Ansoff, one of the founders of the field of strategic management, was also a long-time faculty member.

The California School of Professional Psychology (CSPP) was founded in 1969 by the California Psychological Association to train doctoral level psychologists who matched the diversity of California residents. CSPP was one of the first free-standing schools of professional psychology in the nation. At the time, most clinical psychologists were trained in research universities. CSPP took an innovative approach of classroom learning integrated with application of knowledge in a variety of field placements, a departure from the prevalent focus on theory and research. Founding President, Dr. Nicholas Cummings, was later president of the American Psychological Association.

The first CSPP schools had instruction start in September, 1970, on the Los Angeles and San Francisco campuses. Later CSPP opened programs in San Diego, Fresno, Sacramento, Irvine, Tokyo, Hong Kong, and Mexico. At the turn of the millennium, CSPP renamed itself Alliant University when all CSPP campuses merged under one WASC accreditation.

In 2001, USIU and CSPP merged and renamed the institution Alliant International University. In 2010, the San Francisco Law School merged with Alliant, and because of this new partnership, in 2014, SFLS extended its reach and started a program at Alliant's San Diego campus.

In 2015, Alliant International University transitioned to a benefit corporation structure that enables the university to attract capital investments to further enhance program offerings, technology, student services and student outcomes while retaining a primary commitment to Alliant's social benefit mission of education and professional training. That year also saw the creation of the Alliant Educational Foundation, an independent, non-profit organization that operates in coordination with and as partial owner of the university. The foundation oversees scholarships, donations, grants, contracts, research and clinical training, and professional service centers affiliated with the university.

Today, Alliant is comprised of five schools: California School of Professional Psychology, California School of Education, California School of Management and Leadership, California School of Forensic Studies, and San Francisco Law School, and in six California cities San Diego, Los Angeles, San Francisco, Fresno, Sacramento, and Irvine, and three international locations Tokyo, Hong Kong, and St. Luke Medical School in Mexico City.

PROFESSIONAL PRACTICE COMPETENCIES

In order to achieve its vision as a professional practice university, Alliant has adopted a set of professional practice competencies (knowledge, skills, and attitudes) that all students should master at levels appropriate to their degree programs. These competencies must be learned and practiced in the context of Alliant's core values of Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, and Community & Partnership. The competencies were based on existing core competencies and student learning outcomes in Alliant schools and programs, and on an evaluation of competencies necessary for professional practice in communities around the world.

The Alliant Professional Practice Competencies are organized as A(lliant) IMPACT:

A = A discipline-specific body of knowledge and research/scholarship
Students master a discipline-specific body of knowledge and gain competency in research/scholarship at levels appropriate to their degree programs.

I = Insight into the context of practice
Students place issues or problems encountered in their professions in their appropriate and relevant contexts.

M = Multicultural/inter-national competence (I-MERIT)
Students have an awareness of, respect for, and curiosity about multicultural and international similarities and differences; knowledge of frameworks for exploring the similarities and differences; and skills in applying the frameworks in interpersonal and professional contexts.

P = Professional literacies
Students achieve language literacy, data literacy, information literacy, and organization/community (systems) literacy at the appropriate educational/ professional level.

A = Application of knowledge and research/ scholarship in new ways
Students possess the reflective abilities skills to connect theories and research/ scholarship to immediate issues in professional practice and the skills to apply appropriate models, strategies and interventions in new ways.

C = Conduct, judgment, dispositions and ethics
Students demonstrate ethical conduct in all aspects of personal interactions and professional practice.

T = **Team-based and multidisciplinary approaches**

Students collaborate with other professionals or teams, integrating information and implementing knowledge across disciplines and domains in order to develop creative, multi-faceted responses to community needs.

Each program at Alliant aligns these overarching University competencies with its program-specific and discipline-specific competencies or student learning outcomes appropriate to the program degree level.

DIVERSITY AND INCLUSION STATEMENT

Multiculturalism, Internationalism & Diversity

Alliant International University is a professional practice university that educates students to work in a multicultural and international world. An Alliant education focuses on multicultural and international communities and issues, and it provides students with rich exposure to challenging, real world problems and their solutions.

At Alliant, we recognize that no matter where our graduates choose to work and live, they will need to be able to work productively with colleagues and clients who grew up in situations very different from their own. Around the world, the forces of technology and globalization are changing the context in which we all live, and our communities are increasingly diverse with respect to nationality, race, ethnicity, gender and gender identity, sexual orientation, ability, socioeconomic status, and religion. We strive to foster students' multicultural and international responsiveness in all of Alliant's educational programs.

I-MERIT

I-MERIT (International and Multicultural Education, Research, Intervention and Training) was created in 2005 in order to connect and further advance the work of Alliant's two legacy institutions in the areas of multicultural and international education.

I-MERIT partners with all sectors of Alliant International University to create a multicultural and globally responsive university. I-MERIT works in three core areas:

1. Promoting diversity (including in race/ethnicity, gender, socio-economic status, nationality, sexual orientation, religion, ability, and age) - in students, staff/administrators, faculty, and Board members

2. Creating an inclusive, welcoming University and campus climate, where all Alliant members feel included and affirmed

3. Infusing all academic programs and curricula with multicultural and international content and relevant pedagogical approaches

Alliant has an impressive number of faculty who are national or global experts in multicultural and/or international issues in psychology, education, business and management, and related fields. All Alliant academic programs include attention to developing students' international and multicultural responsiveness, so that students gain the awareness, knowledge, and skills that will prepare them to work effectively with diverse populations, including traditionally underserved and marginalized populations, throughout the world.

ACCREDITATION

Institutional

Alliant International University is accredited by the WASC Senior College and University Commission, a regional accrediting body recognized by the U.S. Department of Education. The Commission can be contacted at: WASC Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001.

Program-specific Accreditation

Many Alliant programs are further accredited by accrediting bodies specific to their professions. These include:

The California Commission on Teacher Credentialing approves credential programs offered by Alliant's California School of Education. The Commission can be contacted at: www.ctc.ca.gov or 1900 Capitol Ave., Sacramento, CA 95814, (888) 921-2682.

The PhD and PsyD clinical psychology programs located on the Fresno, Los Angeles, Sacramento, San Diego and San Francisco campuses are all separately accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions regarding the accreditation status of a clinical psychology program attended by an Alliant student or graduate should be directed to the Academic Dean of the California School of Professional Psychology. The address of the APA Commission on Accreditation is 750 First St., N.E. Washington, DC 20002, (202) 336-5970, apaaccred@apa.org, www.apa.org/ed/accreditation.

The Marriage and Family Therapy programs at Alliant International University are accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred Street, Alexandria, Virginia 22314, (703) 838-9808, coa@aamft.org.

San Francisco Law School has been accredited continuously since 1937 by the Committee of Bar Examiners of the State Bar of California. Graduates of the Law School are eligible to practice law in the State of California upon passage of the California Bar Examination. Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who

intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements. The address of the State Bar of California is 180 Howard Street, San Francisco, CA 94105, (415) 538-2000.

PARTNERSHIPS & AFFILIATIONS

At Alliant International University, we believe in fostering partnerships that help match the needs of businesses with the skills, talents, and expertise of our student and faculty base.

We specialize in establishing educational alliances that enrich learning, improve existing training, and help organizations meet their goals. Through an Alliant partnership, organizations will benefit from access to a broad talent base across a variety of disciplines.

For additional information and contacts, please visit https://www.alliant.edu/about-alliant/partnerships-affiliations/

UNIVERSITY'S SELF-EVALUATION PROCESS (Program Improvements)

Alliant is committed to program improvement through external and internal review. Professional, governmental and other accrediting organizations engage in cyclical program-based review to ensure organizational or agency developed standards are met.

As part of professional accreditation processes, a program may establish an improvement plan or make changes to improve program outcomes. More information on changes currently being made to improve the program, if any are underway, may be available from the Program Director.

UNIVERSITY PROGRAM REVIEW PROCESS

A University Program Review process was developed during spring and fall 2008, adopted in December 2008, and are consistently assessed and revised as needed. The overarching purpose of Alliant's Program Review process is to ensure that Programs take a planned and thoughtful approach to quality enhancement and improving student learning and student success. The process is designed to promote:

1. Alignment of the Program with the School and University mission;
2. Program self-reflection, planning and change, based on determined strengths, weaknesses and data;
3. Program modifications and enhancements leading to improved student success and programs that respond to the needs of employers and the profession;
4. Improved assessment practices;
5. Consistent incorporation of key data and performance indicators into Program decision making; and
6. Overall Program quality.

Intensive Reviews

Programs undergo Intensive Review every 6-7 years. Similar or system-wide programs are reviewed collectively by discipline, and sometimes also by degree or degree level depending on the type of Program.

As part of the Intensive Review process, Programs submit self-evaluations addressing institutional standards and guidelines. Program reviewers provide reports to the program regarding program strengths and areas for improvement. The programs than address any areas for improvement, working closely with the School Dean.

Changes made in the program curricula to improve the programs appear in a subsequent Alliant catalog.

LOCATIONS

Alliant International University has California locations in Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco. Alliant has a location in Mexico City and also offers programs in Tokyo and Hong Kong.

San Diego
(includes President's and Provost's Office)
10455 Pomerado Road, San Diego, CA 92131-1799
(858) 271-4300

Alliant's San Diego campus is located in the north-east quadrant of the city in a suburb called Scripps Ranch, about ten miles east of the ocean and fifteen miles northeast of downtown. The campus occupies space in suburban San Diego that is home to many classroom buildings, one large lecture hall, the University Student Center, and offsite student housing. The buildings also contain several conference rooms, two computer labs, video conferencing facilities, WiFi across the campus and plenty of places to study alone or in small groups. In the middle of the campus is the Walter Library, home to the San Diego circulating and reference collection..

Fresno
5130 East Clinton Way, Fresno
CA 93727-2014
(559) 456-2777

Alliant's Fresno Campus is located in California's San Joaquin Valley. The Fresno campus houses a variety of classrooms, which include computer labs, a teaching computer classroom, and a videoconferencing center. Classroom resources include computers with online access, video equipment, scanners, and statistical and data processing facilities.

Irvine
Jamboree Business Center
2855 Michelle Drive, Suite 300
Irvine, CA 92606
(949) 833-2651

Alliant's Irvine campus is located in Orange County, which lies between Los Angeles and San Diego. The campus occupies a multitude of classrooms, conference rooms, a student lounge, a computer lab, a videoconference room and an information resource center. The Irvine Library houses a collection of books focusing on the subjects of clinical and forensics psychology, family therapy, education and multiculturalism. It also has computer stations, printing, and study space available for student use. Many classrooms are equipped with projection screens, as well as WiFi connectivity.

Los Angeles
1000 South Fremont Avenue, Unit 5, Bldg 7/8
Alhambra, CA 91803
(626) 284-2777

Alliant's Los Angeles campus is located in Alhambra, in the western San Gabriel region of Los Angeles County. The campus houses a variety of classrooms, including a videoconferencing classroom, an integrated computer classroom, a computer laboratory, group study spaces, one faculty lounge, and two student lounges. All classrooms are equipped with projection screens, as well as WiFi connectivity. In addition, some classrooms are equipped with built-in multimedia capability.

Sacramento
2030 W. El Camino Ave., Suite 200
Sacramento, CA 95833
(916) 565-2955

Alliant's Sacramento campus is located in the City that serves as California's capital. The campus occupies multiple classrooms, space for student/faculty research, and student service delivery points in addition to the library. Many classrooms are equipped with projection screens, as well as WiFi connectivity.

San Francisco
One Beach Street, Suite 100/200
San Francisco, CA 94133-1221
(415) 955-2100

Alliant's San Francisco campus is located on Beach Street in San Francisco, on the Embarcadero directly across from Pier 39 on the San Francisco Bay waterfront. The campus houses classrooms, a student lounge, a staff/faculty lounge, computer labs, and a video conference room and a gracious Alumni Reading Room. The Hurwich Library offers psychology and education collections, and some classrooms are equipped with projection screens, as well as WiFi connectivity.

Mexico City—Alliant St. Luke Medical School
Sierra Mojada #415, Esq. Sierra Candela,
Col. Lomas de Chapultepec, C.P. 11000, México D.F.

Tokyo
CSPP Japan Master's Program
6-14-3 Soto Kanda
Chiyoda-ku Tokyo
Japan 101-0021
011-81-3-5298-6172

Hong Kong
School of Continuing and Professional Education at City University of Hong Kong
Tat Chee Avenue
Kowloon, Hong Kong

CONSUMER INFORMATION
Prospective and current students can locate important information and disclosures about Alliant International University on the Student Consumer Information page at https://www.alliant.edu/consumer-information/. The Consumer page includes links to important information, resources, and disclosures so that prospective and current students can find helpful information in one place. This meets the university disclosure requirements detailed in the Higher Education Opportunity Act of 2008. Prospective students are encouraged to review their program's School Performance Fact Sheet, which can be found on the Consumer webpage.

STATE LICENSING/REGULATORY INFORMATION & CONSUMER STATEMENTS
For an up-to-date and current listing of the states in which Alliant International University is licensed, registered, authorized, certified, or otherwise exempt, please visit www.alliant.edu/state. Please note that individual programs may not be approved or may be pending approval by a state licensing authority and cannot be offered to students residing in that state regardless of status.

Alaska   Exempt
Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, AK 99811-0505
T: (907) 465-6741 / F: (907) 465-5316 / acpe.alaska.gov

Alliant's programs are exempt from authorization under the provisions of AS 14.48 and 20 AAC 17.015(a)(8) because the programs are online or distance delivered and the University does not have a physical presence in the state.

Alliant International University is exempt from authorization under AS 14.48 and 20 AAC 17 because the programs are online or distance delivered and the University does not have a physical presence in the state.

California   Approved

California Bureau for Private Postsecondary Education (BPPE)
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
T: (916) 574-8200 / T: 1-888-370-7589 (toll-free)
www.bppe.ca.gov

Alliant International University is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 and the California Code of Regulations. The California Bureau for Private Postsecondary Education (BPPE) can be contacted at 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833, www.bppe.ca.gov, (916) 574-8200, and toll-free phone: 1-888-370-7589.

Illinois   Limited Physical Presence

Illinois Board of Higher Education
431 East Adams Street, 2nd Floor
Springfield, IL 62701-1404
T: (217) 782-2551 / F: (217) 782-8548 / www.ibhe.org

Alliant has continuous approval in the state of Illinois as we meet the description of an Institution with Limited Physical Presence as defined under 23 Illinois Administrative Code Section 1030.10.

Indiana   Authorized with
No Physical Presence

In accordance with Indiana Administrative Code IC 21-18.5-6-12, Alliant International University is approved to offer instruction to Indiana residents from a campus in another state, or to enroll Indiana residents in distance educational instructional programs delivered from another state.

Kansas   Exempt

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
T: (785) 296-3421

Minnesota   Registered

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
T: (651) 642-0567 / T: 1-800-657-3866 (toll-free) / F: (651) 642-0675 / www.ohe.state.mn.us

Alliant International University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes 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.

Utah   Exemption

Utah Department of Commerce
Division of Consumer Protection
160 East 300 South
Box 146704
Salt Lake City, UT 84114-6704
T: (801) 530-6601 / F: (801) 530-6001 / www.dcp.utah.gov

OWNERSHIP

Arist Education System LLC is a Delaware limited liability company whose duration is perpetual. Arist owns 80.1% of Alliant's outstanding common and preferred stock. The Alliant Education Foundation, a 501(c) (3) nonprofit organization, owns the remaining 19.9% of the outstanding common and preferred stock.

GOVERNANCE AND MANAGEMENT

Alliant is governed by a Board of Trustees that includes public members, community members, faculty members, and student members, as well as the president, who participates as a non-voting member. Trustees represent the fields of professional psychology, education, law, business, and health care. The Board delegates day-to-day management responsibility to the President.

The President is supported by a Steering Committee that includes: Provost and Senior Vice President for Academic Affairs, Vice President for Admissions, Vice President for Finance and Interim Chief Financial Officer, Vice President for Marketing, Vice President for Student Affairs Policy Assurance, Vice President for Student Services, Director of Compliance, Chief Human Resources Officer, Chief Information Officer, Associate Provost for Institutional Research, Associate Provost for Strategic Initiatives and Partnerships, Assistant Provost for International & Multicultural Initiatives, the Deans, Faculty Senate Chair and Staff Council Chair.

Alliant is comprised of five Schools: The California School of Professional Psychology, the California School of Education, the California School of Management & Leadership, the California School

of Forensic Studies and the San Francisco Law School. Each academic division is led by a Dean or other senior administrator who reports to the Provost and Vice President for Academic Affairs.

Alliant locations are served by a Director of Campus Services (DCS), or other administrative leadership. The DCSs are charged with providing leadership and guidance for the campus community, coordinating campus activities, and overseeing student services and basic campus functions.

At each location, the core faculty members are organized into a Faculty Assembly responsible for advisement on academic policy development and faculty welfare. There is also a system-wide Faculty Senate with representatives from each of the locations. Faculty is directly involved in all aspects of academic programs including student recruitment, selection, monitoring, evaluation, curriculum development, faculty recruitment, and performance monitoring.

Policy recommendations often originate from standing and ad hoc committees of faculty as well as student representatives. The Student Government Association (SGA) represents all students. The Association is a self-governing body involved in developing an effective student role in institutional life, student welfare, and the quality of education. There is also a system-wide student government.

BOARD OF TRUSTEES

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Geoffrey Brown, JD
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Dr. William Hynes
Jeffery Keith
Ron Longinotti
Dr. James E. Lyons
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Andy Vaughn

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President and Chief Executive Officer
San Diego

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Chief Financial Officer
San Diego

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Associate Provost, Strategic Initiatives and Partnerships

E. Janie Pinterits, PhD
Assistant Provost for International & Multicultural Initiatives
San Francisco

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Diana Concannon, Psy.D
Dean

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San Francisco

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San Diego

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Career Services
San Diego

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Senior Director of Student Advising Services

Melissa Thompson, MA
Director of Compliance & Regulatory Affairs

Lionel Remesha, MIBA
Associate Director, International Student Services
San Diego

Deborah Spindler
University Director, Student Financial Services
San Diego

Michael Sulger
University Director of Student Business Services
San Diego

Paul Welch
University Registrar
San Diego

Scott Zimmer, MLS, JD
University Librarian
San Diego

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Fresno
Cheri Cruz
Coordinator for Campus and Student

Debra Bekerian, PhD
Program Director, Clinical Psychology PhD Program, CSPP

Sherry Camden-Anders, PhD
Program Director, Organizational Psychology Programs, CSPP

Ya-Shu Liang, PhD
Program Director, Clinical Psychology PsyD Program, CSPP

David Paul, PhD
Program Director, Clinical Counseling, CSPP

Irvine
Nicole Camaras, MA
Director of Campus Services

Manijeh Daneshpour, PhD
Systemwide Program Director, Marriage and Family Therapy, CSPP

Debbie Glaser, PhD, ABPP
Interim Program Director, Irvine, CSFS

Raji Natrajan-Tyagi, PhD
Site Director, Couple and Family Therapy, CSPP

Vanja Anderson, MLS
Director, Library Services

Los Angeles
Stephanie Byers-Bell
Director of Campus Services

Erin O'Callaghan, PhD
Program Director, Clinical Psychology PsyD, CSPP

Molly Gasbarrini, PhD
Program Director, Clinical Psychology PhD Program, CSPP

Debbie Glaser, PhD, ABPP
Interim Program Director, Los Angeles, CSFS

Denise Lopez
Interim Program Director
Organizational Psychology, CSPP

Erin Schmidt, MLS
Director, Library Services

Sacramento
Kimberly Gardner, MS
Coordinator for Campus and Student Services

Matthew Baity, PhD
Program Director, Clinical Psychology PsyD, CSPP

Marion Chiurazzi, PsyD
Interim Program Director, Clinical Forensic Psychology PsyD, CSFS

Tatiana Glebova, PhD
Site Director, Marriage and Family Therapy, CSPP

San Diego
Evangeline Akridge, PsyD
Systemwide Program Director, School Psychology and School Counseling, CSOE

Sonja Lopez Arnak, EdD
Interim Program Director, Teacher Education and MAE in Teaching, CSOE

Steven F. Bucky, PhD
Director, Professional Training, CSPP

Stephen Cochrane, PhD
Director of Special Education, CSOE

Dawn Griffin, PhD
Program Director, Undergraduate Psychology, CSPP

Kenneth Kelch, EdD
System Program Director, Teaching English to Speakers of Other Languages and Language Education; and International Language Education and Cultural Center, CSOE

Scott R. Woolley, PhD
Site Director, Marriage and Family Therapy, CSPP

Alan Lincoln, PhD
Interim Program Director, Clinical Psychopharmacology, CSPP

Estela Matriano, EdD
Executive Director, World Council for Curriculum and Instruction

Saba Ozyurt, PhD
Program Director, Undergraduate Business and Management Programs, Undergraduate General Education and MBA, CSML

Mojgan Khademi, PsyD
Interim Program Director, Clinical Psychology PsyD, CSPP

Monica Ulibarri, PhD
Program Director, Clinical Psychology PhD, CSPP

San Francisco
Angela Dickson, MAEd
Director of Campus Services

James Adams, PsyD, ABSNP
Systemwide Program Director, Educational Psychology, CSOE

Shannon Casey, PhD
Interim Program Director, Clinical Psychology PhD, CSPP

Valata Jenkins-Monroe, PhD
Program Director, Clinical Psychology PsyD, CSPP

Randall Wyatt, PhD
Director, Professional Training, CSPP

Hong Kong
Liang Tien, PhD
Program Director, Clinical Psychology PsyD, CSPP

Tokyo
Kay Yoko Tanaka, PhD
Program Director, Clinical Psychology MA Japan, CSPP

Mexico City
Jason J. Platt, PhD
Program Director, International Counseling Psychology, CSPP

ADMISSIONS

Applications may be completed online or by calling (866) U-ALLIANT. Students are also welcome to visit any of our campus locations.

As a prospective student, you are encouraged to review this Academic Catalog prior to signing an Enrollment Agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an Enrollment Agreement. Alliant provides Gainful Employment Disclosures, which you must examine prior to signing the Enrollment Agreement as well.

Any applicant admitted to Alliant must sign and return all required documents as specified by the school or program to hold a place in the class. Any student who decides not to accept an offer of admission from an Alliant location is urged to notify Admissions as soon as possible so that his or her place can be offered to another applicant.

The application fee and other expenses can be found in the Expenses and Financial Aid section of this Catalog. The application fee is non-refundable, however, students who experience extenuating circumstances may submit a written request for refund; refunds are not guaranteed.

All applicants are expected to satisfy all procedures and criteria for admission to Alliant and to submit acceptable documents, which verify that they have satisfactorily completed all admission requirements. Required degrees in progress at the time of application must be conferred prior to enrollment at Alliant, and Alliant must receive an official transcript verifying degree conferral.

All applicants must have all documentation, excluding official transcripts, submitted at least one (1) week prior to the first day of classes/instruction. All accepted applicants must sign their Enrollment Agreements no later than the Thursday prior to the start date of the applicable semester/term.

An application will automatically be refused or rescinded without further recourse if any fraudulent, altered, or forged documents or information are submitted. The Office of Admissions may rescind an offer of admission to applicants who do not abide by any university, program, or other standards outlined in the Academic Catalog.

DEADLINES FOR APPLICATIONS

Students may apply at any time, though certain programs have deadlines for specific start dates. Contact Admissions directly at admissions@alliant.edu, call 866-U-ALLIANT or 858-635-4698 for the latest information on deadlines for each program. Not all programs are offered every semester or term, so please contact admissions to verify the next available start date for your program of choice.

REVIEW & DECISION PROCESS

Applications and additional documents are reviewed by Admissions for completeness. Complete applications are then forwarded to the appropriate academic department and/or review committee for holistic candidate review and admissions decisions. Alliant reserves the right to admit students who do not meet all requirements based on a review by an Academic Admissions Committee. Final admissions decisions are made after the results of the interviews (if required) have been reviewed.

Some undergraduate and graduate programs require an interview. Interviews for invited finalists differ by program. Programs may be unable to review any applicant who cannot keep an interview appointment. Interviews may take place individually or in a group format. The interviewers may be Alliant faculty and administrators. Final admissions decisions are made after the results of the interviews (if required) have been reviewed.

All Alliant locations adhere to a resolution adopted by the Council of Graduate Schools and supported by the American Psychological Association (APA), Council of Graduate Departments of Psychology (COGDOP) and Northern California Society of Psychoanalytic Psychology (NCSPP) protecting applicants against premature decisions. Alliant allows all clinical doctoral applicants until at least April 15 to accept the University's offer of admission. The reasons for an admission decision on an application are not shared with the applicant.

Alliant reserves the right to modify admission requirements. The university also reserves the right to refuse or revoke admission to any applicant, if the university, in its sole discretion, determines that the applicant does not meet all standards and expectations of the program, school, or university.

There is no appeal process for admissions decisions. Applicants denied to one program or location may apply for another program or location. Applicants refused by the university cannot be reconsidered.

REAPPLICATION

To reapply, a previous applicant must submit a new application and essay (if applicable). All previously submitted documentation is kept on file for one (1) year, however, applicants reapplying may be required to resubmit all application materials. All previous applicants are considered for admission only based on their new applications.

Applicants may attempt to gain admission to the same program up to three (3) times; however, no applicant is guaranteed multiple application reviews. Alliant will not accept further applications from individuals who fail to gain admittance after 3 attempts and/or 3 years.

TRANSFERRING TO ANOTHER ALLIANT PROGRAM OR CAMPUS

Transfers between programs at Alliant may be accommodated. Applicants who are considering any transfer must contact the Admissions Office. Those who are accepted for transfer may need to take additional coursework required by the program to which they transfer.

RETURNING ALLIANT GRADUATES (ALUMNI)

Students who complete a degree, credential, or certificate program at Alliant and wish to be considered for another program must submit an appropriate application to the Office of Admissions and a non-refundable application fee. All such applicants are expected to meet all admission, Academic Catalog, and university requirements for the new degree program.

DEFERRED ADMISSION OR START DATE

Deferred admission may be granted to admitted students for up to one (1) year. After 1 year, deferred applicants must reapply. Deferrals are not automatically granted. International students may not be deferred for more than 1 semester or 2 terms. Alliant reserves the right to defer student start dates as needed by the university. Applicants deferred by the university will be allowed to start their program at the next available start date or cancel their enrollment.

CANCELLATION OF ENROLLMENT

Students have the right to cancel their Enrollment Agreement and obtain a refund of charges paid through attendance in the first class session, or the seventh day after enrollment, whichever is later. "Enrollment" means the date the enrollment agreement is countersigned by the institution. Cancellation will only occur when the student provides a written notice of cancellation within this timeframe.

Cancellation requests can be made by mail, email, or hand delivery. The written notice of cancellation, if sent by mail, is effective on the date of postmark. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. Alliant reserves the right to cancel the Enrollment Agreement if the applicant fails to meet any academic or institutional requirements.

Notice of cancellation must be provided to the Office of Admissions, Alliant International University, 10455 Pomerado Road, San Diego CA 92131, admissions@alliant.edu.

TRANSCRIPT REQUIREMENTS AND DEADLINES

All required official transcripts must be received no later than the end of the student's first Add/Drop period. Any student who cannot meet this deadline will have their admission canceled and will be removed from all courses and withdrawn from the institution. Students who experience extenuating circumstances may submit a written request for an extension; extensions are not guaranteed.

Student grade reports are not accepted in lieu of a transcript. Official mailed, hand delivered sealed records, or approved e-transcripts that are addressed to Admissions should bear the official seal or certification and an appropriate signature from the issuing institution. Transcripts (records of studies) issued in languages other than English must be accompanied by a certified English translation together with a copy of the record(s) from which the translation was made. Academic records from non-American system institutions may be evaluated through a National Association of Credential Evaluation Services (NACES) member evaluator or may be reviewed by our international evaluation office.

Documents submitted to the University in support of a student's application become the property of the University. The documents cannot be returned or forwarded. Moreover, students needing copies of transcripts submitted from other schools attended must request these from the original schools. Copies will not be provided by Alliant.

ENGLISH LANGUAGE PROFICIENCY

All courses taught on U.S. campuses, except those which are for learning an additional language, are offered in English. Applicants must meet Alliant's English Proficiency requirements through documentation that:

1. High school equivalency was earned where the primary language of instruction/testing was in English;
2. Student graduated from a U.S. university where the primary language of instruction was in English;
3. Successfully completed an English Composition course with a grade of B or higher from a U.S. college or university;
4. Students whose transcript stipulates that the primary language of instruction for their school/program was English; or
5. Student achieved the minimum test scores required for their program:

	Undergraduate Level	Master's Level (except TESOL)	Doctoral Level and TESOL master's
IELTS	5.5	6.0	6.5
TOEFL iBT	50	70	80
PTE	45	50	58
CAMBRIDGE	165	170	180
CEFR	B2	B2	C1
iTEP Academic	3.5	4.0	4.5
DET	37-48	6.0	60-68

Please contact TOEFL directly at www.toefl.org, to request an official score report. Alliant's TOEFL code is 4039. Minimum test score requirements vary by degree level and can be more stringent by program. Alliant reserves the right to request a student to take additional English instruction as demonstrated by his/her academic performance.

Applicants not satisfying English Proficiency Requirements

Applicants who meet all other admissions requirements but do not meet the English Proficiency requirement are encouraged to consider the ESOL program. This program may take up to 12 months. Minimum test score requirements vary by degree level and can be more stringent by program. Students who achieve the appropriate test scores are eligible to apply to the applicable program(s):

	Undergraduate Level	Master's Level (except TESOL)	Doctoral Level and TESOL master's
IELTS	5.0	5.5	6.0
TOEFL iBT	35	50	70
PTE	40	45	50
CAMBRIDGE	155	165	170
CEFR	B1	B2	B2
iTEP Academic	3.0	3.5	4.0
DET	29-36	5.5	49-59

INTERNATIONAL APPLICANTS

Alliant welcomes applications from international students who meet all requirements.

For international students living abroad, applicants must:

1. Complete their application at least six (6) weeks prior to start;
2. Have a valid I-20/DS-2019 on file at least 30 days prior to start;
3. Have visa approved at least 2 weeks prior to start; and
4. Arrive in the country in between 30 days and the first day of applicable session/semester.

For international students living in the U.S. (transfer), applicants must:

1. Complete their application at least two (2) weeks prior to start; and
2. Have a valid I-20/DS-2019 on file and arrive no later than the first day of applicable session/semester.

While an admissions decision may be made on a copy of scanned or emailed official transcripts, all international students must submit official, translated transcripts upon arrival at the Alliant campus, during check in with the International Student Services Office, or during new student orientation. Failure to submit official transcripts for verification will prohibit further registration for courses at Alliant. Because academic degrees and coursework must be equivalent to those earned in the United States, international students must submit results from NACES member evaluator or Alliant's internal evaluation team.

International students who intend to enter the United States to take courses will need to obtain an F-1 Student Visa for entry into the United States and course requirements may change depending on applicable immigration rules and regulations. International students are required to immediately notify Alliant of any change in immigration and/or residency status so that the appropriate steps can be taken to ensure compliance with all immigration requirements.

International students who will be taking online courses from outside the United States with the intent to remain outside the United States during their studies, are not required to obtain a visa. International students may apply for part-time or full-time studies and will not be allowed to take any of these classes in the United States.

Alliant International University is approved to enroll non-immigrant students (F-1 student visa and J-1). Alliant does not provide visa services to international students or vouch for student immigration status. Students must be enrolled full-time to meet the F-1 visa full-time requirements. Refer to the Course Loads section for more information.

Alliant also requests that international applicants submit all updated contact information (phone, fax, email, etc.) with their application.

Financial Guarantee Requirement for International Applicants

International applicants to Alliant's programs in the United States are required to provide evidence of financial support for their studies. International applicants must file the original International Student Financial Certification Form provided with the application packet. This financial guarantee form must be signed by the sponsor, if applicable, and certified by a bank official. A bank statement is also required from all parties who are sponsoring the student. This should be submitted with the application packet.

U.S. immigration law prohibits waiver of the financial guarantee. The financial guarantee certifies that sufficient funds are available for a student (and dependents) for study at the University for at least one academic year; and, barring unforeseen circumstances, adequate funding will be available from the same or equally dependable sources for subsequent years for the full course of study. Without this certified information, the I-20 form or DS-2019 (formerly known as IAP-66 form) cannot be issued. The financial guarantee must be current within twelve months of the student's start date at the University. Students must also submit copies of their valid passports.

International Applicant Examinations

International applicants must submit official results of the college entrance exam used in the applicant's home country's educational system. Applicants from countries that do not have postsecondary entrance requirements/exams are exempt from this requirement.

NON-MATRICULATED APPLICANTS

Students who do not intend to earn a degree, certificate, credential, or authorization at Alliant, or who have not yet fulfilled necessary requirements for admission into a degree program, may apply to be Non-Matriculated students. A student who is classified as a Non-Matriculated applicant does not need to meet the admission requirements for a degree program, but may be requested to submit supporting documentation.

An applicant seeking Non-Matriculated study should contact the Office of Admissions at the appropriate location for a Special Status Application. Information about registration procedures is available from Student Services. Some courses, including field placement, seminar, and dissertation experiences are not available to part-time, non-matriculated students.

Non-Matriculated students may apply for full admission to the University through the regular admission process. If the student becomes a matriculated student, a maximum of 12 semester units earned while in the Non-Matriculated category may be applied toward an undergraduate degree program, and a maximum of 9 semester units may be applied toward a graduate degree program.

Non-Matriculated students are generally not eligible for financial aid. In cases where class space is limited, degree-seeking students will have enrollment priority. An I-20 will not be issued to international students for the Non-Matriculated category.

UNDERGRADUATE ADMISSIONS INFORMATION

All undergraduate applicants must submit a completed application, the non-refundable application fee, proof of high school equivalency, and official transcripts of all qualifying requirements and degrees directly to Admissions. As noted above, all complete applications are then forwarded to the appropriate academic department and/or review committee for candidate review and admissions decisions. The minimum incoming GPA for undergraduate admission to Alliant is a cumulative 2.0 on a 4.0 scale. In some programs the Program Director will review applicants with cumulative GPA between 2.0 and 2.5.

UNDERGRADUATE ADMISSIONS REQUIREMENTS

High School Equivalency

High school graduation is required for admission to Alliant. The minimum high school Grade Point Average (GPA) requirement for undergraduate admission to Alliant is a cumulative 2.0 GPA on a 4.0 scale.

Alliant recognizes equivalent ways of meeting the high school graduation requirement, including:

1. Earned a high school diploma;
2. Successfully completed a General Educational Development (GED) certificate (applicant must have a minimum score of 410 on each of the five sections and an overall score of 450 or higher);
3. Passed an authorized test that the state recognizes as equivalent to a high school diploma;
4. Completed equivalency through home schooling as recognized by state law*;
5. Earned a US high school equivalent at an international high school**; or
6. Earned 24 or more semester credits from an accredited university.

*Home-schooled students must have completed all secondary school requirements through home schooling as defined by state law. All students who seek admission to Alliant from a home schooling program must supply the following:

1. Certification of completion of a home schooling program, if available, or documentation of all coursework completed.

2. Literature (if applicable) describing the affiliated home school agency.

3. Certificate or diploma from a:

    a. Home School Agency,

    b. State Department of Education,

    c. Local school district, or

    d. Regional Superintendent of Schools

**Alliant accepts the Cambridge International General Certificate of Secondary Education (IGCSE), General Certificate of Secondary Education (GCSE), Cambridge O Levels, and Cambridge International A Levels as qualifying entry criteria for admission. Applicants must complete at least 5 IGCSE/GCSE/GCE O-Levels for an equivalency of High School Diploma, and at least 3 academic GCE A-Level exams to be eligible for advanced standing admission with transfer credit. Applicants are required to have a minimum of 5 subjects passed (grades of C or higher), including English and Math, and without any duplication.

Equivalency of High School Diploma for GCSE or IGCSE must meet the undergraduate requirement of at least a 2.0 GPA based on the grades posted on the exam statement, and students who have A-Level are eligible for potential transfer credits (see Transfer Credit Policy) up to 30 undergraduate credits as defined by the International Education Research Foundation (IERF).

Placement Tests

Placement tests in English and mathematics are required for all entering undergraduate students who have not met the English or mathematics requirements for their degree. If a passing grade is not attained, registration for ENG0999 and/or MTH0999 is required.

Ability-to-Benefit Students

Alliant does not currently accept ability-to-benefit (ATB) students. ATB students are defined as students who do not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate.

GRADUATE AND CREDENTIAL ADMISSIONS INFORMATION

The University's admissions criteria vary from program to program and are designed to measure the qualities and capabilities required of a professional in the field to which the student is applying as reflected in an applicant's academic ability, academic preparation, and other non-academic factors.

GRADUATE AND CREDENTIAL ADMISSIONS REQUIREMENTS

Graduate and Credential Admissions Requirements

In addition to any program-specific/supplementary requirements for the program, the following are University-wide graduate admission requirements:

1. Provide official transcripts verifying that the applicant has earned a Bachelor's or higher degree and any other qualifying degrees (as needed) from a regionally accredited university; however, some programs may consider approved nationally accredited universities. For some doctorate level programs a master's degree is required.

    a. Alliant will consider applications from candidates who have earned a bachelor's degree outside the US from select international institutions. The University accepts bachelor's degrees from countries within the Bologna Process signatory group and students from institutions in India with Division I and II bachelor's degrees from colleges accredited by NAAC with a grade of "A" or better.

    The university also accepts bachelor's degrees earned outside the US if that earned degree will allow students to enroll in a graduate-level degree in their home country and the degree is accredited nationally in the home country. To be eligible for graduate admission, any student's bachelor's program must be equivalent to and meet the standards of regionally accredited four-year degree programs in the United States, as evaluated by Alliant International University.

2. Provide official transcripts verifying that the applicant meets all prerequisite course requirements (as needed);

3. Submission of a personal narrative;

4. Recommendations (varies by program); and

5. Submission of additional documentation, if applicant fails to meet certain requirements (as needed).

RE-ADMISSION AND RE-ENTRY APPLICANTS

Alliant reserves the right to deny re-entry or re-admission to applicants who violated any policy, procedure, or guideline outlined in the Academic Catalog, or in cases when it is deemed in the best interest of the University or the applicant to do so. Any applicant that withdraws, takes an Academic Absence, disengages from their normal coursework, or that experiences any break in continuous enrollment will experience a longer time to completion.

Applicants for Re-Entry

Students who have been withdrawn from the institution for 364 or less days (based on last date of attendance), and who wish to re-enter the same program version they previously withdrew from, may be eligible for re-entry through the Office of Student Services. Students who wish to enter a different program or program version must re-apply as detailed in the Applicants for Re-admission section below.

Students must submit a Re-entry Form. Re-entry is not guaranteed, and if the applicant is re-entered, he/she will return in the same Satisfactory Academic Progress status that was in effect on the date of withdrawal. If approved, the re-entry date must fall within 364 or less days from the student's last date of attendance. Alliant reserves the right to deny re-entry to applicants.

The re-entry student will be required to complete all degree program requirements in effect at the time of withdrawal. Alliant reserves the right to alter, modify, improve, and cease offering program versions or programs as needed. In these cases, re-entered students may be required to meet updated degree requirements and apply to a new program or program version.

This applies to all academic programs in all instructional delivery modalities. All holds must be resolved prior to registering for courses. International students who have their I-20 terminated are subject to review by the International Student Services Office. Military students/Veterans returning from active duty are guaranteed re-entry subject to specific conditions (see the Military and Veterans Service section for more information).

Applicants for Re-Admission

Students who have been withdrawn from the institution for 365 or more days (based on last date of attendance) must apply for re-admission through the Office of Admissions. Students must submit an application, an application fee (see Student Fees), letters of recommendation (if required), and any required transcripts. Re-admission is not guaranteed, and if the applicant is re-admitted, he/she will return in the same Satisfactory Academic Progress status that was in effect on the date of withdrawal. Alliant reserves the right to deny re-admission to applicants.

Students who are re-admitted will be treated as new students and their application will be evaluated by the dean, academic department or designee based on current curriculum, program, and admission requirements.

Re-admit applicants must meet all admission, Academic Catalog, university, and degree requirements in effect at the time of re-application. This applies to all academic programs in all instructional delivery modalities. All holds must be resolved prior to registering for courses.

International students who have their I-20 terminated are subject to review by the International Student Services Office. Military students/Veterans returning from active duty are guaranteed re-admission subject to specific conditions (see the Military and Veterans Service section for more information).

Previously Dismissed Students Seeking Re-Admission

Students who have been dismissed for failure to meet all Satisfactory Academic Progress (SAP) standards may be allowed to be re-admitted to a different program. Any student who has been dismissed must wait at least one (1) year before they can re-apply to another program.

Students are required to submit an appeal to the Financial Aid Appeals Committee, and the appeal must include:

1. Reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
2. Compelling evidence that they can demonstrate satisfactory academic progress and succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
3. A plan for completion of the coursework required to meet Satisfactory Academic Progress during the following payment period.

Re-admission is not guaranteed to any applicant.

Re-Admission after Academic Dismissal

A student who is academically dismissed from their program for academic or other reasons, and have his/her appeal denied, may seek readmission to their original program of study by reapplying to the university. Students interested in applying to another Alliant program must also (re)apply through the Re-Admission process.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Alliant is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree or certificate that you earn at Alliant are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at Alliant will meet your educational goals. This may include contacting an institution to which you may

seek to transfer after attending Alliant to determine if your credits, degree or certificate will transfer.

REGISTRATION

Students may only register for courses when they are officially confirmed and financially cleared by the University. Students are expected to register for all courses by the registration deadline, regardless of when the courses start within the semester/term. Registration after the Add/Drop period (first week of courses) will not be permitted.

Students may not attend any course in which they are not officially enrolled. Students will not receive credit for any course in which they are not officially registered.

Registration must be completed by the student or his/her legal agent. Registration procedures must be completed for students, and courses must be attended, in order for students to remain enrolled at the university. Information on registration dates and deadlines is available on the Academic Calendar.

All students are encouraged to schedule an appointment with an Academic Advisor prior to registration. The University reserves the right to cancel the registration of any student who does not comply with Alliant rules, regulations, or policies including the nonpayment of tuition fees.

ADMINISTRATIVE CANCELLATION OF A COURSE

The University makes every reasonable effort to offer courses as announced. However, the University reserves the right to modify the class schedule or to cancel courses if necessary.

ADDING AND DROPPING COURSES (ADD/DROP PERIOD)

The Add/Drop period is the first week of any term or semester. The Add/Drop dates for each term/semester are published in the official Academic Calendar. Students may register for additional courses or remove courses from their course schedule during the Add/Drop period.

Students should confer with their Student Advisor and the Financial Aid Office prior to adding or dropping any course. International students must confer with the International Student Services Office before dropping courses, as it could impact their status. Students receiving veteran's benefits should consult with Alliant's Veterans Service Office.

A student may request to add or drop a course either online through the Alliant portal for designated programs, or by completing and submitting the Add/Drop Form prior to the Add/Drop deadline. Students may not add courses after the Add/Drop period. Changes requested through the Add/Drop form are not official until the form has been approved and processed. Students who drop a course after the Add/Drop period may be entitled to a refund per the Tuition Refund policy located in the Expenses and Financial Aid section.

Students who wish to drop all courses will be withdrawing from the university, and must follow all required Withdrawal Procedures.

WAITLIST POLICY

Academic departments determine which courses can be waitlisted. Students who are waitlisted for a course will be moved into the course by the Registrar's Office as space becomes available based on the date and time the student entered the waitlist (i.e. first-come, first-served). Students will receive an email notification from the Registrar's Office to their Alliant email account when they are added into a course from the waitlist.

If there is any issue preventing a student from being added into a waitlisted course (e.g. holds, schedule conflict, course overload, etc.), the Registrar's Office will send an email notification to the student. It is the student's responsibility to monitor their Alliant email daily during the registration period to ensure they are aware of any important developments. Students have two (2) business days (48 hours) from receipt of the email to resolve the issue and respond, or they will be removed from the waitlist. Students may choose to reenter the waitlist, but their priority will be based on the new registration date and time.

CHANGING SECTIONS OF A CONTINUING SEQUENCE

Some courses offered in a program's curriculum are expected to be taken in sequence. It is the student's responsibility to ensure that they are properly enrolled for the correct course/section for each session/semester. Should substantial reasons exist for changing enrollment in a sequential course, students must obtain permission from the current course instructor, the proposed new course instructor, and the Dean or designee prior to registration and the start of the applicable session/semester. This authorization must be presented in writing to the Student Advisor. Some courses do not allow for changes in sections.

AUDITING COURSES

Certain courses may be audited with prior permission by the Dean or designee. Students interested in auditing a course will not receive credit. Not all courses can be audited, students should check with their academic program to identify a course that can be audited. These courses are not eligible for financial aid. Students auditing courses are not required to take exams and complete assignments. Those who attend all course meetings will receive an "AU" grade upon completion of the course instead of a standard letter grade or credit, while those who fail to attend all course meetings will receive a "NC" grade. Students who wish to audit classes must complete the Course Audit form with instructor approval and submit to their Student Advisor prior to the Add/Drop deadline for the course. Audited courses cannot be applied for credit to any degree program. Audited courses are not eligible for financial aid, please refer to the Expenses and Financial Aid section for current audit fees.

Non-matriculated students who wish to audit classes must:

1. Complete the Course Audit Application
2. Pay application fees
3. Obtain written permission from the program in which the course is offered
4. Receive an acceptance notification from the Office of Admissions prior to attending classes
5. Complete regular registration procedures
6. Pay audit fees and any additional fees

COURSE LOADS

No more than eighteen (18) units can be attempted by an undergraduate student in any one semester or 9 credits per session. Some credential and graduate programs also have maximum unit loads allowable per semester/session; for details please review the related Program page. Acceleration and/or a course load in excess of the normal graduate load must be approved by the appropriate Dean or designee. For additional information on course loads and ramifications for financial aid, please see the Expenses and Financial Aid section.

STUDENT SERVICES AND STUDENT LIFE

Student Advising

The Alliant International University Student Advising team is a critical component in a collaborative network of campus and online resources. Student Advisors serve as the primary resource from the beginning of students' educational path through degree completion. Student Advisors assist with registration, study plans, degree audits, transfer evaluation, and advancement to candidacy for appropriate degree programs.

Student Advisors partner with campus departments, including Admissions, academic programs, Disability Services, Military/Veterans Affairs, Career Services, International Student Services Office, and others to ensure seamless student support. The student advising team is committed to responding to all student inquiries by phone or email within one (1) business day.

FACULTY ADVISING

Faculty advisors are professional mentors who are available to consult with students on issues of academic performance, policies, rules, and curriculum requirements, including doctoral projects/capstones, and dissertations/theses.

INTERNATIONAL STUDENT SERVICES

The International Student Service Office (ISSO) provides additional services for students from countries other than the United States. The ISSO provides pre-arrival information to help international students prepare for their Alliant programs, gives advice on matters of concern, and refers students to appropriate resources. The ISSO serves as liaison to organizations sponsoring international students and to U.S. government agencies.

All international students and scholars are required to always comply with United States laws, policies and regulations pertaining to their status; the ISSO assists international visitors in understanding and following these U.S. laws and regulations. The ISSO also encourages and develops co-curricular activities to help students and others understand and appreciate the variety of cultures represented at Alliant.

STUDENT ASSISTANCE PROGRAM

To assist students with personal issues and problem solving, Alliant International University offers a Student Assistance Program. Students may access critical incident support counseling via telephone or video sessions, and may connect with a counselor for free psychological support, legal advice, complimentary financial counseling, and community referrals. Services from the Student Assistance Program are free to Alliant Students and their family members. Additional information and access credentials for the Student Assistance Program are on the myAlliant Student Portal. Services are available 24 hours a day, 7 days a week.

ACADEMIC SUPPORT CENTER

The Academic Support Center is committed to helping Alliant students achieve their academic goals by offering resources to complete their programs of study successfully. The Center offers students various resources through face-to-face tutoring, online tutoring, and online self-directed resources via Brainfuse Tutoring services. The following services and resources are available:

1. **Writing Support** - Alliant offers focused support on multiple aspects of the writing process (brainstorming, outlining, composing, evaluating, revising and editing). Tutors help students improve their grammar, spelling and punctuation; format papers using correct APA style, and use Microsoft Word more effectively. Students may also submit a written assignment for comprehensive feedback from a writing specialist and received feedback within one (1) business day of submission.
2. **Quantitative Skills** - Alliant offers support in beginning to advanced algebra, statistics, finance, and other math-related courses.
3. **Dissertation Support** - Alliant offers support for students in all phases of their Dissertation or Doctoral Project through the Dissertation Tool Box workshop series. Previous workshop topics have included: Writing your Proposal, APA Formatting, Statistical Decision Trees, and IRB basics.

ALLIANTHELP

ALLiantHELP is a one-stop support center for seamless assistance with general information, student accounts, financial aid, registration, academic policies and procedures. Connect with an ALLiantHELP team member by phone (858-635-4357 or toll-free 844-313-4357), email (studenthelp@alliant.edu), or by Live Chat on the university webpage (www.alliant.edu). For specific hours of operation, please visit AlliantHelp..

ACCESSIBILITY SERVICES

The University provides access to facilities, services and programs in accordance with the Americans with Disabilities Act (ADA). The University will provide reasonable accommodations for students who present appropriate documentation. The reasonableness of an accommodation is dependent upon the request and the circumstances, and may not necessarily be the preferred accommodation expressed by the student. Accommodations that fundamentally change the nature of the program are not considered reasonable.

Accommodations are not retroactive, and students should request accommodations from the Office of Accessibility as soon as they have an identified need. Students with disabilities may obtain details about applying for services from the Office of Accessibility Services coordinator. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. For more information, visit the Office of Accessibility Services or go to https://www.alliant.edu/consumer/disability-services/.

CAREER SERVICES

Career Services provides individualized career guidance and services to assist students and alumni with job search strategies. Students and Alumni may access the Career Impact portal for access to self-directed resources including: company profiles, resume and interview development tools, and job listings from Alliant employer partners. More information may be found on Alliant International University's website. Career Services staff are also available to assist with resume/curriculum vitae writing, interview preparation, career assessments and career coaching on a one-to-one basis in person or via Skype.

Career Services Disclaimer

Alliant International University Career Services provides services to students, alumni and employers, and makes no representations or guarantees regarding job placement, salaries, or any employment opportunities or positions. The university is not responsible for wages, safety, working conditions, or any other aspects of off-campus employment. It is the responsibility of the students and alumni to obtain thorough information when interviewing for and accepting any kind of employment.

Alliant International University programs and services are designed to prepare students and graduates to pursue further study or employment in their chosen field; however, Alliant International University does not guarantee that students or graduates will be offered any position or place of employment during their enrollment in the program at the University, or after its completion.

The Alliant International University Career Services' website also contains links to other websites as a convenience for its users, and is not responsible for the contents of any linked site. Anyone who discovers misuse or abuse of our website is encouraged to report the matter to Career Services.

ALUMNI SERVICES

Alliant graduates can join thousands of alumni in the Alliant International University Alumni Association who are contributing to their communities around the world. The University continues to support alumni through professional development and gives them the means to expand their professional network. The University encourages alumni to take advantage of the complimentary alumni services including online career support, continuing education discounts, networking opportunities, and merchant discounts. Alumni can visit the Alumni pages to update contact info, ask questions, access alumni services or participate in a variety of alumni events.

LIBRARY

Alliant's libraries are interlinked and accessible via Alliant's website, providing access to the complete library catalog, a selection of online professional databases, research resources, and other services.

The collections of the Alliant Library are represented in the University's online library catalog and include physical volumes, current print journal subscriptions, and videos. The Alliant Library provides access to online resources, including research databases, full-text content from journals, and a variety of e-books. Resources that are not available on-site may be requested from other Alliant locations via the shared online catalog or from LINK+, a network of California and Nevada libraries, with over thirty million titles.

In each Alliant library location, computers are available to access the Internet, electronic books and journals, and online research databases, such as PsycINFO, Lexis-Nexis, OCLC FirstSearch, Digital Dissertations, Medline, ERIC, and Criminal Justice Periodical Index. Most of these online resources may also be accessed from home or office. The Alliant Library is also open to the public.

The San Francisco Law School law library is available to students Monday through Saturday during class and office hours. The Law Library is accreditation compliant and the hard copy collection includes United States Supreme Court Cases, California Appellate and Supreme Court cases, annotated California Statutes, the full Witkin series, specialized Treatises, and other legal research and reference materials. Students and faculty at San Francisco Law School have access to comprehensive on-line legal materials provided by LexisNexis, which can also be utilized by the computers in the quiet, library setting.

An accomplished staff of librarians and support personnel provide services across the University and to distance learners. Services include reference, bibliographic research consultation, information literacy instruction, interlibrary loan, document delivery, and course reserves. Please visit http://library.alliant.edu for additional information. To start using the library, follow the link and log in with your last name as username and your Alliant ID# as password (note that this login is different than that used to access other Alliant resources online). Begin by perusing the research guides at http://alliant.libguides.com/index.php and if additional assistance is needed, contact a librarian at http://alliant.libguides.com/askalibrarian.

ORIENTATION

Orientation is extremely important for all new students as they become members of the Alliant International University community. Orientation familiarizes students with policies, procedures, programs and services. Orientation also offers new students the opportunity to interact with and to make connections with faculty, administrators and new and current students.

International Student Orientation

International students participate in a customized orientation program designed to help them transition to life in the United States, including information on visa regulations, housing options, transportation, campus life and fun activities. Special attention is paid to developing supportive relationships with fellow students, university faculty and staff. International students are required to arrive on campus at least one (1) week prior to the start of academic classes to help them transition.

SCHOLARSHIPS

Alliant International University offers scholarships each academic year to new and continuing students. Scholarship awards are applied to tuition and fees on the student account at the University. In addition to meeting any specific GPA threshold determined by a scholarship, award recipients must be enrolled full-time and must be continuously enrolled for continued eligibility for the full amount of the award. For additional information on scholarship resources, visit https://www.alliant.edu/admissions/financial-aid-scholarships/.

MILITARY & VETERANS AFFAIRS

Please refer to the Military and Veterans Service section for additional information and details.

LAW SCHOOL

Please refer to the San Francisco Law School section for additional information and details.

STUDENT LIFE

Alliant strives to create environments that foster the development of students beyond the classroom. University staff in partnership with student organizations plan programs that encourage professional and personal development, social interactions, cultural proficiency, student leadership and campus pride. Student Life activities provide a great opportunity for students to connect and build community.

For a full listing of campus events, please visit https://www.alliant.edu/events/.

Student Government Association

The Student Government Association (SGA) exists at each of the Alliant California campuses. The purpose of the SGA is to maintain effective communications with faculty and administration, promote social interactions and cohesion among students, manage fiscal resources, and to be a positive catalyst for change at all levels of the Alliant community. In addition to each campus-specific SGA, there is a university-wide System Student Government Association (SSGA) which is made up of one to two representatives from each of the campus organizations and serves as a university voice for student issues.

All registered on-ground students at Alliant International University are eligible to apply for a leadership position with the SGA at their campus. Membership in the Association shall terminate automatically by withdrawal, graduation, transfer, or dismissal from Alliant International University.

Student Organizations

Alliant campuses have groups or clubs that sponsor student activities, share interests, or bring speakers to campus. These may be formed by students, based on professional or personal interests. Each student organization must register its goals, objectives and officers through the Student Government Association and have a minimum of 10 current student members. Contact your campus Student Government Association for additional information on forming a new student organization or for a list of specific clubs and groups at your campus.

Student organizations are encouraged to bring outside speakers, community members/organizations to campus to enhance the academic and social experience of our students. The University is dedicated to ensuring that a variety of perspectives are represented and civil dialogue is encouraged. Alliant reserves the right to deny access to outside groups/individuals when appropriate to ensure the mental and physical safety of our students, faculty, staff and community members.

Food Service

University student organizations may contract with outside food service organizations to cater university-wide student events. Student organizations must submit a copy of the restaurant/caterer's county-issued public health permit to the Campus Director and/or campus Facilities office prior to the event. At the San Diego campus, student organizations are encouraged to use the current campus catering service for food service. Over the course of the year, student organizations may host internal potlucks wherein the participants bring food prepared from home to share with other group members. These events are private events exclusively for members of the specified group.

STUDENT RIGHTS AND RESPONSIBILITIES

INSTITUTIONAL AUTHORITY

Any students who violate University regulations are subject to disciplinary action by the University, regardless of whether their conduct violates local, state, or federal laws. Students who act in concert to violate University regulations, or students who advise or incite others to violate University regulations, are also responsible for such violations.

When any alleged violation also adversely affects the University, the University may enforce its own regulations regardless of any federal, state, or local legal proceedings or dispositions. University action may be initiated when the institution's interest is involved.

VIOLATIONS OF LAW

Violations of federal, state, and local laws are incorporated as offenses under the Student Code of Conduct. When an offense occurs over which the University has jurisdiction, the University conduct process will usually go forward notwithstanding any criminal charges that may arise from the same incident. Should a student withdraw from the University when criminal charges are made, it is the typical practice of the University to pursue investigation and resolution of conduct matters, regardless of whether the student has withdrawn or not.

When a student is accused, arrested, charged, or indicted for a violent or drug-related crime, the University may elect to take action against that student for violation of the Student Code of Conduct, which incorporates alleged violations of local, state, and federal laws as Standards.

When criminal charges are pending, the University may be delayed or prevented from conducting its own investigation, and moving forward with a hearing. In such cases, the University will delay its hearing until it can conduct an internal investigation, or obtain from law enforcement sufficient information upon which to proceed.

NON-DISCRIMINATION

Alliant International University prohibits unlawful discrimination in employment and in its educational programs and activities, including internal promotions, training, opportunities for advancement, terminations, relationships with outside vendors, use of contractors and consultants, and in its admission or access thereto, on the basis of race, ethnicity, national origin or descent, color, creed, religion, sex, age, marital status, disability (including physical, disease, psychiatric or psychological disability), medical condition, pregnancy, veteran status, sexual orientation, gender identification or expression, or physical characteristics. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders.

The following persons are designated to coordinate the University's responsibilities under the law and to ensure compliance with the University's policy against discrimination:

Amber Eckert
Vice President, Student Services
San Diego
(858) 635-4535

Victoria Davidson
Systemwide Human Resource and Employee Relation's Director
San Diego
(858) 635-4783

Directors/Coordinators of Campus Services at Fresno, Irvine, Los Angeles, Sacramento, San Diego and San Francisco.

COMPLETION, RETENTION, GRADUATION/COMPLETION AND TRANSFER-OUT RATES

In accordance with the Student Right-to-Know and Campus Security Act of 1990, Alliant details our Completion, Retention, Graduation, Transfer-Out Rates information on our Consumer Information page.

TRANSCRIPTS

The transcript bears the following entries regarding the completion of degree requirements and the awarding of degrees: degree awarded; area of concentration or major (as applicable); and date of completion, i.e., the last day of the last term registered or the date on which all requirements for the degree were completed (whichever is the later date). For doctoral students, the last requirement is typically the dissertation, in which case the date of completion noted on the transcript is the date the dissertation is received and accepted by the library.

Official transcripts can be ordered online and are processed by the Registrar's Office. Three to ten working days should normally be allowed for processing. Expedited services are available for an additional fee. No telephone or e-mail requests for transcripts are accepted. Additional fees may apply. Transcripts will not be released to students with holds on their student account.

Under the Family Educational Rights and Privacy Act, transcripts may be withheld if the student has an unresolved obligation to the University including an unresolved disciplinary action, or if the student is in default on a Federal Perkins Loan from Alliant. Official transcripts bear the institutional seal and the signature of the University Registrar.

Alliant cannot officially verify any coursework taken at another institution even if the student has a transcript on file from that institution.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Alliant complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing regulations issued, which provide students with safeguards for the accuracy, completeness and privacy of their educational records. Annual notice is given to students summarizing their rights under this law. Copies of Alliant's policies and procedures under the Family Educational Rights and Privacy Act of 1974 are in the are available on the Alliant website.

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment (20 USC S. 1232g), affords students certain rights with respect to their education records. FERPA rights begin upon the student's enrollment, which occurs when the student has been admitted to the university and attends any portion of a course. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend the institution. Questions about FERPA and student records may be directed to the Office of the Registrar.

Disclosure and Release of Student Information

To protect the privacy of students, the Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records and sets certain conditions on the disclosure of personal information from these records.

These FERPA rights are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, D.C. 20202-5920, a written complaint concerning specific alleged failures by the University to comply with the requirements of FERPA.

DEFINITIONS

Student—any person who attends or has attended the University.

Education records—any record (in handwriting, print, video or audio tape, film, computer or other medium) maintained by the University or an agent of the University, which is directly related to a student, except:

1. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute of the maker of the record.

2. Records created and maintained by a University law enforcement unit for law enforcement purposes.

3. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.

4. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing treatment.

5. Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.

Disclosure—To permit access to or the release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means.

School official is:

1. A person employed by the University in an administrative, supervisory, academic, research, or support staff position.

2. A person elected to the Board of Trustees.

3. A person employed by or under contract to the University to perform a special task, such as an attorney, auditor, or security.

4. A student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks.

PROCEDURE TO INSPECT EDUCATION RECORDS

Students may inspect their education records upon a written request to the appropriate records custodian which identifies as precisely as possible the record(s) he or she wishes to inspect. All requests must be written and submitted to a student services representative or to the Registrar's Office. The appropriate office will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given within 45 days from the date of receipt of the request. When a record contains information about more than one student, the student may inspect only the records which relate to him or her.

LIMITATION ON THE RIGHT OF ACCESS

The University reserves the right to refuse to permit a student to inspect the following records:

1. Financial records of the student's parents.
2. Letters and statements of recommendation for which the student has waived her or his right of access, or which were maintained before January 1, 1975.
3. Records connected with an application to attend the University if that application was denied.
4. Those records which are excluded from the FERPA definition of education records.

REFUSAL TO PROVIDE COPIES

The University reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA in any of the following situations:

1. The student has an unpaid financial obligation to the University.
2. The student is in default status on a student loan made as a student of the University.
3. There is an unresolved disciplinary action against the student.
4. The education record requested is an exam or set of standardized test questions. (An exam or standardized test which is not directly related to a student is not an education record subject to FERPA access provisions.)

FEE FOR COPIES OF RECORDS

There is a small fee for copying records (see request form for details). The University will also charge for postage. For transcript fees, please see the Expenses and Financial Aid section.

DISCLOSURE OF EDUCATION RECORDS

The University will disclose information from a student's education records only with the written consent of the student, except that records may be disclosed without consent when the disclosure is made in accordance with FERPA regulations, including when the disclosure is:

1. To school officials who have a legitimate educational interest in the records. A school official has a legitimate educational interest if the official is:

   a. Performing a task that is specified in his or her position description or contract agreement.

   b. Performing a task related to a student's education.

   c. Performing a task related to the discipline of a student.

   d. Providing a service or benefit relating to the student, such as health care, counseling, job placement, or financial aid.

   e. Maintaining the safety and security of the campus.

2. To officials of another school, upon request, where a student seeks or intends to enroll.
3. To certain officials of the U.S. Department of Education, the Comptroller General, and State and local educational authorities, in connection with audit or evaluation of certain State or federally supported education programs.
4. In connection with a student's request for and receipt of financial aid to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms or conditions of the aid. Since the terms of a Title IV loan require that it be repaid, a collection agency may have access to those records necessary to enforce the terms of a promissory note.
5. To State and local officials or authorities if specifically required by a State law that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the University.
7. To accrediting organizations to carry out their functions.
8. To comply with a judicial order or a lawfully issued subpoena. If a subpoena is served, it will be referred to the University's Legal Counsel. The University will make a reasonable effort to notify the student in advance of compliance so that the student may seek a protective order. Note that the University must comply with orders in subpoenas for Federal Grand Jury or other law enforcement purposes that forbid such notification.
9. To appropriate parties in a health or safety emergency.
10. To individuals requesting directory information so designated by the University.
11. The results of any disciplinary proceedings conducted by the University against an alleged perpetrator of a crime of violence to the alleged victim of that crime. By law, the alleged victim must keep the results of the disciplinary action and any appeal confidential.

RECORD OF REQUESTS FOR DISCLOSURE

The University must maintain a record in the student's education record of all requests for or disclosures of information from a student's education records except when disclosure is in response to:

1. A written request from the student (the request will be maintained in the record);
2. A request from a school official;
3. A request for Directory Information; or
4. A court order or lawfully issued subpoena (the order or subpoena and response will be maintained in the record).

The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The eligible student may review the record.

DIRECTORY INFORMATION

The University designates the following items as Directory Information: student name, address, telephone number(s), e-mail address, parent's name(s), date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and most recent previous school attended.

The University may disclose any of those items without prior written consent, unless the student notifies the Registrar in writing to the contrary. If student directories are published, students will have the opportunity to have their names, addresses, and telephone numbers omitted.

CORRECTION OF EDUCATION RECORDS

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

A student must ask the custodian to amend a record. In so doing, the student should identify the part of the record to be amended and specify why the student believes it is inaccurate, misleading, or in violation of the student's privacy rights.

If the University decides not to amend the record as requested, the University will notify the student of the decision and inform the student of his or her right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student's privacy right. Upon request, the University will arrange for a hearing, and notify the student, reasonably in advance, of the date, place, and time of the hearing.

The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be a school official. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student, at his or her own expense, may be assisted by one or more individuals, including an attorney.

The University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and a reason for the decision. If the University decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.

If the University decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he or she has a right to place in the record a statement commenting on the challenged information or a statement setting forth reasons for disagreeing with the decision.

The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

DISCLOSURE IN RESPONSE TO TELEPHONE INQUIRIES

Only those items designated as directory information shall be released in response to telephone inquiries. Such items include:
1. student's name;
2. address and telephone number;
3. whether or not the student is currently enrolled;
4. the College or program of enrollment;
5. dates of enrollment;
6. class/year status (first-year, sophomore, junior, senior, graduate student, etc.)
7. degree(s) earned; date degree(s) conferred, major or field of concentration and honors received;
8. most recent educational institution attended.

Any student who does not wish to have directory information released must submit written notification to the Registrar's Office.

EDUCATIONAL RECORD MAINTENANCE

The record of the final determination in all cases will be maintained in the educational record of the student in the Registrar's Office for a period of not less than five (5) years after the student's departure from the University. A request for removal of transcript notation of "Academic Misconduct Termination" may be submitted by the student to the office of the appropriate Dean after three (3) years. The decision of the Dean with respect to such removal shall be final.

NAME CHANGES

It is the student's responsibility to keep the University apprised of all name changes. Students should always inform the university of any change in name so that university records can reflect the most up-to-date and accurate information. Students who have changed their legal name must submit a Name Change Request (located on the Registrar webpage), including required documentation, to student services.

ADDRESS CHANGES

Students should always inform the university of any address change so that university records can reflect the most up-to-date and accurate information. Students who have changed their address may change their address online via the Alliant portal. Students may have separate mailing and billing addresses if needed. Students who move to another state may impact their ability to continue in that program dependent on the approval of said program in the applicable state.

Student Directories

If student directories are published for general distribution, students may have their addresses and telephone numbers omitted, but not their names.

RECORDING OF TEACHING OR ADMINISTRATIVE EVENTS

Students must have explicit permission from faculty and/or staff to make a recording of a classroom or administrative activity.

CAMPUS SAFETY, SECURITY AND FIRE SAFETY REPORT (CLERY)

The Department of Public Safety supports the mission and goals of Alliant International University by providing community-oriented crime prevention, emergency preparedness and campus safety reporting in conjunction with our facility partners and the campus community. Students, staff, and faculty are active partners in creating an atmosphere that is safe and encourages learning. The University takes a variety of precautions for safety and encourages that students, faculty, and staff do the same.

A student who has been the victim of a crime on or around school premises should report the incident to a supervisor, Campus Director, Facilities personnel and/or a Human Resources staff member as soon as possible.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Alliant annually compiles our Campus Security and Fire Safety Report, which is available for students' review online at https://www.alliant.edu/consumer-information/fire-safety-reports/ on the Consumer Information page. This report is required by federal law and contains policy statements and crime and fire statistics compiled by the University. The report includes: campus policies on reporting criminal actions and other emergencies, security and access to campus facilities, campus law enforcement crime prevention programs, policies on the possession, use, and sale of alcoholic beverages and illegal drugs, drug and alcohol abuse programs and crime statistics.

PUBLIC SAFETY (SAN DIEGO)

The University's Public Safety Department on the San Diego campus is on duty 24 hours a day. Public Safety Officers are uniformed University officials and provide public safety services to the San Diego campus and help maintain a safe educational community. Public Safety Officers report serious crimes to the San Diego Police Department, intervene in student issues in collaboration with University staff when necessary, work closely with the university on safety and related security issues, provide parking management and investigate all crimes reported on University property in cooperation with state and local law enforcement agencies.

CHILDREN AND MINORS ON CAMPUS

In an effort to minimize any disruption to the essential functioning of the University and maximize the safety of Children/Minors (any person under the age of 18 who is not currently an enrolled student at Alliant International University) on campus, certain requirements must be met, as follows:

1. Children /Minors must be supervised at all times by an authorized Adult (Alliant Student, Faculty, or Staff) while on campus or participating in a University-sponsored off-campus activity.

2. Children/Minors are not allowed in classrooms while classes are in session unless permission is granted by the faculty member having authorized access to the classroom in advance of the start of class. Should Children/Minor become disruptive, the authorized Adult and Minor may be asked to leave.

3. Children/Minors and authorized Adults not meeting relevant University community conduct standards will be asked to leave the campus.

ANIMALS ON CAMPUS

In order to maintain a safe environment for all students, employees, and campus visitors, Alliant International University enforces policies that regulate animals on campus. Service Animals as defined by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), are allowed in campus buildings when they are serving an individual with a disability.

Under the revised requirements of the ADAAA, only dogs (and in some cases miniature horses) are recognized as service animals. A service dog has been specifically trained to work or perform tasks for a person with a disability. These service animals may accompany individuals with disabilities in areas where the general public may also go. Service dogs must also be leashed and the individual must have complete control over the animal.

Definition of a Service or Guide Dog

The ADAAA defines a service or guide animal as "any dog [or miniature horse] that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric or other mental disability".

Examples of work or tasks include, but are not limited to:

1. assisting individuals who are blind or who have low vision with navigation or other tasks
2. alerting individuals who are deaf or hard of hearing to the presence of people or sounds
3. providing non-violent protection or rescue work
4. pulling a wheelchair
5. assisting an individual during a seizure
6. alerting individuals to the presence of allergens
7. retrieving items such as medicine or the telephone
8. providing physical support and assistance with balance and stability to individuals with mobility
9. disabilities
10. assisting persons with psychiatric and neurological disabilities by preventing or interrupting
11. impulsive or destructive behaviors

It is important to note that other species of animal, whether wild or domestic, trained or untrained, are not service animals for the purposes of the ADAAA. It should further be noted that the ADAAA provides an exception for miniature horses that are trained as guide animals for the blind or visually impaired. Note that the crime deterrent effects of a dog's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of determining whether a dog is a service or guide animal under the ADAAA or this policy.

The person using a service or guide dog is responsible for the care and supervision of the service or guide dog. The service or guide dog must be under the direct supervision of the handler at all times and must have a harness, leash or other tether unless use of these would interfere with the performance of the work or tasks the dog is trained to complete (in this situation, the handler must be able to control the dog by other effective means such as voice commands or hand signals).

A service or guide dog is generally permitted to accompany the handler to Alliant International University facilities where members of the public, students, staff and faculty are allowed to go. However, an Alliant designee may ask the handler to remove the dog from any of its facilities if:

1. the dog is out of control and the handler does not take appropriate action to control it

2. the dog is not housebroken;
3. the use or presence of the dog poses a direct threat to the health or safety of others or if the dog's behavior (such as barking) is unreasonably disruptive to other participants within the facility.

Emotional Support Animals

Emotional Support Animals (animals prescribed by health care professionals for emotional support) are not permitted in campus buildings.

SMOKING POLICY

Alliant International University seeks to provide a safe and healthy learning environment in which students, faculty, and staff are free to exchange ideas, study, do research, provide a range of academic and administrative services, and carry on other activities related to acquiring knowledge and providing services for all campus community members, free from interference of unhealthy habits or behaviors. Since second hand smoke is a known carcinogen and since litter related to smoking poses a fire risk and an unnecessary burden for those responsible for the campus facilities and grounds all Alliant campuses are smoke and tobacco free.

All campus community members, including students, faculty, staff, guests, visitors, vendors, contractors, lessees, etc., are affected by this policy and are expected to support and abide by its guidelines. Smoking & tobacco use (to include cigarettes, e-cigarettes, cigars, pipes, hookahs, chewing tobacco, and related products) is prohibited at all times on or in any Alliant International University owned or leased property or facility, either indoors or outdoors (including vehicles on campus).

1. For the purpose of this policy: "Smoking" means smoking any substance, including but not limited to tobacco, cloves or marijuana.
2. Smoking products include, but are not limited to, all cigarette products (cigarettes, cigars, hookahs, pipes, etc.)
3. Tobacco product means any substance containing tobacco leaf, including but not limited to cigarettes, cigars, pipe tobacco, snuff, e-cigarettes, vape pens, chewing tobacco, dipping tobacco, or any other preparation of tobacco, whether or not such product is smoke producing.

All members of the campus community are asked to take an active role in creating a smoke & tobacco free environment. Smoking cessation programs are available to university faculty and staff though Alliant's Employee Assistance Program (EAP) and to students at through the Student Assistance Program. It is the expectation that the Alliant community will come together and practice "social enforcement," which refers to the establishment of a broadly shared norm and value within our community. Members of the Alliant

community are asked to support the no smoking policy by engaging in direct, honest and supportive communication. Student violations will be reviewed under the Non-Academic Student Code of Conduct procedures and Staff will be referred to Human Resources.

ALCOHOL POLICY

All students, faculty, and staff of Alliant International University and their guests and visitors are subject to applicable California state law and Alliant International University's alcohol policy regarding possession and consumption of alcohol. Please also see the University's Drug Free School and Workplace Policy Statement.

Possession and consumption of alcohol on campus is permitted by persons 21 years of age only at pre-approved University sponsored events. See event requirements below:

1. Individuals are required to comply with all requests by staff or campus security for showing proof that they are at least 21 years of age. Failure to comply with such a request will subject the individual to disciplinary sanctions up to and including expulsion or termination from the University.

2. Possession, consumption and storage of alcohol is prohibited in all common areas, including, but not limited to: lobbies, public lounges, hallways, stairwells, bathrooms, landings, or outdoor areas.

3. Furnishing alcohol to a person under the age of 21 years on University property or at a University-sponsored event (on or off campus) is prohibited.

4. Public display of intoxication while on University property or at a University-sponsored event is prohibited.

5. Driving while under the influence of alcohol is prohibited.

6. Under special circumstances, with the advance, written approval of the Campus Director, permission for alcohol consumption at an event held on the University campus may be granted if:

   a. The event is sponsored by a university department or registered campus organization and violations of any applicable California state law and/or the University's alcohol policies are the responsibility of the individual and the sponsoring organization(s) or its representatives.

   b. The facility being utilized is to be scheduled through Campus Facilities.

   c. The sponsoring organization(s) and its representative(s) establish and maintain strict controls for the events and will ensure that no minors consume, are served or transport alcoholic beverages to the facility or area.

      — All alcoholic beverages must be served by a certified Alcohol Beverage Control trained server.

   d. The event shall be considered a closed function open to the members of the sponsoring group and their invited guests only.

   e. Required administrative procedures will be followed and forms completed prior to approval of the event.

      — Alliant's Alcohol Service Request Form must be submitted to the Campus Director and Campus Facilities two weeks prior to the scheduled event.

The Student Government Association and the University will not allocate funds to student organizations for off-campus events where alcohol is served, with the exception of instances where a proprietor with a liquor license assumes full responsibility for the selling, dispensing and control of any alcohol available to guests or participants at the event. The location proprietor must provide a copy of their ABC license and proof of insurance.

Any and all types of advertising for any event, on or off campus, must not include information that alcohol will be served. This includes public media, campus calendars, student newsletters, flyers, banners, posters or invitations. The mention of alcoholic beverages cannot be included in advertising for the event, in any manner (i.e., words or phrases).

Failure to comply with this policy may result in disciplinary action which may include probation, suspension, expulsion or termination from the University. Student violations will be reviewed under the Non-Academic Student Code of Conduct procedures. Staff and faculty violations will be reviewed by Human Resources.

DRUG FREE SCHOOL AND WORKPLACE POLICY STATEMENT

The University strictly prohibits the unlawful manufacture, distribution, dispensing, possession, use, sale, purchase, transfer, consumption, or being under the influence of a controlled substance on University property or as part of any University-sponsored activity. The University also prohibits the abuse of prescription drugs as well as the illegal use, purchase, sale or attempted sale of prescription drugs. The use of alcoholic beverages while on University premises, including meal periods and breaks, is absolutely prohibited except when authorized by either the President's Office, Campus Director, or a school dean for approved University functions, or as set out in the Alcohol Use Policy. However, being under the influence of alcohol at any University function is prohibited.

Using or being under the influence of unauthorized drugs while attending University approved functions is also prohibited. Violation of this policy will constitute grounds for disciplinary action. Alliant International University will impose sanctions for violation of this policy which may include completion of an appropriate rehabilitation program, expulsion from school, or referral to the authorities for prosecution.

The Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act of 1989 require that each college and university receiving federal financial assistance annually provide a variety of information to all students and employees about compliance with these laws. Even though California passed Prop 64 in 2016 allowing recreational and medical use of marijuana in California, federal laws require Alliant International University to prohibit all illegal drug use Since marijuana is still illegal under federal law, it remains an illegal substance to possess, sell, or use at Alliant International University.

Students may obtain information on the illegal possession, use, or distribution of alcohol and illicit drugs, as well as the University's standards of conduct, associated health risks, drug or alcohol counseling and treatment programs, University disciplinary actions, and federal, state, and local sanctions for violations of law by viewing the Drug Free School and Workplace Report. The report also includes a variety of resource listings that are provided to assist any Alliant community member who may require assistance in these areas. If you suspect that someone has taken an overdose, it is important that you call 911 for help immediately.

INTERNATIONAL STUDENT HEALTH INSURANCE

All international students attending Alliant International University are required to obtain health insurance coverage during their tenure at Alliant. To fulfill this health insurance requirement, students must purchase a health insurance policy that meets all U.S. Immigration insurance requirements. Alliant does not offer health insurance. All new, incoming international students must demonstrate coverage on or before their arrival, with their own medical insurance coverage. If students fail to demonstrate coverage upon their arrival, they will be required to show proof of coverage before registering for classes.

F-1 and J-1 students are expected to communicate their intentions to the Office of International Student Services (ISSO) on or before their arrival. All coverage choices for continuing international students must be evaluated every academic year. All international students must show proof of compliant health insurance coverage at the start of each academic year (or their first term at Alliant if starting during an alternate session or semester). Without showing proof of health insurance each year, students will not be permitted to register for courses.

Students must choose health insurance that meets the provisions below:

1. Effective throughout the semester and renewable for continuous coverage

2. Minimum dollar coverage of $100,000 per illness or injury

3. Include outpatient care (doctor visits, outpatient surgery, etc.)

4. Include hospitalization

5. Repatriation for at least $25,000

6. Medical evacuation for at least $50,000

7. Cost of deductible, if any, does not exceed $500 per accident or illness

Please direct any questions you may have regarding health insurance coverage to your campus Designated School Official (DSO) or Student Advisor.

IMMUNIZATIONS

The University is committed to protecting the health and well-being of all our students. Alliant does not have any specific immunization requirements for students; however, certain students may be required to provide proof of immunization for participation in practicum, field training, internships, or any other external organizational requirements to said organizations.

PROBLEM SOLVING AND DISPUTE RESOLUTION GUIDELINES

The purpose of Alliant International University's problem solving and informal dispute resolution guidelines and policies is to resolve problems in a manner that maintains positive relationships. The guidelines outline a series of steps which you should use if you feel you have been adversely affected by decisions, differences, misunderstandings, or problems that have arisen with faculty, staff, administrators, or other students. Any incidents related to discrimination or sexual misconduct must follow the formal procedures described.

Dispute Resolution Process

When you are faced with a concern or problem, seek the information you need, if any, and address the issue by talking with the person/people with whom you have the dispute and attempt to resolve it with him/her/them. The problem may involve academic or non-academic policies, procedures, decisions, or conduct. Make a good faith attempt to resolve the problem through one or more discussions about the problem with the person or people most directly involved.

If you feel unsure about where to go, if you need advice about how to engage in a discussion about difficult issues, if you have attempted direct discussion and the problem does not seem to be moving toward resolution, or if you would like additional help or support in continuing the resolution process, you may seek assistance from your local Director/Coordinator of Campus Services.

Written complaint: If the problem is still not resolved to your satisfaction after using the assistance provided by one of the individuals who is designated to assist you, you may present the situation in writing to the Program Director in the case of academic issues or to the Director/Coordinator of Campus Services in the case of administrative issues. That person will review and determine appropriate procedures.

Grievance: Filing of a grievance may occur when students believe they have been adversely affected by an action of another member or members of the community.

STUDENT CONSUMER COMPLAINT PROCESS

Alliant International University is committed to maintaining a University environment in which its members can live and work in an atmosphere of acceptance, civility and mutual respect for the rights, duties and sensibilities of each individual. Occasionally, however, complaints or concerns arise, the timely resolution of which is important to maintaining the desired University atmosphere. The University will treat each complaint or concern seriously, and attempts to resolve issues quickly and effectively using informal processes. Alliant encourages the prompt reporting of complaints so that a rapid response can be made and appropriate action taken.

We urge students to utilize all methods of complaint resolution, including the Problem Solving and Dispute Resolution Guidelines process offered by Alliant International University, but if students believe they have been unfairly treated or have issues with the university that cannot be resolved by the methods outlined in the university's publications, they have the right to contact our accreditation agency, Department of Education Ombudsmen and/or various state and other governmental agencies. As Alliant is WASC accredited, students are to use the complaint process found on the Alliant website in place of going to the state authority.

On the Alliant Consumer Information website is a listing of relevant contact information for applicable states, and should not be construed as a complete list of states/agencies regulating Alliant International University. Through the relevant agencies or Attorneys General Offices, complaints can be accepted regardless of whether Alliant International University is required to be registered in that jurisdiction. Alliant International University has made a reasonable effort to ensure that this list is accurate.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website (www.bppe.ca.gov).

SEXUAL HARASSMENT AND MISCONDUCT POLICY

Alliant International University strives to provide an environment free from sexual misconduct and all forms of sexual and gender based harassment.

Title IX is a federal law that prohibits schools from discriminating based on sex/gender. The University strives to meet all the requirements defined by Title IX, the Campus Sexual Violence Elimination (SaVE) Act, the Clery Act and the re-authorized Violence Against Women Act (VAWA). Title IX discrimination includes sexual harassment, sexual misconduct, gender-based harassment, sexual violence, sexual assault, stalking, and intimate partner violence (domestic and dating violence). Alliant prohibits any sexual misconduct or harassment, a form of discrimination based on sex/gender, in addition to the guidelines set forth in the Non-Discrimination policy.

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or other unwanted conduct of a sexual nature. Sexual harassment is conduct that unreasonably interferes with a person's employment or education, interferes with a person's work or educational performance, or creates an environment such that a reasonable person would find the conduct intimidating, hostile, or offensive. Sexual harassment includes sexual violence (see definition below). Sexual violence is a form of sexual harassment prohibited by Title IX/Campus SaVE.

Sexual harassment may occur in hierarchical relationships, between peers, or between individuals of the same sex or opposite sex. To determine whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.

Sexual Misconduct includes but is not limited to sexual harassment and sexual violence, including forcible and non-forcible sex offenses, sexual assault, domestic violence, dating violence, or stalking, as defined below. This behavior is unacceptable in the academic environment and in other University-related settings such as University-sponsored activities or University-related social events. Additional details can be found on our Consumer Information webpage.

The University will not tolerate such conduct on the part of any employee, student, vendor, or other individuals. Compliance with this policy will be strictly enforced and violations will be dealt with in accordance the appropriate faculty or student disciplinary policy and procedure.

Alliant International University finds sexual misconduct totally unacceptable to this working/learning environment. Staff, faculty and administrators are not to engage in sexual relationships with students, whether consensual or otherwise. Supervisors are not to engage in sexual relationships, whether consensual or otherwise, with those staff who report to them, directly or indirectly.

This policy applies to all conduct in any academic, educational, extra-curricular, or other University program and activity, whether those programs and activities occur in University facilities, on or off campus. Accordingly, the University will investigate all Complaints regardless of where the alleged conduct occurs. Should the University become aware that any contractor, vendor, partner, or other affiliate engages in Sexual Misconduct/Harassment appropriate action up to and including termination of the contractual business relationship may occur.

The University will take all reasonable steps necessary to prevent harassment and sexual misconduct. Alliant maintains a program to eliminate sexual and other forms of harassment from its working/learning environment including the provision of supervisory, staff, faculty, and student sexual awareness and prevention training. In compliance with California State law, all University employees and students are given a copy of the Department of Fair Employment and Housing's pamphlet (DFEH-185) entitled "Sexual Harassment: The Facts About Sexual Harassment."

Administrators will support and assist staff, faculty, and students in the pursuit of investigating and remediating problems of harassment or sexual misconduct whenever it occurs. If you are a student or employee who feels you have been subjected to such abuses, you should report all harassment and sexual misconduct complaints (knowing that it will be in confidence and without reprisal or retaliation) to the University Title IX Officer:

Amber Eckert
Vice President of Student Services
10445 Pomerado Road
San Diego, CA 92131
amber.eckert@alliant.edu; (858) 635-4535

The Title IX Officer is responsible for maintaining records relating to sexual harassment and sexual violence reports, investigations, and resolutions. Records shall be maintained in accordance with University Record Retention Policies. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instructions from University Legal and Compliance.

Making a Report

Alliant University community members who have experienced sexual misconduct or are aware of incidents of sexual misconduct experienced by other University members should make an immediate report to the University Title IX Officer. A complainant is not required to report to law enforcement to receive assistance from Alliant. University personnel will help the student contact local police authorities in the event the student has not done so already, if the student wishes to do so.

If a report is made, University personnel will inform students and employees in writing of procedures that victims should follow, including:

1. A description of the rights and options available to the victim;
2. The importance of preservation of any evidence;
3. Options regarding the assistance of local law enforcement, campus/site officials;
4. The option to decline assistance, or decline notifying local law enforcement;
5. Any interim protective measures that will be taken and their options for protective
6. orders; and
7. Resources including counseling, health, and mental health services, visa and immigration, student financial aid, disability services, housing assistance, academic supports, and victims advocacy resources.

The Title IX Officer (or designee) is responsible for investigating complaints of Gender Discrimination, Harassment and Retaliation, including Sex Discrimination and Sexual Harassment, as well as complaints of Sexual Misconduct, Domestic and Dating Violence, and Stalking.

Amber Eckert
Title IX Officer/Vice President for Student Services
Alliant International University
10455 Pomerado Road
San Diego, California 92131
(858) 635-4535

Inquiries or complaints regarding the application of Title IX and its implementing regulations may also be filed with the Office of Civil Rights (U.S. Department of Education), and/or with law enforcement.

Where to File a Complaint

A Complaint can be filed with any of the following Title IX Officials and doing so will provide official notice to the University of a Title IX Complaint. A Complaint may also be filed or through the completion of a Title IX Complaint form that is submitted to any of the Title IX Coordinators. Additional documents (e.g., police report, e-mails) may be submitted with the Complaint but it is not required.

The University's Title IX Officials include the University Title IX Officer, a Deputy, and Coordinators:

University Title IX Officer - Amber Eckert

Vice President for Student Services
10455 Pomerado Road
San Diego, CA 92131
amber.eckert@alliant.edu; (858) 635-4535

University Title IX Deputy - Victoria Davidson

Director of Human Resources
10455 Pomerado Road
San Diego, CA 92131
victoria.davidons@alliant.edu; (858) 635-4783

Title IX Coordinator - Cheri Cruz

Director of Campus Services, Fresno
5130 E. Clinton Way
Fresno, CA 93727
cheri.cruz@alliant.edu; (559) 253-2308

Title IX Coordinator - Lien Tiang

Program/Campus Director, Alliant Hong Kong - TSTE
UG202, UG301, ChinaChem Golden Plaza,77 Mody Road, Tsim Sha Tsui East, Kowloon
liang.Tien@alliant.edu; Phone: 3442 2111

Title IX Coordinator - Nicole Camaras

Director of Campus Services, Irvine
2855 Michelle Drive, Suite 300
Irvine, CA 92606
ncamaras@alliant.edu; (949) 812-7464

Title IX Coordinator - Stephanie Byers-Bell

Director of Campus Services; Los Angeles
1000 South Fremont Ave, Unit 5
Alhambra, CA 91803
sbyers-bell@alliant.edu; (626) 270-3304

Title IX Coordinator - Arturo Alarcon

Student Services Manager, Alliant Teachout - Universidad de Londres
Av. Dr. Río de la Loza 300, Centro, 06760 Ciudad de México, CDMX, Mexico
alopez@alliantmexico.com; Phone: +52 55 5564 7927

Title IX Coordinator - Kimberly Gardner

Director of Campus Services, Sacramento
2030 West El Camino Ave, Suite 200
Sacramento, CA 95833
kimberly.gardner@alliant.edu; (916) 561-3204

Title IX Coordinator - Michelle Jackson

Director of Campus Services, San Diego
10455 Pomerado Rd.
San Diego, CA 92131
mjackson3@alliant.edu; (858) 635-4687

Title IX Coordinator - Angela Dickson

Director of Campus Services, San Francisco
San Francisco One Beach Street, Suite 100
San Francisco, CA 94133
angela.dickson@alliant.edu; (415) 955-2163

Title IX Coordinator - Kay Tanaka

Program Director/Campus Director, Tokyo
6-14-3 Soto Kanda, Chiyoda-ku Tokyo, Japan 101-0021
kay.tanaka@alliant.edu; 011-81-3-5298-6172

CONFIDENTIALITY OF REPORTS OF SEXUAL MISCONDUCT/ HARASSMENT

Confidential Resources

Confidentiality is limited to counselors and psychologists in the employee assistance program (EAP) and student assistance program (SAP). Because content of discussions with confidential resources is not reported to an office of record, such discussions do not serve as notice to the University to address the alleged discrimination or sexual misconduct.

Individuals reporting incidents of Sexual Misconduct/Harassment may ask that the individual(s) name(s) not be disclosed or that no investigation or disciplinary action be pursued to address the alleged Sexual Misconduct/Harassment. The University supports a student's interest in confidentiality in cases involving Sexual Misconduct/ Harassment.

The Title IX Officer attempts to balance the needs of the parties for privacy with the institutional responsibility of ensuring a safe educational environment and workplace. Confidentiality is an aspiration, but is not always possible or appropriate. An individual's requests regarding the confidentiality of reports of discrimination or sexual misconduct will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the University's legal obligation to ensure a working and learning environment that is free from discrimination or sexual misconduct and the due process rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a complete and fair investigation.

Alliant will inform an individual requesting confidentiality when complying with a confidentiality request may limit the University's ability to respond to the complaint. The University will consider a complainant's request for confidentiality alongside its institutional responsibility to provide a reasonably safe and non-discriminatory environment. When situations arise in which the University must override a student's request for confidentiality to meet its Title IX obligations, the following factors will be considered in making this determination:

1. Have there been other complaints of sexual harassment/misconduct against the alleged perpetrator?

2. Does the alleged perpetrator have a history of arrests or records from a prior school indicating a history of harassment/misconduct?

3. Has the alleged perpetrator threatened further sexual harassment/misconduct against the complainant, or others?

4. Was the harassment/misconduct perpetrated by multiple individuals?

5. Does the report of harassment/misconduct reveal a pattern of perpetration at a given location or by a particular group?

6. Was a weapon involved?

7. Are there other means of obtaining relevant information?

These instances will be limited and the information will only be shared with individuals who are responsible for handling the University's response to incidents of Sexual Misconduct/Harassment. Even if a student does not specifically ask for confidentiality, to the extent possible, the University will only disclose information regarding alleged incidents of Sexual Misconduct/Harassment to individuals who are responsible for handling the University's response. The University will notify students of the information that will be disclosed, to whom it will be disclosed, and why. Regardless of whether student complainant requests confidentiality, the University will take steps to protect the complainant as necessary. The University Title IX Coordinator is responsible for maintaining all related records relating to reports and investigations of this nature.

The University does not publish the name of victims/survivors or other identifiable information regarding victims/survivors in the Daily Crime Log or in the crime statistics that are disclosed in the Annual Security and Fire Safety Report. Furthermore, if a Timely Warning is issued on the basis of a report of dating violence, domestic violence, sexual assault or stalking, the name of the victim/survivor and other personally identifiable information about the complainant will be withheld.

Retaliation

This policy also prohibits retaliation against a person who reports Sexual Misconduct/Harassment, assists someone with a report of Sexual Misconduct/Harassment, or participates in any manner in an investigation or resolution of a Sexual Misconduct/Harassment report. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

Orders of Protection/No Contact

Alliant International University encourages reporting parties of sexual misconduct to make a formal report to the appropriate local law enforcement authorities for the purpose of filing a criminal complaint and/or seeking and enforcing a no contact, restraining or similar Court Order and has the right to be assisted by the University in exercising this option. The Title IX Officer can assist individuals with referrals to resources for obtaining an ex parte order of protection.

Members of the Alliant University community who receive a lawful order of protection should provide a copy to the Campus Director. The University also suggests that individuals with orders of protection meet with the Campus Director r to develop a Safety Action Plan - a plan intended to reduce the risk of harm while on campus or coming and going from campus. This plan may include, but in not limited to, escorts and special parking arrangements.

In addition to orders of protection issued by the courts, Alliant University may impose a University-based no contact directive. A University-based no contact directive prohibits an individual from contacting a specific person or specific people until rescinded. Contact includes, but is not limited to: in person, by phone, text messaging, social media, by third person, etc. The Vice President of Student Services (or designee), or the Campus Director may issue a no contact directive.

Investigating the Complaint

Upon receiving notice of a possible violation of the Sexual Misconduct/Harassment policy, the University will take immediate and appropriate steps to:

1. End the behavior and identify specific corrective measures to remediate, and prevent sex discrimination including sexual harassment and other sexual misconduct

2. Conduct a prompt, fair and impartial investigation

3. Remedy the effects, and

4. Prevent it from reoccurring

In some circumstances, investigation and disposition of complaints may be referred to other offices or processes within the University, such as University Human Resources, Provost's Office or Student Code of Conduct, however, ultimate oversight remains with the Title IX Officer to coordinate and ensure the University's compliance with Title IX.

To assure University- wide compliance with this policy and with federal and state law, the University Title IX Officer must be advised of all reported incidents of discrimination or sexual misconduct

and their resolution, regardless of where the complaint is brought, investigated, or resolved. The University Title IX Officer will monitor and coordinate the resolution of complaints by other offices with concurrent jurisdiction over Title IX discrimination or sexual misconduct.

In response to reports of discrimination or sexual misconduct in cases where the complainant does not wish to engage in informal resolution, where informal resolution is not appropriate, or in cases where attempts at informal resolution are unsuccessful, the University Title IX Officer may conduct a formal investigation. In such cases, the individual making the report shall be encouraged to file a written complaint. As necessary, the University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim.

In cases where there is no written complaint, such as situations that involve a third party complainant, the University Title IX Officer may initiate an investigation after making a preliminary inquiry into the facts, and will inform the person(s) who were allegedly harmed by discrimination or sexual misconduct of the decision to initiate an investigation.

Investigation Process

The University Title IX Officer is the designated individual to conduct formal investigation of allegations of discrimination or sexual misconduct, and to coordinate University response(s) to complaints of the same. The Title IX Officer may designate a Title IX Coordinator to conduct the investigation.

The Title IX Officer in charge of conducting the investigation shall receive a minimum of annual training on issues related to dating violence, domestic violence, sexual assault, and stalking and on how to conduct the investigation and hearing process that protects the safety of victims and promotes accountability.

The individual(s) accused of conduct violating the University policy prohibiting sexual misconduct shall be provided a copy of the written complaint or otherwise informed of the substance of the allegations. If the individual(s) accused cannot be located, attempts at notification shall be documented.

The investigation generally shall include interviews with the parties if available, interviews with other witnesses as needed and a review of relevant documents as appropriate. Disclosure of facts to witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation shall be advised that maintaining confidentiality is essential to protect the integrity of the investigation and will be advised to refrain from discussing the pending investigation.

At any time during the investigation, the investigator may recommend that interim protections or remedies for the complainant or witnesses be provided by appropriate University officials. The University may recommend short term, or interim, protections or remedies. These remedial actions may include, but are not limited to, making the complainant aware of their rights, resources and support services, issuance of No Contact orders to separate or limit contact between the parties, modification of extracurricular, working or course schedules, assignments or tests, increased monitoring, supervising, or security at applicable locations or activities, and/or interim suspension(s) pending investigation. These remedies or protections may apply in ground or online contexts. Failure to comply with the terms of interim protections may be considered a separate violation of the policy prohibiting sexual misconduct.

The investigation shall be completed as promptly as possible and in most cases within 60 working days of the date the written complaint was received. In the event that an investigation cannot be completed within 60 days, the parties shall be notified in writing.

Generally, an investigation will result in a written report that, at a minimum, includes a statement of the allegations and issues, a summary of the information considered, findings of fact, and a determination by the investigator as to whether University policy has been violated. The standard of evidence in these cases is preponderance of the evidence. Preponderance of the evidence means that it is "more likely than not" that the respondent is responsible for the charged violation.

For allegations of discrimination or harassing behavior, there are two possible findings:

1. **Substantiated:** It is more likely than not that the allegation is true

2. **Unsubstantiated:** It is not possible to determine whether the allegation is true or untrue. There is insufficient evidence to prove or disprove that the allegation is true.

No person shall make an allegation that he or she knows to be untrue or knowingly provide false information during the course of an investigation. Making a false complaint or giving false information is a violation of this policy and may be a basis for discipline, including expulsion or termination. Evidence of false complaints or false information shall be referred by the University Title IX Officer to the appropriate University processes.

The report also may contain recommendation for actions to resolve the complaint, including but not limited to educational programs, counseling/coaching, mediation, remedies for the complainant, and a referral to disciplinary procedures, as appropriate. The report may be used as evidence in other related procedures, such as subsequent

complaints, grievances and/or disciplinary actions. If there is a finding of a policy violation, the University will refer the matter to the appropriate office for consideration of disciplinary action against the respondent.

Notification of Investigation Findings

The complainant and the respondent shall be informed in writing of the completion of the investigation and the outcome of the investigation. The complainant shall be informed of the findings and of actions taken or recommended to resolve the complaint, if any, that are directly related to the complainant, such as a recommendation that the respondent not contact the complainant. If the alleged complainant is deceased as a result of such crime or offence, the next of kin of such complainant shall be treated as the alleged complainant for purposes of this notice.

The respondent shall be informed of the findings and of actions taken or recommended to resolve the complaint and shall be notified generally of referrals for disciplinary action and recommended disciplinary action.

Complainant and respondent(s) may request a copy of the investigative report pursuant to University policy governing privacy and access to personal information.

Copies of the investigative report will be provided to those University administrators, academic leaders, and supervisors who are directly responsible for implementing measures to correct and prevent discriminatory or harassing conditions.

Regardless of the method of resolution or the outcome, Complainant is at all times free to pursue a complaint with the Equal Employment Opportunity Commission, the California Civil Rights Commission, the United States Department of Education (Office for Civil Rights), the United States Department of Labor (Office of Federal Contract Compliance Programs), or by consulting a labor/employment attorney at her or his own expense.

Investigation Findings Appeal

If the complainant and/or the respondent(s) disagree with the findings, in part or in totality, either the complainant or the respondent may appeal the finding in part or in totality on the following bases:

1. An appeal must be based upon one or more of the following conditions:
2. Consideration of new evidence, which was unavailable during the original investigation that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
3. Lack of substantial evidence to find the respondent responsible by a preponderance of the evidence

4. Bias by the investigator, or the Title IX Officer, which deprived the process of impartiality in a way that was outcome determinative.
5. Errors in interpretation or implementation of procedures were so significant as to effectively deny the respondent a fair hearing;

The respondent and/or complainant have five (5) business days, barring documented unforeseen circumstances from the date of communication of findings, to present the formal appeal, in writing, to the University Provost, Dr. Tracy Heller.

Dr. Tracy Heller
10455 Pomerado Road
San Diego, CA 92131
tracy.heller@alliant.edu

The written appeal must state the basis for appeal and provide sufficient information that supports the grounds for appeal.

The Provost will review all cases presented for appeal within five (5) business days of the appeal, barring documented unforeseen circumstances, to determine if the presented grounds for appeal and supporting information will be accepted or rejected. If the appeal does not meet the stated grounds for appeal, the appeal will be rejected. The Provost, within two (2) business days of the determination, barring documented unforeseen circumstances, simultaneously and in writing, inform the complainant and the respondent the appeal decision.

If the Provost determines there is sufficient evidence to support an appeal, the matter will return to the Title IX Officer for further investigation unless the appeal alleges bias of the investigator which deprived the process of impartiality in a way that was outcome determinative or an assertion that the evidence was insufficient to meet the preponderance of the evidence standard.

In those cases, the appeal will remain with the Provost or her designee for review and final decision. The appeal investigation will be completed within fourteen (14) calendar days of submission to the Provost barring documented unforeseen circumstances that may extend the appeal review.

The Provost will communicate the appeal findings simultaneously and in writing to the complainant and the respondent. Additionally, the Provost will consult with the Title IX Officer Coordinator to consider the reversal of any remedial actions taken.

Procedures for Campus Disciplinary Action

Alliant is dedicated to providing a timely and appropriate response to complaints of sexual assault which recognizes that certain due process regulations be followed within the Student Code of Conduct. Specific process elements include:

1. Both parties have the right to present evidence or witnesses, and both parties have the opportunity to have immediate members of their family and/or an advisor present at the hearing.

2. Respondent students will be afforded an opportunity to hear all testimony against them.

3. The respondent and the complainant will be informed of the final determination of the disciplinary proceeding.

4. In the case of an affirmative finding of sexual assault, the accused student may expect serious punishment, including the possibility of dismissal from the University.

Sanctions

Not all forms of gender based misconduct will be deemed to be equally serious offenses, and the University will assign sanctions that are appropriate to the violation, taking into consideration the context and seriousness of the violation Any student found responsible for violating this will receive a sanction in accordance with the Student Code of Conduct and/or offender history.

Any employee found responsible for violating this policy will receive a sanction in accordance with Employee Handbook/Faculty Handbook procedures.

Any third party (visitor, guest, contractor, subcontractor, vendor, partner, or business affiliate) found responsible for violating this Policy will receive a sanction ranging from a written warning to being banned from any University property, activities, and/or programs.

Other Discrimination Incidents

It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, including harassment or retaliation for reporting a complaint (see Non-Discrimination policy). This policy prohibits discrimination between members of the University community, including between students and between employees and students.

All other incidents, including non-harassment, misconduct, or any other consideration made unlawful by federal, state, or local laws, should contact the compliance officers listed in the Non-Discrimination policy who are available to help students resolve issues. The University encourages discussion between the parties directly involved in any complaint, especially in the early stages of a dispute before the respective parties have assumed positions which may polarize the dispute and render a solution more difficult. In any event, students have the right to file a formal written grievance, either initially or if informal resolution is not possible.

STUDENT CODES OF CONDUCT

Alliant International University expects all students to adhere to all

laws and regulations in effect and all Codes of Conduct published in the University's Catalog, handbooks and other university published policies. In addition, students are expected to meet and uphold the ethical standards of the professions for which they are receiving training. The University reserves the right to define professional conduct and demeanor. All Alliant applicants and students are subject to and must abide by the policies and procedures of the university. Students who engage in conduct that disrupts the orderly functioning of the university may be subject to disciplinary action as set forth in all Student Codes of Conduct.

STUDENT CODE OF CONDUCT AND ETHICS: ACADEMIC

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community.

The Student Code of Conduct and Ethics: Academic is established to lend greater definition and meaning to the principles of scholastic honesty and integrity and to outline standards that will guide the actions of the academic community. Any student who violates the Student Code of Conduct and Ethics: Academic will be subject to sanctions up to and including dismissal from the University. A student accused of a violation is guaranteed an impartial hearing and the right to an appeal. Procedures and guidelines for the hearings and the appeals are described in this section and in the relevant Student Handbook. Students are also required to follow the Student Code of Conduct and Ethics: Non-Academic, which is included in this Catalog.

Students

As it is with other members of the academic community, each student's conduct is expected to be in accordance with the standards of the University. Students bear the responsibility not only for their own academic integrity, but also for bringing instances of suspected violations of any Code of Conduct to the attention of the proper University authorities.

Acts of Misconduct

The Student Code of Conduct and Ethics: Academic prohibits certain acts of misconduct by students enrolled at the University. Other University policies and procedures may also apply. Depending on the circumstances, the acts of misconduct described below may be considered as either a violation or an infraction. Students who engage in conduct that disrupts the orderly functioning of the University may be subject to Conduct Probation, Suspension or Termination from the program as set forth in the Academic and Non-Academic Codes of Conduct. In the case of dismissal, no tuition or fees will be refunded.

Violations

The following acts are examples of violations.

1. **Examination Behavior:** Any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination.

2. **Fabrication:** Any falsification or invention of data, citation, or other authority in an academic activity.

3. **Plagiarism:** Any passing off or presentation of another's ideas, words, or work as one's own. Paraphrasing or small changes in nomenclature/phrasing does not remove any student's responsibility to cite the original source. Any idea that is not the student's or common knowledge must be referenced.

4. **Unauthorized Collaboration:** Collaboration in any academic exercise unless the faculty member has stated that such collaboration is permitted.

5. **Previously Submitted Work:** Presenting work prepared for and submitted to another course.

6. **Unauthorized Research:** Failure to obtain approval of the Institutional Review Board for research involving human subjects.

7. **Alteration or Misuse of Academic Documents:** Any alteration or misuse of academic documents, including acts of forgery and/or furnishing false information.

8. **Disruption of Academic Activity:** Disruptive behavior, willful disobedience, profanity or vulgarity in a learning environment not limited to the classroom, practicum, and internship sites.

9. **Physical Harm/Violence or Threat Thereof**

10. **Assisting Other Students in Acts of Academic Misconduct**

11. **Any other violation of University policy, directive or protocol**

Under certain exceptional circumstances involving serious violations listed above which pose a threat to the health and safety of the University community, disciplinary procedures administered by the campus senior administration may replace the procedures outlined below. These include circumstances in which a matter has been referred by the Program Director or equivalent, or Dean. In the case of a violent act, the faculty member or administrator immediately contacts the appropriate individual as listed in the University Violence Prevention Policy as stated in the Employee Handbook, Faculty Handbook, and undergraduate or graduate Student Handbook.

Infractions

The following acts are examples of infractions. Students found to have committed these acts are subject to sanctions described, as applicable, for infractions in the Sanctions section.

1. Any unintentional act that, if it were intentional, would be a serious violation.

2. Any serious violation of the rules or policies established for a course or academic exercise.
   Note: repeated infractions may be considered for treatment as serious violations.

Sanctions

For cases that find infractions or serious violations under Academic Code of Conduct, the following actions may be taken by the Program Director or equivalent, or Dean:

1. **Infractions of the Academic Code of Conduct**

   a. **Conduct Warning** - A letter is placed in the student's academic file indicating that an infraction of the Academic Code of Conduct occurred, along with any recommended or required remediation.

   b. **Conduct Probation -** This status is a sanction imposed when the violation is judged to be more severe than a Warning but not so serious as to require a more serious sanction such as termination from a class, program or from the University. In cases in which a student has been placed on Conduct Probation for violation of the Academic Code of Conduct, any subsequent violations of the Academic Code of Conduct (whether they are infractions or more serious violations) will result in an automatic application of the sanctions imposed in areas of serious violations (described below).

   c. **Work assignments, service to the University, or other related discretionary assignments -** This category of sanction may be required separate from or in addition to any action taken regarding an Infraction

   d. Restitution - A student may also be directed to provide compensation for loss, damage, or injury attributed to the student's actions or behavior. This may, at the discretion of the appropriate University authority, take the form of appropriate service, monetary/materials replacement or both.

2. **Serious Violations of the Academic Code of Conduct**
   Actions in this section may be taken when the violation of the Academic Code of Conduct is judged to be more serious than an Infraction. Relevant disciplinary actions that may be taken include:

   a. Suspension from class for the remainder of the session/semester in which case the student must re-take the course, pay the required tuition for the course when it is retaken and forfeit all tuition and fees paid for the course.

   b. Suspension from the University for a term or more with no transcript notation. Conditions for readmission will be specified when this sanction is imposed.

   c. Termination from the University with no transcript notation.

   d. Termination from the University with transcript notation indicating "Academic Misconduct Termination."

e. Work Assignments and/or Restitution - A student found to have had a Serious Violation of the University Academic Code of Conduct may also be mandated to provide compensation for loss, damage, or injury. This may, at the discretion of the Action Officer, take the form of appropriate service or monetary/material replacement, or both.

Process and Procedures

Suspected instances and allegations of academic misconduct should be reported to the Program Director or equivalent, or Dean. They will be reviewed and processed by the Student Evaluation and Review Committee (SERC). Upon written request, the results of disciplinary proceedings in cases of violence or non-forcible sex offenses will be shared with the victims of the crime.

STUDENT CODE OF CONDUCT AND ETHICS: NON-ACADEMIC

Conduct Jurisdiction

The University reserves the right to take necessary action to protect the safety and wellbeing of the campus community and to protect its facilities and programs. All students are subject to both the Academic and Non-Academic Student Codes of Conduct. Violations may be dealt with by the University whether they occur on or off campus.

Student conduct proceedings are not meant to be formal court-like trials. Although University-related sanctions may be imposed, the process is intended to provide an opportunity for learning. Thus, the standard used for these proceedings is a "preponderance of the evidence." Whoever is selected as an Advisor is limited to observing and consulting with, and providing support to, the complainant, witness, or student charged. An advisor may not speak on a student's or complainant's behalf.

Student Conduct Code proceedings are independent from court or other administrative proceedings. Discipline may be instituted against a Student also charged in civil or criminal courts based on the same facts that constitute the alleged violation of the Student Conduct Code. The Campus may proceed before, simultaneously with, or after any judicial or other administrative proceedings, except in cases involving Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking. These cases will follow the Sexual Misconduct/Title IX and procedures described.

Students are expected to abide by all applicable laws including the laws of the State of California (and for online students the state in which they reside), and the United States of America. Students who violate the law may incur penalties prescribed by civil authorities. In such cases when the University's interests are involved, the authority of the University may be asserted. The president or designee will determine if the interests of the University are involved and if legal and/or disciplinary action is necessary.

Violation of a University regulation, that affects the University, shall be procedurally handled as a University disciplinary situation regardless of whether there is a prosecution under law. Disciplinary action at the University will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced. Finally, the implementation of University disciplinary authority does not protect the student from, nor does the University necessarily consider it to be a substitution for, civil process or criminal prosecution.

Student organizations and groups formally approved by the University are subject to the same regulations as individual students. Cases will be considered if a significant number of students involved in the alleged offense belong to an organization or group, or if planning and leadership responsibility for an alleged offense came from student members of an organization or group. Sanctions for group or organization misconduct may include probation, withdrawal of official recognition, loss of funding or limitations on the use of facilities and privileges afforded by the University, as well as other appropriate sanctions as provided in this code. In general, the University, by its disciplinary authority, attempts to promote:

1. Concern with matters that impinge upon academic achievement and standards, and the personal integrity of students;

2. Protection of property;

3. Interest in the mental and physical health and safety of members of its community;

4. Concern for preserving the peace, for ensuring orderly procedures, and for maintaining student morale;

5. Responsibility for character development, for maintaining standards of decency and good taste, and for providing an appropriate moral climate on the campus; and

6. Protection of its good relations with the surrounding larger community.

Conduct Regulations

A student who is found in violation of any of the following regulations is subject to the sanctions authorized in the Non-Academic Student Code of Conduct. The implications of some violations are so serious that a single incident would require a sanction at or near the maximum. Other violations become significant through repetition or if they are committed intentionally or recklessly.

A violation will be regarded as more serious if it is done because of race, gender, color, religion, national origin, disability or sexual orientation of another individual or group of individuals described in the university's Non-Discrimination policy. Academic misconduct, including all forms of cheating and plagiarism, is handled as outlined

in the Academic Student Code of Conduct and will be adjudicated through the Student Evaluation & Review Committee process.

Unacceptable conduct includes, but is not limited to, the following:

Respect: Alliant University students show respect for all members of the University Community. Actions that are considered violations of this standard include:

1. Actual or threatened physical assault or intentional or reckless injury to self, persons or property.

2. Offensive or disorderly conduct, which causes interference, annoyance or alarm, or recklessly creates a risk of harm.

3. Acts of disrespect for Alliant's diverse community to include, but not limited to, race, ethnicity, national origin, physical ability, veteran status, marital status, associational preference, religion, gender, gender identity, sexual orientation, social class, economic status, education, occupation, age, ability, and size. Please refer to the Non-Discrimination policy.

4. Interference with the freedom of any person to express his/her views, including invited speakers.

5. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

Community: Alliant University students value their community. Actions that are considered in violation of this standard include:

1. Interference with entry into or exit from buildings or areas or free movement of any person.

2. Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.

3. Behavior or activities that endanger the safety of oneself or others.

4. Failure to provide identification upon demand by, or to comply with other directions of, University staff members or the staff of contractual affiliates of the University acting in the performance of their duties.

5. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.

6. Forcible entry into a building or other premises.

7. Unauthorized presence in a building or other premises.

8. Possession or misuse of firearms or guns, replicas, realistic looking toy weapons, ammunition, explosives, fireworks, knives, or other weapons, or dangerous chemicals (without the prior authorization) on campus or during a University related activity.

9. Starting fires or explosions, false reporting of a fire, bomb, incendiary device, or other explosive, or any false reporting of an emergency.

10. Tampering with fire or safety equipment.

11. Theft, damage, destruction, tampering or defacement of personal, University or University affiliates' property.

12. Unauthorized use of University property or property of members of the University community or University affiliates.

13. The misuse of telephone, communication and/or computer equipment, including electronic

14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

15. Misuse of computer facilities or resources, including:

    a. Unauthorized entry into a file, for any purposes.

    b. Unauthorized transfer of a file.

    c. Use of another's identification or password.

    d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community.

    e. Use of computing facilities and resources to send obscene, intimidating, or abusive messages.

    f. Use of computing facilities and resources in violation of copyright laws.

    g. Violation of the university computer use policy.

16. Use of University facilities for commercial purposes.

17. Any violation of federal, state, or local law.

18. Alliant does not permit students under 17 years of age to attend academic classes. Many topics discussed in university classrooms are inappropriate for children, and having children in the classroom is often a distraction that takes away from the educational experience.

19. Non-service animals are not permitted in inside campus buildings, classrooms, or facilities. This policy acknowledges the rights of individuals with disabilities to use service animals and distinguishes between service animals, including seeing-eye dogs, and non-service animals. All service animals must be registered with the Office of Accessibility Services.

Integrity: Alliant University students demonstrate honesty and forthrightness in all that they do. Actions that are considered a violation of this standard include:

1. Violation of any of the restrictions, conditions, or terms of a sanction resulting from prior disciplinary action.

2. Misuse of University documents including but not limited to forging, transferring, altering or otherwise misusing a student ID card, identification card, schedule card, PIN Number or other University identification.

3. Making false statements in any application for admission, petition, request, or other official University document or record.

4. Illegal gambling.

5. Violation of published University policies, rules and regulations, including, but not limited to alcohol use, smoking, technology usage policies and verbal and/or written harassment.

6. Violation of the Student Code of Conduct Procedures, including:

    a. Falsification, distortion, or misrepresentation of information related to a student discipline matter.

    b. Disruption or interference with the orderly progress of a student discipline proceeding.

    c. Initiation of a student discipline proceeding in bad faith.

    d. Attempting to discourage another from participating in the student discipline matter.

    e. Attempting to influence the impartiality of any participant in a student discipline matter.

    f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.

    g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.

    h. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Application of this Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Code regardless of whether the conduct occurs on or off campus.

Disciplinary Procedures

Distinct disciplinary procedures have been designated to ensure a fair process. Complaints involving discrimination-related incidents will follow the procedures outlined in the Non-Discrimination Policy, Title IX policy and Student-Initiated Grievance Procedures as outlined. Other incidents will be processed according to the following disciplinary procedures.

Disciplinary Charges

1. Any member of the University community including student(s) may bring charges against any student. Such charges must be in writing and filed with the Campus Director or Coordinator.

2. A complaint filed in writing must be received within 90 calendar days of the infraction. This time for filing can be extended up to one calendar year by the Vice President of Student Affairs Policy Assurance based upon unforeseen information or circumstances.

3. The Vice President of Student Affairs Policy Assurance will direct

the charges to the appropriate hearing officer per the type of complaint and the campus community affected. Care will be taken to assure that a hearing officer is selected who does not have prior links to the complaint. This hearing officer will review all evidence submitted by the parties to the complaint, as outlined below.

Disciplinary Process

1. The accused student(s) or organization officers will be provided written notification of the time, place, and date of the hearing by the hearing officer. Sufficient notice is defined as at least five (5) calendar days. The notice will include the charges that will be reviewed and other pertinent information about the hearing. An extension may be requested by the student within two (2) business days of receipt of the notice.

2. If a student fails to attend a scheduled hearing, the hearing may proceed as scheduled, and the hearing officer will make a determination on the basis of the evidence available at the hearing. If appropriate, sanctions will be implemented. A student may not avoid the impositions of sanctions by withdrawing with conduct charges pending. The hearing will still proceed, and any finding of a violation will result in a "WF" grade and other appropriate transcript notation. The hearing officer may also impose an administrative hold on the student's account in addition to or in lieu of resolving the charges in the student's absence. This administrative hold will prevent the student from registering for future courses and prevent transcripts from being issued. The hold will not be lifted until the student participates in the hearing and the Student Code of Conduct: Non-Academic proceedings for the student are closed.

3. The student(s) or organization representatives has/have the right to have a friendly advisor present at the hearing who may be a faculty member, student or staff member. Attorneys may not be present. The advisor is only present to support the student. The advisor will not represent the student, speak on behalf of the student, or play an active role of any kind in the formal hearing process.

4. Advisors are permitted to speak with the student as necessary, privately or during the hearing, to fully perform a supportive role.

5. The hearing will be closed to the public, except for the advisor or witnesses, as arranged in advance. The University reserves the right to review individuals participating in hearing procedures based upon direct involvement with the incident.

6. Oral or written testimony by the accused students or witnesses involved may be presented.

7. Accused students will be afforded an opportunity to hear all testimony against them.

8. Student witnesses may be subject to charges of dishonesty within the University disciplinary system if their testimony is deemed to be intentionally inaccurate.

9. Prospective witnesses, other than the accuser and accused student(s), may, at the discretion of the hearing officer, be excluded from the hearing during the testimony of other witnesses.

10. Any person, including the accused student(s), who disrupts a hearing may be excluded from the proceedings.

11. In cases of a bias-related incident and/or discrimination, the I-MERIT Director (or designee) will serve on the hearing panel.

12. The hearing will be conducted in a fair and impartial manner, although strict rules of evidence do not apply.

A suggested order for the hearing is as follows:

1. Disciplinary philosophy of the University and guidelines for the hearing, presented by the hearing officer

2. Charges in the presence of the accused

3. Evidence in support of the charge

4. Witnesses in support of the charge

5. Evidence in support of the accused

6. Witnesses in support of the accused

7. Review of the evidence and testimony

8. If an accused student fails to appear at a scheduled hearing without a valid excuse, the hearing officer will proceed to a decision based upon the evidence presented.

9. Hearings may be recorded as determined by the hearing officer. The recording is University Property. No other recording of the hearing is permitted. The record must be maintained in the Student Services Office for two years or until such time as all University appeal procedures are exhausted.

10. Pending action on any charges, the status of the student will not be altered, except in cases involving interim suspension and only in accordance with the procedures for such suspensions.

11. The accused has the right to receive in writing the decision of the hearing officer which will contain the reasons for the action, findings of fact, and an explanation of the sanctions).

12. The hearing officer shall prepare this notification in a timely manner, but no longer than 30 calendar days after the hearing.

Disciplinary Sanctions

The following disciplinary sanctions comprise a range of official action, which may be imposed for violation of regulations. One or more sanctions may be imposed. Additionally, students who violate federal, state, or local laws also may be referred to the criminal justice system for prosecution.

For students found to be using drugs or be in violation of the alcohol use policy, a condition of continuation at the University may include the completion of an appropriate education or rehabilitation program.

Disciplinary Warning

This written action is taken when the individual's conduct or involvement merits an official admonition. The student is warned that further misconduct may result in more severe disciplinary action.

Disciplinary Probation

1. **Probation Level I:** A form of reprimand that is fitting for the type of violation or repeated violations as designated for a certain period of time by the hearing officer. The student may, if it is deemed appropriate, represent the University in activities and hold office in student organizations during the time stipulated as probationary. The student is notified that further infractions of any University regulation may result in more stringent restriction being placed on his/her actions.

2. **Probation Level II:** The most serious level of disciplinary sanctions, short of suspension from the University. The student remains enrolled at the University under circumstances defined by the hearing officer. The student may not represent the University in any official capacity or hold office in any student organizations. Not representing the University in an official capacity includes not participating in recognized student organizations or exercising any officially recognized responsibility as related to campus employment. The student is, however, still considered to be in Good Standing academically. This probation level indicates to the student that further violations of any University regulations will result in more stringent disciplinary action, including but not limited to, suspension or dismissal from the University. Additional restrictions may be placed on the student while on Level II probation, such as loss of privileges or restriction from campus events and activities.

Interim Suspension

The Vice President of Student Affairs Policy Assurance may suspend a student for an interim period pending full disciplinary proceedings whenever there is evidence that the continued presence of the student on the campus poses a substantial threat to the safety or well-being of any person or persons, University property, or the property of others. An interim suspension may become effective immediately without prior notice. A student suspended on an interim basis will be given an opportunity to appear personally before a hearing officer within 10 or fewer calendar days from the effective date of the interim suspension.

During an interim suspension, the student will be barred from all or part of the University's premises. Any student under interim suspension who returns to the portion of campus from which he/she is barred without written permission from the Vice President of Student Affairs Policy Assurance will be subject to dismissal from the University and arrest for trespassing.

Suspension

This sanction is one of involuntary separation of the student from the University for a designated period of time. After this period of time, the student is eligible to return. The Vice President of Student Affairs Policy Assurance/or designee may establish additional requirements, which must be fulfilled to his/her satisfaction, prior to reinstatement. Permanent notation of suspension will appear on the student's transcript and academic history. The student shall not participate in any University-sponsored activity and may be barred from University premises during suspension.

Conduct Dismissal

This sanction by the Vice President of Student Affairs Policy Assurance/or designee is one of involuntary and permanent separation from the University. Notice of permanent dismissal will appear on the student's academic history and transcript. The student will also be barred from University activities and premises.

Suspension of Group Recognition

This sanction by the hearing officer consists of the withdrawal for a stated period of time of all or part of the official recognition of an organization or group. Such action may include conditions for reinstatement or recognition. Total removal of recognition results in complete suspension of the activity of the group.

Revocation of Group Recognition

This sanction by the hearing officer consists of the withdrawal for a stated period of time of all or part of the official recognition of an organization or group. Such action may include conditions for reinstatement or recognition. Total removal of recognition results in complete suspension of the activity of the group.

Restitution Fines

Restitution fines may be assigned by the hearing officer in addition to any other sanction applied. Restitution fines may include an administrative fee for processing.

Good Standing

A student is not considered to be in good standing for purposes of admission to the University while under a sanction of suspension or expulsion, or while his or her admission or re-admission has been qualified.

Administrative Hold and Withholding a Degree

The University may place an administrative hold on registration transactions and release of records and transcripts of a student who has been sent written notice of a pending investigation or disciplinary

case concerning that student, and may withhold awarding a degree otherwise earned until the completion of the process set forth herein, including the completion of all sanctions imposed.

Appeal Procedures

Formal appeal of a decision reached by the hearing officer must be made to the Vice President of Student Affairs Policy Assurance in writing within five (5) days of the receipt of the outcome of the hearing. Failure to submit the appeal in writing within the allotted time will render the original decision final.

An appeal must be based upon one or more of the following conditions:

1. Errors in interpretation or implementation of procedures for conduct violations were so significant as to effectively deny the student a fair hearing;
2. New and significant evidence, which could not have been discovered by diligent preparation for presentation at the initial hearing, is now available; or
3. Lack of substantial evidence in the record to support the outcome of the original hearing.

The Vice President of Student Affairs Policy Assurance/or designee will limit inquiry to the record of fact from the hearing. The Vice President must respond to an appeal in writing within 10 calendar days. The Vice President or designee may reject, amend or modify the action taken by the hearing officer, or grant a new hearing with him or her. Should a hearing be granted, the student will receive notification of the time, place and date. This hearing will be informal and no record will be made.

INFORMATION TECHNOLOGY (IT) POLICIES

Use of Online Services

The University provides students with access to online services and expects that students will use these services in a responsible way for education-related purposes. Alliant does not allow inappropriate use such as accessing, downloading from, or contributing to sites that contain gross, indecent, or sexually-oriented content, gambling, and other non-educational purposes.

E-mail and Internet Access

Each student is provided with an @alliant.edu email address which is the official method for communicating all relevant Alliant information and provides access to Alliant's online student resources. Students are required to access and utilize Alliant email as this is the primary communication device for the University.

STUDENT RIGHTS AND RESPONSIBILITIES

Computer labs offer computer facilities available to students on all campuses and provide e-mail contact with the Information Technology (IT) unit that maintains and supports the labs. Through the Online Helpdesk, students can contact the IT unit that troubleshoots problems on the University computer network. There are web links to information about courses and events available online. Students at all sites can access student information online, including their academic history, grades, financial aid awards and student accounts.

Federal Copyright Laws

All University members are expected to follow all federal copyright rules, laws, and guidelines. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

University members who violate this policy may be subject to civil and criminal liabilities, as well as University disciplinary actions, up to and including but not limited to dismissal from the institution. The copyright law applies to all forms of photocopying, whether it is undertaken at a commercial copying center, at the school's copying facilities, or at a self-service machine. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Reproduction of copyrighted material without prior permission of the copyright owner is prohibited except as permitted under the doctrine of "fair use," an exception that must not be abused. The "fair use" doctrine allows, under certain conditions, the reproduction of copyrighted material for purposes such as criticism, comment, news reporting, teaching, scholarship, or research. All university members must exercise careful judgment when reproducing the works of others to avoid violating the copyright law.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five (5) years and fines of up to $250,000 per offense. For additional information, please visit the US Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

Digital Millennium Copyright Act (DMCA) Notification

In compliance with additional requirements of the Higher Education Opportunity Act (HEOA) of 2008 and the Digital Millennium Copyright Act (DMCA), Alliant prohibits unlawful file sharing of copyright materials. The university requires students, staff, faculty, and visitors to comply with all pertinent U.S. and international copyright laws. Failure to comply with the policies in the DMCA plan may result in disciplinary action as well as civil and/or criminal penalties.

Alliant International University utilizes a variety of Internet-based resources to provide you with the most flexible and enriching educational experience.

Online Courses

Alliant currently has two Learning Management Systems (LMS) - Moodle and Canvas - and is the process of moving to a single LMS. The program the student is enrolled in will determine which LMS the student will be interacting with.

Note: Alliant is in the process of migrating to a single LMS (Canvas), and updates will be sent to all users as the project progresses.

Online Productivity/Assignment Resources

As an Alliant student, you will be licensed for Microsoft's Office365. This includes all Office applications - Word, Excel, PowerPoint, Email, Skype, OneDrive and others. Myalliant and other resources are provided to help you manage your student experience.

Online Educational Resources

Courses and assignments may require the viewing of videos, participating in video chats, the use of Internet-based applications and viewing of data, or other resources. The computing recommendations below are designed to provide the student with the best Alliant educational experience:

Operating system	Windows 10, Windows 8.1, Windows 8, Windows 7 Service Pack 1
	Mac OSX 10.6 and newer
Browser	Safari, Chrome, and Firefox—current version
	Microsoft Edge - latest version
	Internet Explorer—current or immediately previous version

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Email client	Office/Outlook 2016
	Office/Outlook 2013 with SP1
	Office/Outlook 2010 with SP2
	Office/Outlook 2007 with SP3
	Outlook for Macintosh—Office for Mac2016
Computer and processor	1 GHZ or faster x86 or 64-bit processor
Memory	1 GB RAM (32-bit)
	2 GB RAM (64-bit) recommended for more complex graphics features
	4-8 GB RAM for complex statistical or mathematical calculations and large data sets
Disk space	3 gigabytes (GB)
Monitor resolution	1024 x 768
Network bandwidth	Minimum of 512kbps
	Note: Higher bandwidth rates are recommended since many courses link to videos and other educational resources that will function better at higher bandwidth.
Mobile email	Native Android or iOS Mail app or Outlook app
Screen readers	Macintosh: VoiceOver (latest version for Safari)
	PC: JAWS (latest version for Internet Explorer)
	PC: NVDA (latest version for Firefox)
	Note: There is no screen reader support for Canvas in Chrome.

Electronic Communications Policy

Alliant International University encourages the creative and innovative use of information technology to enhance its teaching, research, and public service mission. Alliant respects the intellectual labor and creativity of others and seeks to protect the free and peaceful expression of ideas. All members of the University share responsibility for maintaining an environment where actions are guided by mutual respect, integrity, and reason.

Alliant International University expects all members of its community to use network systems with proper regard for the rights of others and the University. Abuse of these privileges will be subject to disciplinary action, as established by the operating policies and procedures of the University. Alliant reserves the right to limit access in response to evidence of violations of University policy or federal,

state or local laws. All members of the Alliant community are bound by federal, state and local laws relating to civil rights, harassment, copyright, security, pornography, privacy, and other statutes relating to electronic media. This policy does not preclude enforcement under federal, state, or local laws and regulations.

All users of Alliant International University electronic communications systems are subject to the provisions of this policy, including those who rely on remote or off-campus access to these systems. Use of these systems implies consent with this policy, as well as other applicable University policies and local, state and federal laws. For individuals whose network accounts are primarily for representing units or special projects, further policies may apply as governed by the needs of the unit or project.

This policy covers electronic communications on systems that Alliant hosts or is hosted by third parties on behalf of Alliant. Examples are: E-mail, Online Course Forums, Blogs, Wikis, Video Conferencing, Alliant managed Facebook, Twitter, Instagram and similar entities.

Individual Privileges

The following individual privileges are extended to all users of electronic communication systems. However, it is understood that each of these privileges is conditioned upon acceptance of the accompanying responsibilities.

1. **Free Expression -** There shall be no restrictions placed on the fundamental rights to free speech except those necessary to protect the rights of others and to preserve the order necessary for the University to function as an institution of higher learning. Given the diverse cultural backgrounds of users, the University cannot protect individuals against exposure to materials that they may consider offensive. Nevertheless, the University reserves the right to take restrictive actions in response to complaints that posted material creates a hostile environment for individuals or classes of individuals. The University also has the responsibility to take restrictive action when a user violates University policy or federal, state or local laws.

2. **Privacy -** Users may expect to keep personal electronic mail correspondence reasonably confidential. Users should be sensitive to the inherent limitations of shared network resources in protecting privacy. Some examples of this may include printing personal messages on a shared printer, leaving a message or account open on a computer in a public computer lab, etc. Specific personal electronic communications and computer files will not be searched deliberately to seek evidence of malfeasance except in an emergency or as part of a formal investigation by an authorized authority.

3. **Due Process -** The University will use due process in cases of discipline resulting from rules violations. System administrators are authorized to take any actions deemed necessary to preserve the integrity of the system, including immediate

temporary suspension of access by any user allegedly involved in a violation pending the outcome of an investigation.

Individual Responsibilities

Users of the Alliant International University's network systems accept responsibilities that include, but are not limited to, the following specific examples:

1. **Respect for the Intended Use of Resources -** Users are responsible for all actions taken on their network account. Individual password security is the responsibility of the user and he/she should take precautions against others obtaining unauthorized access to his/her personal account. If the user allows another individual access to his/her account, the user assumes full responsibility for the actions of this individual while logged into his/her account. Accounts are not to be used for conducting personal business enterprises, including consulting for private gain. The University's electronic communication systems are to be used only for the furtherance of the University's mission and not for personal benefit.

2. **Respect for Privacy of Others -** Users shall not access anyone else's electronic resources, including files and mail, without specific permission from the owner. Permission does not include sharing account information as designated above, but allows for collectively reading e-mail and sharing files using network services. The user shall not take advantage of another's inexperience or negligence to gain access to any computer account, data, software, or file for which he or she has not received explicit permission to access.

3. **Respect for Shared Nature of Resources -** Users will not encroach on others' use of the University's computers and network facilities. No user should attempt to modify the University system or network facilities or to crash systems. Users should avoid activities that unreasonably tax systems resources.

4. **Respect for the Rights of Others -** University computing resources will not be used to harm or threaten to harm the safety or environmental health of another individual or individuals. The user must comply with University policies and federal, state and local laws regarding discriminatory harassment.

5. **Respect for Intellectual Property -** Respect for intellectual labor and creativity is vital to the academic discourse and enterprise. This principle encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

6. **Respect for Integrity of System or Network -** Accounts shall not be used for unauthorized access and/or attempts to access computers, computer software, computer data or information, or networks without proper authorization, regardless of whether the computer, software, data, information, or network in question is owned by the University. Abuse of networks or computers at other sites using Alliant International

University resources will be treated as an abuse of computing privileges at the University. Users are prohibited from attempting to circumvent or subvert any system's security measures.

Reporting Violations

If a user believes that a violation of this policy or criminal act has occurred, the user should contact the appropriate campus office. Alliant officials will take appropriate action in accordance with established University procedures. Infractions that may be violations of federal, state, or local laws will be reported by Alliant officials to the appropriate authorities. If a situation occurs in which a user feels that their personal health or safety is in jeopardy or that of another person, they should contact the police by dialing 911.

In some situations, it may be necessary to suspend account privileges to prevent ongoing misuse while the alleged violation is under investigation. The system administrator reserves the right to immediate temporary suspension of the account(s) of anyone suspected of a violation, pending the outcome of investigation by the appropriate office listed above. In the case of minor, first time offenses, the system administrator may choose to resolve the situation informally without reporting the violation to other University officials. Appeals of any disciplinary decision will be handled according to existing law, University policies, and disciplinary procedures.

Administration and Implementation

Systems administrators will manage network systems in a manner that is consistent with the system's importance for campus communication and the need for privacy of personal electronic mail messages. In connection with their responsibilities, professional staff members may on occasion need access or monitor parts of the system and thereby be given access to the contents of certain electronic mail messages. System administrators will respect the privacy of personal communications encountered on the systems. However, if, during the course of routine duties, a system administrator encounters information that indicates that a breach of this policy or criminal act has been or is about to be committed, they will report the existence and source of this information to the proper authorities.

Administrators are not responsible for monitoring user activity or content on any network system. However, when they become aware of violations, either through the normal course of duty or by a complaint, it is their responsibility to refer the matter to the appropriate authority for investigation and possible discipline. To forestall an immediate threat to the security of a system or its users, system administrators may immediately suspend access of the people involved in the violation while the incident is being investigated. They may also take other actions to preserve the state of files and other

information relevant to an investigation. Specific personal electronic communications and computer files will not be searched deliberately to seek evidence of malfeasance except when the appropriate authorities feel it is necessary in order: to enforce policies regarding harassment and the safety of individuals; to prevent the posting of proprietary software or texts, images, or audio works in disregard of copyright restrictions or contractual obligations; to safeguard the integrity of computers, networks, and data either at the University or elsewhere; and to protect the University against seriously damaging consequences.

In general, electronic mail is considered the private information between the sender and recipient account holder. There may be exceptional circumstances where the University may release electronic mail to other parties. These situations may include, but are not limited to, the death of the account holder, when an absent or terminated employee has received mail associated with his/her job responsibilities, or during the course of a criminal investigation by authorized legal authorities.

The University recognizes that all network system users are bound by federal, state, and local laws relating to civil rights, harassment, copyright, pornography, privacy, security and other statutes relating to electronic media. Nothing in this policy should be interpreted as precluding enforcement of the laws and regulations of the United States of America, State of California or any locality in the state of California.

It is recommended that you first contact the appropriate office to file a report. In cases where you do not consider this a viable option Alliant leverages EthicsPoint to assist its faculty and staff in reporting activities which may involve misconduct or violation of University policies. EthicsPoint offers you an anonymous and confidential reporting tool to communicate misconduct and promote a positive working environment. Persons making reports are not required to provide their names, and reports will be forwarded to the proper Alliant official for review.

Methods to File a Report

Click on the appropriate category from the "Make a Report" menu on this website, or call the toll-free EthicsPoint hotline listed on Alliant's EthicsPoint website.

Privacy Policy

Alliant is committed to protecting your privacy while you visit our websites, educational, clinical and operational resources. Alliant follows all state and federal privacy laws, and the University safeguards the privacy of students, staff, and faculty. Unauthorized accessing and/or disclosure of confidential information by University employees is prohibited and may result in legal penalties. This policy applies to all paper and electronic records as well as the university website.

External Links

We link to external sites on many pages throughout this web site. Alliant International University cannot be held responsible for the privacy practices or accuracy of the sites to which we link. Nonetheless, we seek to protect the integrity of our site and welcome any feedback about these sites. We strongly encourage you to review the privacy policy of each website you visit.

Our student and faculty sites may also require you to provide specific user identification information, such as username, address, email address and student ID number. This information is collected so our university staff can contact you if necessary. Specific user identification data is also necessary to verify your identity prior to allowing access to some of these sites.

Our Office of Alumni Relations subdomain and other Web pages allow visitors to order products or make donations. In these cases, we require contact information and credit card numbers. This information is used for the specific transaction, to purchase and send products ordered and any receipts. In addition, all sensitive, credit card, or other PII information you supply is encrypted via Secure Socket Layer (SSL) technology. Alliant also provides the option of ordering by phone.

It is also possible to apply for employment opportunities through our website or independent recruitment sites we contract with. Our resume collection or online application requests standard employment information, such as your name, address, phone number, email address, employment history, languages you may be fluent in, education, teaching experience, publications, honors or awards you may have received, work-related skills (e.g. technology experience), professionally related community activities and any licensures, certifications, professional memberships or endorsements you may have.

Security

Our websites and networks have reasonable security measures in place designed to protect against the loss, misuse, unauthorized access, disclosure, alteration and destruction of information under our control.

We take reasonable steps to ensure the data is reliable, accurate, complete and current for its intended use. Personal information collected from visitors is protected in transmission to our websites with Secure Sockets Layer (SSL) protocol encryption. Alliant abides by all laws concerning the release of personal information and does not sell or rent any personal information to third parties, except as described below.

Although we take appropriate measures to safeguard against unauthorized disclosures of information, we cannot assure you that the PII we collect will never be disclosed in a manner that is inconsistent with this privacy policy.

Identity Theft

Identity theft can include any misrepresentation, theft, or misuse of a person's identity for any purpose, including but not limited to, obtaining federal financial aid, other financial gain, or obtaining access to confidential information. Identity theft is a violation of university policy and the Student Code of Conduct, but may also constitute a criminal offense under federal and state law. Alliant recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative and/or compliance purposes. Students are expected to provide such documentation and are responsible for any cost associated with acquiring and submitting the documentation. Students may be administratively withdrawn for failure to provide documentation requested by University officials to authenticate a student's identity. The University may also deny or rescind admission to any student for failure to authenticate his or her identity, or for engaging in identity theft.

Use of the Alliant Wi-Fi or Intranet Network for On-Campus Students, Faculty and Staff

Alliant's Internet network is guarded by a firewall that protects on-campus students from entering sites that may be unsafe or foster illegal activities. Sites are selected by category to filter usage. These site topics include, but are not limited to, drugs, illegal activities, gambling, copyright infringement and other questionable sites.

The Learning Management System, MyAlliant, Library and other necessary resources are specifically white-listed to ensure students are always able to access them. If you feel a blocked website should be made available, submit a request to the Help Desk that includes the link, research or educational need defined, and your request will be reviewed.

Alliant's networks authenticate students, faculty and staff prior to allowing site access, and our reporting capabilities are generally limited to big-picture summaries that describe general usage so resources can be adjusted up or down to provide quick access to data for all users. Reporting on individual usage is possible, but Alliant does not proactively monitor usage or sites visited by individuals unless approved by Human Resources or the Legal Department.

EXPENSES AND FINANCIAL AID

EXPENSES

Tuition, fees, and other expenses may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed.

For questions regarding tuition, fees, other expenses and/or payment methods, students should contact Student Business Services at sbs@alliant.edu. For cost of attendance information, students should visit the Consumer Information page. For questions about Financial Aid, students should contact Student Financial Services at financialaid@alliant.edu.

TUITION AND FEES

Students should anticipate annual increases in tuition and fees, just as they anticipate that their living expenses will increase over the period in which they are enrolled at Alliant. Therefore, estimated costs for the program may be higher than the estimated total program costs disclosures.

Alliant provides learning opportunities in many different formats and in many different locations, both in the United States and internationally.

The 2018-2019 tuition schedule follows (all amounts are per unit unless otherwise indicated):

Tuition—Undergraduate Programs
All Programs $587

Tuition—Graduate Programs

California School of Professional Psychology (CSPP)

Clinical Psychology	
Clinical Psychology Programs	$1,205
Consulting Psychology	
Consulting Psychology	$1,221
Clinical Counseling	
Masters (excluding Fresno returning students)	$710
Masters (San Francisco FA14, SP15, FA15 Cohorts)	$670
Masters Clinical Counseling (Fresno returning students)	$690
Marital and Family Therapy	
Masters & Doctoral (ground)	$1,186
Masters & Doctoral (virtual)	$925

Organizational Psychology	
Masters & Doctoral (ground)	$1,186
Masters & Doctoral (virtual)	$925
Organizational Development	
Masters & Doctoral	$1,198
Psychopharmacology	
Masters (per semester, 18-19 cohort only)	$4,375
Masters (per semester, 17-18 cohort only)	$3,145
Masters (per semester, 16-17 cohort only)	$3,053
Masters (per semester, 15-16 cohort only)	$2,965
Masters (per semester, 14-15 cohort only)	$2,880
Organizational Behavior (Masters)	
Fresno	$900
San Francisco	$1,198
Virtual	$925
Certificate	
Infant Preschooler Mental Health	$422

California School of Forensic Studies (CSFS)

Applied Criminology	$986
Clinical Forensic Psychology	$1,221

California School of Management and Leadership (CSML)

MBA	$698
MS Data Analytics (new students)	$750
MS Data Analytics (returning students)	$698
DBA (ground)	$1,174
DBA (virtual)	$925
Leadership - Doctoral	$1,174

California School of Education (CSOE)

Masters School Counseling (new students)	$725
Masters School Counseling (returning students)	$712
Masters School Psychology (new students)	$725
Masters School Psychology (returning students)	$712
Masters Educational Specialist	$698
Masters TESOL	$698
Masters Teaching	$698
Doctoral - EdD and PsyD	$1,111
Credential & TESOL Certificate	$698
Certificate (CLAD)	$255
Autism Spectrum Disorders Authorization	$255
ESOL (per course)	$1,500

San Francisco Law School (SFLS)

Juris Doctorate	$930
Juris Doctorate, Visitor Rate	$930
Juris Doctorate, Zero unit (per course)	$930

Internship

CSPP, CSFS Standard - Full Time (per year)	$7,312
CSPP, CSFS Standard - Half Time (per year)	$6,165
Organizational Psychology Internship (9 units at normal per unit rate)	$10,782
Educational Psychology Internship & PPS Credential Internship (per semester)	$1,442
Marital and Family Therapy, First-Time Intern Attendee (one semester only)	$3,081
MFT Internship (for subsequent semesters after first semester)	$374

INTERNATIONAL PROGRAMS

Japan

Per unit	¥75,850*
Per unit	$690

Conversion rate based on 05/15/2017 rate ($1 = ¥113.544)

*Prices are based on Japanese Yen. Due to international currency fluctuations, US Dollar rates are subject to change. For current rates of exchange, visit the International Currency Converter website at www.xe.com/ucc.

All costs are subject to change.

Hong Kong

Per unit	HK$4,747*
Per unit	$610
Internship and Practicum, per unit	HK$5,252*
Internship and Practicum, per unit	$674

Conversion rate based on 05/15/2017 rate ($1 = HK$7.788)

*All prices are based on Hong Kong Dollars. Due to international currency fluctuations, US Dollar rates are subject to change. For current rates of exchange, visit the International Currency Converter website at www.xe.com/ucc.

All costs are subject to change.

The following fees are non-refundable:

Application Fee	$65 (all programs)
Challenge Exam Fee	$150
Degree Application Fee	$100 (terminal and non-terminal)
Diploma Reissue Fee	$10
Diploma Replacement Fee	$55
Late Tuition Payment Fee	$250
License Verification Fee	$60
Reinstatement After Financial Clearance Drop Fee	$200
Returned Payment Fee	$40
Student Tuition Recovery Fund (STRF)	$0/$1,000 tuition paid
Fund (STRF)	$0/$1,000 tuition paid
Transcript Fees	
Official	$10
Unofficial	$5
Rush - Official	$20
Rush - Unofficial	$10

The following fees are only refundable if a student drops an associated course or withdraws from the University prior to the Add/Drop deadline. After this time these fees are non-refundable:

Bar Association Fee	$40/semester, SFLS only
Class Audit Fee	$200/unit (no credit, no grade)
Institutional Services Fee	$100/semester, $50/session, all campuses
Materials & Assessment Fee	$150/applicable course
Student Government Association Fee	$50/semester, $25/session, on-ground students only
Taylor Study Method Fee	$125 each fall semester for the first four years of a program (Fresno PsyD and PhD programs and the San Francisco PsyD program only)

CALIFORNIA STUDENT TUITION RECOVERY FUND

CA Residents Only

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education (BPPE).

As of January 2015, each qualifying institution collects an assessment of zero dollars ($0) per one thousand dollars ($1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars ($1,000) or less, the assessment is zero dollars ($0).

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. 1. The school closed before the course of instruction was completed.

2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and

2. Your total charges are not paid by any third-party payer such as

an employer, government program, or other payer unless you have a separate agreement to repay the third party.

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

1. You are not a California resident, or are not enrolled in a residency program, or

2. Your total charges are paid by a third party, such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.

PAYMENT POLICY

Alliant International University offers the following payment options:

1. Payment in full;
2. Official University payment plan set up through CASH Net with automatic payment option;
3. Financial Aid; and/or
4. Other officially approved third party funding.

Tuition that is not expected to be covered by Financial Aid or other outside resources must be paid in full to the University by the payment due date. Alliant International University does not allow students to carry a balance from one session/semester to the next. Enrollment constitutes a financial contract between the student and the University.

Students' rights to university services and benefits are contingent upon making all payments as agreed upon. If payments are not made when due, the university has the right to cancel a student's registration, withhold access to grades, transcripts, diplomas, scholastic certificates and degrees. Failure to maintain good financial standing with the university will result in denied participation in any deferred payment plan. In addition, balances due the university are reported to the credit agencies, which may negatively impact students' credit rating.

Prior to registering for a new session/semester, students must pay any outstanding balances. Students who do not pay their outstanding balances will not be permitted to register.

Late Tuition Payment - Students who have a balance on the last day of courses and do not have prior arrangements made with Student Business Services will incur a Late Tuition Payment Fee.

Payment Due Date

Students must pay all charges by the Friday before the applicable session/semester start date or have a valid payment plan on file by this payment due date. Specific session/semester payment due dates are published in the Academic Calendar.

Students who do not have Financial Aid funds applied by the posted payment deadline will be deregistered.

Late Registration - Any class that is added after the payment deadline must be paid for in full within 72 hours of being added to a schedule and requires clearance from the Student Business Services Office. Students may not add courses after the Add/Drop period.

Deregistration for Failure to Pay - To have a student's schedule reinstated, he/she will be required to provide the Student Business Services office with payment in full, proof of guaranteed financial aid funds or a valid payment plan. Students must have approved to be reinstated from the University Director of Student Business Services and pay the Reinstatement Fee. A Student Business Services Hold will be placed on a student account at any point if satisfactory payment arrangements have not been made or maintained.

The student account statement is available online 24 hours a day, 7 days a week. Access to the account is available at https://my.alliant. edu. For assistance logging in for the first time, please contact the Alliant IT Help Desk at IThelp@alliant.edu.

Payment Methods

The University accepts the following forms of payments:

1. CASH Net online Automated Clearinghouse (ACH) payment directly from your bank account;
2. Credit Cards;
3. Check or money order;
4. Bank wire; or
5. Western Union Business Solutions international funds transfer through CASH Net.

An account paid by a check which is returned by the bank uncollected, or by ACH online payment using an invalid bank account or incorrect data entry by the student, is not considered paid. If your check or ACH payment for tuition is returned by the bank for any reason, you will be billed a Returned Payment fee and your registration may be canceled.

If a student has three (3) or more returned payments the university will refuse payment by personal check and ACH moving forward; and will require that all future payments be made by cashier's check, wire, or money order. The university is required to report all cash or equivalent payment methods (cashier's check and money orders) from a student over $10,000 to the IRS.

Payments made through a bank wire must be initiated early enough to arrive by the payment deadline. Alliant International University recommends initiating bank wire transfers at least ten (10) business days prior to the tuition deadline.

Payment Plans

Payment plans may be available under the following circumstances:

Monthly Installment Payment Plan with Automatic Payment Selected

If you have a balance, the balance is not covered partially, or in full by Financial Aid, and you do not have a past due balance from a prior session, you may be eligible for a monthly installment payment plan. Payment plans are available via your CASHNet account online. Installment payment plans consist of monthly payments.

Students choosing to pay by CASHNet payment plan will be required to set up an automatic payment method, which automatically charges a student's credit card or processes an automatic ACH debit on the payment due date for the scheduled payment amount. If a student wishes to use a different payment method other than the selected default method for one or more payments, they must make the respective payment in full prior to the payment plan due date. Otherwise, the student's automatic payment methods may be charged.

To ensure your automatic payment method is not charged, be certain the payment is applied to the payment plan and you are not making a general account payment. Alliant will not be held responsible for any overdraft charges that occur as a result of not properly maintaining payment plans. For questions on this process, please contact the Student Business Services office at sbs@alliant.edu.

If you have successfully logged in and believe that you should see an "Installment Payment Plans" option, but do not have one, make sure that:

1. You do have a balance due for the current session (it may take up to 24 hours after registration for a balance to show on your account);
2. You do not have awarded and accepted Financial Aid that will pay your balance in full; and
3. You do not have a prior session balance due or a hold on your student account.

Third Party Funding

Some students are entitled to third party funding through their employer, a government agency, or other third-party organization. If you are expecting another party to pay any part of your tuition and fees, all required paperwork must be received by the Student Business Services office at least one (1) week prior to the payment deadline. If for any reason payment is not received from the third party, the student is responsible for all outstanding charges. To qualify for third party funding assistance, the funding must be paid directly to Alliant International University and not directly to the student. Please visit the Student Business Services page on the Student Portal for more information.

Non-Alliant Scholarship Deferment

If a student is receiving non-Alliant scholarship funds that are not available by the payment due date, the student may defer payment pending receipt of the scholarship. To qualify, the student must apply for the deferment prior to the payment due date and have documentation of the award. Upon receipt of the scholarship, the student's tuition must be paid in full. Students receiving tuition reimbursements are not eligible. If the deferment is not obtained prior to the due date, all associated late payment and other fees will apply.

Miscellaneous Fines

Fines on a student account are due and payable immediately. If any such charge is in dispute, a student should contact their Student Advisor for information on the appeals process. Financial disputes regarding fines can be appealed directly to the office that issued it.

INSTITUTIONAL REFUNDS FOR WITHDRAWAL

Students who have voluntarily withdrawn or have been administratively withdrawn or otherwise removed from the University will receive a pro rata tuition refund if the student has completed 60% or less of the period of attendance (session or semester) for which the student was charged. If the student has completed more than 60% of the session/semester for which the student was charged, the student will receive no refund.

For determining the amount of the refund, the student's withdrawal date will be the last day of recorded attendance. The pro-rata refund percentage is calculated by dividing the number of weeks remaining by the total number of weeks in the course. If a student's tuition is paid by a third-party organization, any refund due will be issued directly to the third party. Any refund will be less any non-refundable fees and any other equipment or materials not returned in good condition.

If the student is a financial aid recipient, being withdrawn from the institution before 60% of the session/semester has expired will result in a Return of Title IV calculation. This calculation will determine the percentage of the financial aid award earned and may result in returning funds to the lender. Such action may cause the student to owe a balance to the institution.

Institutional refunds will be processed within 45 calendar days from the date of withdrawal/dismissal.

TUITION REFUND POLICIES

If a student drops a course he/she will be entitled to a credit per the following schedules. The University does not refund tuition for any completed courses. All refunds are based on a student's last date of recorded attendance. Fees are refunded per the Tuition and Fee tables.

Students who drop a course prior to the applicable session/semester start date will also receive a 100% refund for that course. Students who have completed 60% or less of the course are eligible for a pro-rata refund. The pro-rata refund percentage is calculated by dividing the number of weeks remaining by the total number of weeks in the course.

Week of last date of attendance	8-Week Course Refund	10-Week Course Refund	15-Week Course Refund	16-Week Course Refund
1	100%	100%	100%	100%
2	75%	80%	87%	88%
3	63%	70%	80%	81%
4	50%	60%	73%	75%
5	38%	50%	67%	69%
6	0%	40%	60%	63%
7	0%	0%	53%	57%
8	0%	0%	47%	50%
9	N/A	0%	40%	44%
10+	N/A	0%	0%	0%

For one (1) weekend only courses: 100% credit if officially recorded before the beginning of the course. No partial refund option is available for 1 weekend only courses.

After a credit balance occurs on a student account, refunds and return of funds to lenders and third-party payors, per appropriate regulations. Credit balances will be refunded to the student after all lenders funds have been returned, if applicable.

Students who receive federal financial aid and withdraw from a course(s) must contact their Financial Aid representative for assistance in determining the impact of this action has on their student account balance and financial aid prior to dropping classes. Military and international students should also contact their advisors to help understand the academic and financial impact dropping classes may have on their status and account.

WITHDRAWAL DATES

Withdrawal can be initiated in two ways, either through student-initiated withdrawal or through Alliant administrative withdrawal. The withdrawal date is always the student's last date of attendance. See the Withdrawal Policy for additional information.

Date of the university's determination that the student withdrew

The institution's date of determination (DOD) that the student withdraws varies depending on the type of withdrawal. The DOD is the day the institution can reasonably determine that a student is withdrawing or has stopped attending.

Student-initiated withdrawals: The date of determination that the student withdrew is the date the student notified the university of the intent to withdraw. The University will return the amount of federal financial aid funds for which it is responsible, no later than 30 days after the date the University determines the student has withdrawn.

Administrative withdrawals: The date of determination that the student withdrew without providing notification is no later than 15 days after the official last date of attendance. The University will return the amount of federal financial aid funds for which it is responsible, no later than 45 days after the date the University determines the student has withdrawn.

FINANCE PETITION COMMITTEE

Alliant International University's Finance Petition Committee reviews requests for the reversal of tuition and fee charges. Charges will only be reversed in cases where evidence of a serious and unexpected circumstance beyond a student's control is presented. Along with the Financial Petition form, the student must attach documentation verifying this circumstance for the petition to be reviewed. Any documentation submitted becomes the property of Alliant International University and will not be returned. The petition process is confidential and the petition will only be reviewed by members of the committee which includes representatives from the Office of the Registrar, Student Business Services, and Student Financial Services. Submission of the form authorizes the committee to approach an instructor or any other member of the university to investigate or verify the claims made in the petition.

The committee will only consider the petition if all the following conditions are met. Any petition not meeting these requirements will be returned without review. Students who submit incomplete petitions will be required to supply additional information and will be held to the 30-day deadline after the last day of the course:

1. The petition is submitted within 30 calendar days of the last day of the course. The committee will not review any petitions that are submitted after that date. The petition must be submitted in total (including formal finance petition committee form, any appropriate add/drop forms, and any supporting documentation) to finpetitioncomm@alliant.edu, or mailed to the address on the form, or faxed to 858-635-4775 within that 30-day period.

Submissions cannot be made to any other office or email address;

2. The request will only be considered if the student has already dropped or withdrawn from the course; no requests for tuition/fee reversal will be considered for add/drops/withdrawals that are in progress and have not been completed at the time of petition submission; and

3. It is the student's responsibility to include all pertinent documentation related to their case. Requests that do not contain any supporting documentation will be dismissed.

The decision of the committee is final and binding and will be issued within 35 business days of receiving all necessary documentation.

SCHEDULE OF CHARGES

The following table provides an estimated schedule of charges by degree for the total charges for a period of attendance and for an entire education program. The estimates for online programs are inclusive of tuition and non-refundable fees for all students in the program. The estimates for on-ground and hybrid online/on-ground programs are inclusive of tuition, estimated books and supplies, and non-refundable fees for all students in the program.

Alliant defines the period of attendance as the first session/semester in a standard program enrollment. Please refers to the schedule of Tuition and Fees for the specific dollar amounts used to calculate these charges.

Degree Level	Calendar	Program	Campus	Total Credit Units
Bachelors	8-week	Bachelor of Science in Business Admin-istration (8-week program with 4-year schedule)	San Diego	120
Bachelors	8-week	Bachelor of Science in Psychology (8-week program with 4-year schedule)	San Diego	120
Bachelors	8-week	Bachelor of Science in Project Man-agement (8-week program with 4-year schedule)	San Diego	120
Bachelors	8-week	All undergraduate programs (all 8-week programs on the non-4 year schedule)	San Diego	120
Masters	8-week	Master of Arts in Clinical Counseling	Online	60
Masters	8-week	Master of Arts in Marital and Family Therapy	Online	60
Masters	8-week	Master of Arts in Organizational Behav-ior	Online	34
Masters	8-week	Master of Arts in Organizational Behav-ior	Fresno	34
Masters	8-week	Master of Arts in Organizational Psy-chology	Online	50
Doctorate	8-week	Doctor of Psychology in Organizational Development	Fresno	66
Masters	8-week	Master of Science in Applied Criminolo-gy	Online	40
Authorization	8-week	Autism Spectrum Disorders Authoriza-tion	Online	8
Certificate	8-week	Certificate in California Teachers of English Learners (CTEL) leading to Cultural Language and Academic De-velopment Certification (CLAD)	Online	12
Credential	8-week	Preliminary Multiple Subject Teaching Credential: Early Completion Intern Option	Online	21
Credential	8-week	Preliminary Multiple Subject Teaching Credential: Standard Intern Option	Online	30
Credential	8-week	Preliminary Multiple Subject Teaching Credential: Student Teaching Option	Online	28
Credential	8-week	Preliminary Single Subject Teaching Credential: Early Completion Intern Option	Online	21
Credential	8-week	Preliminary Single Subject Teaching Credential: Standard Intern Option	Online	30
Credential	8-week	Preliminary Single Subject Teaching Credential: Student Teaching Option	Online	28
Credential	8-week	Preliminary Education Specialist In-struction Credential (Mild/Moderate Disabilities) Standard Intern	Online	27
Credential	8-week	Preliminary Education Specialist In-struction Credential (Mild/Moderate Disabilities) Student Teaching	Online	27
Credential	8-week	Pupil Personnel Services Credential: School Counseling	Online	49
Credential	8-week	Pupil Personnel Services Credential: School Psychology	Online	60
Doctorate	8-week	Doctor of Education in Educational Leadership and Management	Online	61
Masters	8-week	Master of Arts in Education: School Counseling with Pupil Personnel Services Credential	Online	49
Masters	8-week	Master of Arts in Education: School Psychology with Pupil Personnel Services Credential	Online	60
Masters	8-week	Master of Arts in Education: Teaching	Online	30
Masters	8-week	Master of Arts in Education: Teaching English to Speakers of Other Languages	Online	30
Masters	8-week	Master of Arts in Education: Teaching with Preliminary Education Specialist Instruction Credential (Mild/Moderate Disabilities) Student Teaching	Online	33
Masters	8-week	Master of Arts in Education: Teaching with Preliminary Education Specialist Instruction Credential (Mild/Moderate Disabilities) Standard Intern	Online	33

Degree Level	Calendar	Program	Campus	Total Credit Units
Masters	8-week	Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential: Standard Intern-ship Option	Online	39
Masters	8-week	Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential: Student Teaching Option	Online	37
Masters	8-week	Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Early Completion Intern Option	Online	36
Masters	8-week	Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Standard Internship Op-tion	Online	39
Masters	8-week	Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Student Teaching Option	Online	37
Doctorate	8-week	Doctor of Psychology in Educational Psychology	Online	50
Doctorate	8-week	Doctor of Business Administration	Online	60
Doctorate	8-week	Doctor of Business Administration	San Diego	60
Masters	8-week	Master of Science in Data Analytics	Online	33
Masters	8-week	Master of Science in Data Analytics	San Diego	33
Doctorate	8-week	Doctor of Philosophy in Leadership	San Diego	60
Doctorate	Semester	Doctor of Philosophy in Leadership	San Diego	60
Doctorate	Semester	Doctor of Education in Teaching English to Speakers of Other Languages	San Diego	60
Masters	Semester	Master of Arts in Clinical Counseling	Fresno	60
Masters	Semester	Master of Arts in Marital and Family Therapy	Irvine, Los Angeles, Sacramento, San Diego	60
Masters	Semester	Master of Arts in Organizational Behavior	Fresno	34
Masters	Semester	Mater of Arts in Organizational Psychology	Los Angeles, San Diego	50
Masters	Semester	Master of Science in Clinical Psychopharmacology	Online	29.6
Doctorate	Semester	Doctor of Philosophy in Clinical Psychology	Los Angeles, San Diego, San Francisco	150
Doctorate	Semester	Doctor of Philosophy in Clinical Psychology	Fresno	150
Doctorate	Semester	Doctor of Philosophy in Organizational Psychology	Los Angeles, San Diego	98
Doctorate	Semester	Doctor of Psychology in Clinical Psychology	Los Angeles, Sacramento	120
Doctorate	Semester	Doctor of Psychology in Clinical Psychology	San Francisco	120
Doctorate	Semester	Doctor of Psychology in Clinical Psychology	Fresno	120
Doctorate	Semester	Doctor of Psychology in Clinical Psychology	San Diego	120
Doctorate	Semester	Doctor of Psychology in Marital and Family Therapy	Irvine, Los Angeles, Sacramento, San Diego	114
Doctorate	Semester	Doctor of Psychology in Organization Development	Fresno	66
Doctorate	Semester	Doctoral Respecialization in Clinical Psychology	San Diego, San Francisco	45-80

* Total estimated charges for the complete program at 2017-2018 rates.

FINANCIAL AID

The Office of Student Financial Services is committed to helping qualified students who would otherwise be unable to pursue the attainment of their educational and professional goals. Most, but not all, financial aid is based on financial need as determined by the Free Application for Federal Aid (FAFSA). Some types of scholarship aid do not depend on student financial need. Financial aid is available for students primarily through federal student loans; however, students are encouraged to pursue grants and private scholarships as well.

All processing of financial aid is completed by the Office of Student Financial Services. In partnership with University, Federal, State, and outside organizations, the Office of Student Financial Services coordinates the administration of all student financial assistance to ensure equity and consistency in the delivery of funds to students.

Financing is available at Alliant in the form of scholarships, grants, part-time employment, and loans. The federal government, state government, Alliant, and private sources finance these programs. Federal and state financial aid funds are only available to students who are United States citizens or permanent residents of the United States. International students are not eligible for federal financial aid; however, they may qualify for scholarships or grants at the San Diego or Irvine campuses.

Each applicant is expected to provide all requested information fully and accurately. Full reporting and updating of current financial circumstances are essential requirements of all financial aid programs. Failure to notify the Administrative Office of Student Financial Services of a change in circumstances from those indicated on the financial aid application may result in withdrawal of aid.

To receive financial assistance, students are required to maintain good academic standing (see Satisfactory Academic Progress Policy). Financial aid recipients who withdraw from school during the semester will be expected to repay an appropriate amount of financial aid awarded (see Financial Aid Refund Policy section).

If the student obtains a loan to pay for an educational program, the student is responsible to repay the full amount of the loan plus interest, less the amount of funds returned to the lender. If the student receives federal student financial aid funds, the student is entitled to a refund of the funds not paid from federal financial aid funds.

Because circumstances vary from year to year, an award for one year does not guarantee the same assistance in subsequent years. Thus, there may be variations in the amount of assistance offered to a student from one year to the next because of changes in the student's resources or changes in the availability of financial aid funds.

Any questions that are not answered in this section should be directed to the Office of Student Financial Services at (858) 635-4700 (phone), (858) 635-4848 (fax), or e-mail financialaid@alliant.edu.

Alliant participates in the following financial aid programs:

Federal Programs
1. Federal Teach Grant
2. Federal Pell Grant
3. Federal Supplementary Educational Opportunity Grant (FSEOG)
4. Federal Work Study Program (Service Learning/Community Service positions are available, and Alliant supports the America Reads program)
5. Federal Direct Loan Subsidized and Unsubsidized
6. Federal Parent Direct Loan for Undergraduate Students (FPLUS)
7. Federal Direct Loan Grad Plus for Graduate Students

State Programs
1. Cal Grant A for Undergraduates
2. Cal Grant B for Undergraduates

Institutional Programs
1. Alliant Scholarships
2. Academic Merit Scholarships offered through a student's academic department

Specific information about these programs is available from the Office of Student Financial Services.

External Scholarships

External scholarships are scholarships that are developed and funded by private donors, foundations, businesses and many other sources outside of Alliant, and are available to students who meet eligibility qualifications and requirements. Your eligibility depends upon several factors, all of which are set forth by the organization which offers the scholarship. These scholarships can potentially help students cover the costs of their education and other education-related expenses. Students are encouraged to search for outside grant and/or scholarship funding to help pay for their education.

Any student who receives additional funds from an outside scholarship or grant must report the source and the value of the award to Student Financial Services. Additional funds could require an adjustment or cancellation to a portion of the existing financial aid award per federal and state regulations. We advise students to thoroughly research an organization prior to submitting a scholarship application; students using the Internet to apply for scholarships should be aware of potential scams.

The Application Process for Federal, State and Institutional Financing Programs

This section applies to U.S. citizens and permanent residents only. Students that are considered through the California Dream Act may apply for California Cal Grant through the California Student Aid Commission website.

United States citizens and permanent resident students may qualify for U.S. federal financial aid programs or for aid from the state of California. To qualify, students must complete the Free Application for Federal Student Aid (FAFSA), which provides an in-depth analysis of the financial condition of the student and his/her family. This analysis (done on a yearly basis) determines how much the student/ family is expected to contribute toward the cost of education. This figure is called the "expected family contribution," or EFC. Parents' income and asset information is included in the EFC calculation for dependent students. To determine if you are independent from your parents for financial aid, you will need to answer the questions on the FAFSA application.

Students who received financial aid for the previous year should receive a renewal email from the Federal Department of Education sometime in January. It is the student's responsibility to reapply for funding by completing the FAFSA and any subsequent document requested by Student Financial Services.

If a student does not complete the financial aid process in advance of his or her last date of attendance, he or she forfeits eligibility for financial assistance that might otherwise have been available during that period of enrollment, and becomes fully responsible for all remaining balances. Students are encouraged to file their renewal FAFSA applications electronically at http://www.fafsa.ed.gov.

If you do not receive a Renewal email from the Federal Department of Education or if you did not apply for Financial Aid for the previous year, but wish to apply for coming award year, you should do the following:

1. Complete the Free Application for Federal Student Aid (FAFSA). You may complete the FAFSA online at http://www.fafsa.ed.gov. Regardless of how an applicant completes the renewal FAFSA, the March 2 priority filing deadline applies for undergraduate students to be eligible for campus-based aid. Graduate students must file by February 14 to meet the priority deadline for campus-based aid including Federal Work Study. Applicants should make sure the Institution Code for Alliant (011117) is indicated on their FAFSA or Renewal Form.
2. California Residents: Undergraduate California residents who have not been awarded the Cal Grant A or Cal Grant B but wish to apply, must submit the FAFSA by March 2.

Applicants for programs with later admission application deadlines should consult the Office of Student Financial Services website for the applicable financial aid application dates.

It is the student's and/or applicant's responsibility to obtain and file all the forms by the proper deadlines to be considered for aid at Alliant. Students selected for verification will have 30 days from the date of notification to turn in all necessary documents.

Only applicants for admission who meet the priority financial aid application deadlines will be considered for institutional aid, i.e., Federal SEOG, and Federal Work Study assistance. Late applicants may apply for Direct Loans and other available loan programs.

For entering students, notification of financial aid may be sent in an award letter shortly after admission application. Applied students also receive information and forms concerning application for other available loan programs.

Financial Aid Eligibility

Eligibility for federal student financial aid is based on financial need and on several other factors. Financial aid eligibility for need-based aid is determined using the following formula:

Cost of Attendance

- Expected Family Contribution (EFC)

= Financial Need

Financial need is the difference between the EFC (federally calculated from the FAFSA) and the cost of attendance. For example, if the cost of attendance is $20,000 per year including both tuition and living expenses in the local area, and the expected family contribution is $5,000, then the student's financial need is $15,000.

The aid students receive from all sources of aid (including non need-based aid) may not exceed their cost of attendance. Many students may choose only to seek aid for the cost of tuition and fees, since their housing, food, and other basic household costs may be supported with ongoing income.

Cost of Attendance and Standard Student Expense

The cost of attendance budgets estimates costs for completing an academic year and include tuition, fees, the average costs of books, supplies, living expenses, and other items. Alliant includes the following expenses in the cost of attendance budgets:

1. Tuition and fees
2. Books and supplies
3. Room and board
4. Transportation
5. Personal expenses
6. Loan fees, if any.

Each year the Office of Student Financial Services develops a cost of attendance. Continuing students' tuition budget is based on the 1st session/semester amount of tuition charged after registration. Each session tuition will be assumed to be the same as session/semester 1 of the loan period.

In most cases, these budgets are for four 8 week sessions/two semesters. In some cases, such as for students in a 12-month internship, the cost of attendance may be adjusted to reflect the increased period of enrollment.

Full-Time Commuter Undergraduate Student (for nine months)

Tuition	varies by units taken
Fees	$460
Books and Supplies	$1,920
Room and Board	$13,776
Transportation	$1,252
Personal Expenses	$4,000
Total (excluding tuition)	$21,480

Full time Commuter Graduate Student (for nine months)

Tuition	varies by units taken
Fees	$576
Books and Supplies	$2,320
Room and Board	$17,760
Transportation	$4,000
Personal Expenses	$4,200
Total (excluding tuition)	$28,856

Financial Aid Student's Rights & Responsibilities

As a financial aid applicant or recipient, a student has the right to:

1. Know what financial aid/assistance is available to you, including information on all federal, state, local and institutional financial aid programs.
2. Know the procedures and deadlines for submitting applications for applicable financial aid programs.
3. Know how your financial need is determined, including how cost of attendance budgets are developed.
4. Expect fair and equitable treatment from FA staff.
5. An explanation of the types of aid contained in your financial aid award as well as how to retain eligibility for those funds (if applicable).

6. Request a review of your current financial situation if you meet certain criteria based on changes since filing the current aid year FAFSA application.
7. Know what portion of your aid package is grant aid, and what portion must be repaid. In addition, you have the right to know interest rates, total amount to be repaid, procedures for repayment, when repayment begins, and how long you must repay the loan.
8. Know the criteria for continued financial aid eligibility, including guidelines for the determination of Satisfactory Academic Progress as defined by the Department of Education.
9. Know the method and frequency of financial aid disbursements.

As a financial aid applicant or recipient, a student has the following responsibilities:

1. Be aware of your ability to pay any institutional charges based on your available financial aid and personal resources.
2. Review and understand the sessions and conditions of your financial aid award.
3. Complete all requirements accurately, in a timely manner, and by the appropriate deadlines.
4. Inform us if you intend to enroll less than full time for any given session so that your aid can be properly adjusted and disbursed.
5. Inform us of any outside scholarships, assistantships, or additional resources that you receive.
6. Fill out the FAFSA application completely and accurately. If selected for verification you will provide all requested documents in a timely manner and ensure that all submitted materials are complete and accurate. Falsification of information on application forms for federal financial assistance is considered a criminal offense, and you may be subject to penalties under the U.S. Criminal Code.
7. Read and understand all forms that you are asked to submit or sign, realizing that you are legally responsible for all agreements that you sign.
8. Know and comply with all policies and procedures of the University.
9. Manage your financial aid experience.

Financial Aid Fraud

Alliant is required to refer applicants who are suspected of having engaged in fraud or other criminal misconduct activities contact or related to Title IV programs will be referred to the Office of Inspector General (OIG) of the US Department of Education. Fraud is the willful misrepresentation or falsification of information to secure financial aid that the individual is not eligible for or not eligible to the extent received.

As stewards of Title IV federal funds, Alliant is obligated to have processes in place to protect against fraud by either applicants or

staff. All staff are responsible for detecting and reporting fraud. Title IV fraud includes, but is not limited to:

1. Falsified documentation, signatures, or other information;
2. False claims of independent student status;
3. Falsified identities, names, aliases, addresses, or SSNs;
4. Falsified signatures or certifications;
5. False statements of income; and
6. False claims of citizenship.

Code of Conduct for Federal Student Aid

The Office of Student Financial Aid sets policies and standards that students are required to adhere to per the guidelines published by the National Association of Financial Aid Administrators. Specifically, Student Financial Services abides by their State of Ethical Principles and Code of Conduct.

Financial Aid Satisfactory Academic Progress (SAP) Policy

Federal financial aid guidelines require that Alliant's Student Financial Services conduct reviews of student progress at the end of each award year to determine if students are making Satisfactory Academic Progress (SAP) towards earning their degree and therefore remain eligible for federal financial aid. These SAP standards may be different from, and at times, less stringent than, the academic guidelines and policies adopted by Alliant's academic programs. Students meeting all SAP standards may still be academically dismissed from the program for failing to meet academic standards. SAP reviews are distinct and different from any Student Evaluation and Review Committee (SERC) reviews conducted by Alliant's academic programs.

SAP Standards

Cumulative Minimum Grade Point Average (GPA)

Undergraduate students must achieve and maintain 2.0 cumulative GPA throughout their program enrollment. Credential and Graduate students must achieve and maintain a 3.0 cumulative GPA throughout their program enrollment. Law students must achieve a 2.0 (70%) GPA by the end of their first term of enrollment and maintain at least a cumulative 2.0 (70%) GPA throughout their program enrollment.

The cumulative GPA includes all coursework attempted at Alliant related to the student's program enrollment, excluding grades of Transfer Credit (CT), Credit (CR), No Credit (NC), In Progress (IP, IN), Withdrawal (W), Incomplete (I), Pass (P), Marginal Pass (MP), No Pass (NP), In Session (IS), and Not Reported (NR). Only the higher grade is counted in the cumulative GPA for any repeated course (See Course

Repeat section for additional details). Credits accepted and applied in transfer and any credits waived, where applicable, are not included in the GPA calculation.

Successful Completion Rate (Pace of Progression)

Undergraduate, Credential, and Graduate students must maintain a successful completion ratio of at least 67%. Law students must have a course completion ratio of at least 48% using the formula: number of credit hours earned/ number of credit hours attempted. Pace is measured as: number of credit hours successfully completed (earned)/number of credit hours attempted.

Attempted credit hours are defined as all courses attempted at the university for a student's program enrollment and recorded on the academic record, including course repeats, withdrawals, and incompletes. Credits accepted and applied in transfer count as both credit hours attempted and credit hours completed in the Pace calculation.

Grades that negatively impact Pace are: Fail (F), Incomplete (I), Withdrawal (W), Marginal Pass (MP), No Credit (NC), and No Pass (NP). In Progress (IP, IN), In Session (IS), and Not Reported (NR) grades are not included in the Pace calculation until the final grade is provided. Repeated courses negatively impact Pace since the original and repeated credits are counted as attempted units. Please see the Grading scale for additional grade information.

Maximum Timeframe

Federal regulations require an institution to establish a maximum number of credit hours to complete a program while also remaining eligible for federal, state and/or institutional financial assistance. Consideration of eligibility includes all sessions of enrollment, regardless of whether aid is received.

Undergraduate, Credential, and Graduate programs must be completed within a period no longer than 150% of the published length of the educational program as measured in credits attempted towards the program. Law programs must be completed within a period no longer than 233% of the published length of the educational program for full-time attendance.

Maximum is measured as: number of total credits in program X maximum timeframe percentage. For example, if the published length of a bachelor's program is 120 credits, then the student must complete their program within 180 attempted credits (120 credits X 150% = 180 credits).

Aid eligibility is limited to these maximum time frames. Credits accepted in transfer toward the program are included as attempted and earned credits in determining the maximum timeframe.

Review Process

The University Administrative Office of Student Financial Services will review students' academic records each award year or loan period after grades are posted to determine whether all SAP standards have been met. Students in a Financial Aid Probation status will be reviewed at the end of each payment period.

Failure to Meet SAP Standards

Students who do not meet all SAP standards will receive a letter from the University Administrative Office of Student Financial Services placing them on Disqualification Status for purposes of financial aid eligibility.

Appeal Process

A student can appeal to the Financial Aid Appeals Committee, and if extenuating circumstances are found in accordance with the SAP policy, the student may be reinstated to a Financial Aid Probation status. Some appeals may require that the student meet certain standards each session/semester to remain eligible for financial aid.

Appeals can only be made only based on extenuating factors that contributed to a student's inability to maintain satisfactory academic progress. All SAP appeals must include:

1. A detailed explanation for the student's academic performance, including verifiable extenuating circumstances; and
2. Evidence that the student can succeed in his/her academic program moving forward due to changed conditions and/or circumstances; and
3. Any additional information requested.

Financial Aid Probation

Financial Aid Probation status will be given to any student in a financial aid Disqualification Status that has their SAP Appeal approved. Students who are provided a Financial Aid Probation will be eligible for financial aid for the following payment period. Students in a financial aid Disqualification Status that do not have their SAP Appeal approved will continue to be disqualified for financial aid. Disqualified students are not eligible to receive Title IV financial aid.

Probation students may be required to re-take coursework previously completed and will be placed on an Academic Plan to meet all SAP standards moving forward. Students who do not meet all SAP and Academic Plan requirements will be dismissed from the University.

ENROLLMENT STATUS

Course Load for Financial Aid Programs

Please note that some courses may be considered full or half-time based on academic workload outside of the courses (e.g., some internship, practicum, and other courses).

Semester-based Programs (15-week and 16-week semesters)

For all Federal and State financial aid, the definition for enrollment statuses are as follows:

Full-time enrollment:
1. Undergraduate & Credential students = 12 units of required coursework for degree completion
2. Graduate students & Law students = 8 units of required coursework for degree completion
3. Graduate students enrolled in dissertation/project courses in the 9900 and above range, with the exclusion of 9940 are considered full-time
4. California School of Education students in practicums, internships, and student teaching who are spending 30 or more hours a week at their sites are considered full-time

Half-time enrollment:
1. Undergraduate & Credential students = 6 units of required coursework for degree completion
2. Graduate students & Law students = 5 units of required coursework for degree completion
3. San Francisco Law students only = 3 semester units for summer session
4. California School of Education students in practicums, internships, and student teaching who are spending 15-29 hours a week at their sites are considered half-time

Students enrolled less than half-time are not eligible for the Federal Direct Loan programs.

Session-based Programs (8-week sessions)

For all Federal and State financial aid, the definition for enrollment statuses are as follows:

Full-time enrollment:
1. Undergraduate & Credential students = 6 units of required coursework for degree completion
2. Graduate students = 6 units of required coursework for degree completion per session
3. Graduate students enrolled in dissertation/project courses in the 9900 and above range, with the exclusion of 9940 are considered full-time
4. California School of Education students in practicums, internships, and student teaching who are spending 30 or more hours a week at their sites are considered full-time

Half-time enrollment:
1. Undergraduate & Credential students = 3 units of required coursework for degree completion
2. Graduate students = 3 units for required coursework for degree completion

3. California School of Education students in practicums, internships, and student teaching who are spending 15-29 hours a week at their sites are considered half-time

Students enrolled less than half-time are not eligible for the Federal Stafford Loan program in financial aid. For undergraduate loans, students must be attending at least 6 credits per session.

DISBURSAL OF FINANCIAL AID AWARDS

Annual Financial Aid awards will be divided by the number of sessions for which the student is enrolled and disbursed by semester/session if the student meets the eligibility requirements for the aid. The earliest that aid will disburse to a student statement is within the third week of the semester/session.

Student Loan Fund Release Policy

If all paperwork, Stafford entrance test, verification and loan funds are received, student loan funds will post to the student's school account within the third week of the semester/session. Any questions regarding delay in financial aid refund after aid has disbursed to the student's statement should be directed to the Student Business Services office.

RETURN OF TITLE IV FUNDS

Any time a recipient of Title IV financial aid withdraws from Alliant International University, or does not complete the applicable payment period, Student Financial Services is required to calculate how much Title IV student financial aid a student has earned based on the period he/she was in attendance. Any unearned Title IV student financial aid will be returned to the Title IV programs. This pro rata schedule is calculated up through the 60% point in time of the enrollment period at Alliant International University for which the student was charged (measured from the first day of classes through the end of the related session/semester).

The Return of Title IV calculation may result in the student owing the University for unpaid tuition and fees and the Department of Education for grants and Direct Loans. If a return of Title IV funds creates a balance on the student's account, the student is responsible for full payment. Funds returned to any Title IV student financial aid program may not exceed those disbursed to the student (or credited to his/her account) from that program. If a return of Title IV funds creates a credit balance, where the student earned more than what has been received, the student may be eligible for a post-withdrawal disbursement. All Title IV refunds will be made within 45 days of the date the student's date of determination, the date the school determines that the student has withdrawn. Please see Withdrawal Policies for additional information.

Any recipient of Title IV federal student financial aid who withdraws or does not complete the payment period must complete a clearance process, including a financial aid exit interview for students who have received educational loan assistance. The clearance and exit interview will explain students' rights and responsibilities as they pertain to tuition refunds, financial aid refunds and return of Title IV funds and educational loans. (See Return of Title IV Funds examples below.)

New student matriculation deposits become tuition paid as of the first day of class and will be treated accordingly in any refund calculations. Any refund calculated must be returned first to the Title IV programs. Refunds are allocated in the following order:

1. Unsubsidized Federal Direct Loan Program
2. Subsidized Federal Direct Loan Program
3. Federal PLUS/GRADPLUS Loan Program
4. Federal Pell Grant Program
5. Federal Supplemental Educational Opportunity Grant (FSEOG) Program
6. Any other Title IV program
7. Other federal, state, private, or institutional student financial aid programs.

Repayments

A repayment is cash disbursed directly to the student for non-institutional costs that must be repaid to the Title IV programs. A student will owe a repayment if he or she received a cash disbursement more than what was reasonably incurred before the student ceased attendance. Federal Family Education Loan Program and Federal Work Study funds are excluded from repayment calculations.

Repayments are allocated in the following order:

1. Federal Pell Grant Program
2. Federal Supplemental Educational Opportunity Grant (FSEOG) Program
3. Any other non-loan Title IV program
4. Other state, private, or institutional student financial assistance programs.

Financial Aid for Study Abroad

Financial aid for study abroad is available at Alliant. Courses taken through a study abroad program must in all cases be acceptable for transfer into the student's program of study at Alliant. Approval for study abroad must first be obtained through an Academic Advisor. Upon obtaining approval from their Academic Advisor, Alliant students must obtain a Consortium Agreement from the Academic Advisor. This form must be completed well in advance of the student's departure. Contact the Office of Student Financial Services for further details.

Consortium Agreement

Students that must attend another college or university to complete their required coursework may be eligible for federal aid if the following conditions have been met:

1. Request for consortium agreement must be approved by academic advisor and financial aid prior to attendance of course

2. Required coursework is not available through the university during a student's time in their program

3. The course is transferable to the student's program and approved by the academic advisor

4. Only the cost of the tuition and fees will be considered for the other college. No living costs above the normal university budget will be considered.

5. Students must have all grades sent to the university prior to future aid disbursal.

DESCRIPTIONS OF AID OFFERED BY ALLIANT

Alliant is committed to helping make the cost of education affordable and sets aside funds each year for student scholarships. Alliant scholarship assistance is credited towards the recipient's tuition account.

Institutional Aid

Alliant International University Diversity Scholarships

To promote multicultural and international competence and to support our core values of Intellectual Advancement, Diversity and Social Responsibility, Alliant International University has established the Alliant Diversity Scholarship (ADS). This scholarship is designed to enable all students to pursue their educational, scholarly and career interests in an environment that recognizes both the distinctiveness of each person's experience and the common humanity that unites us.

The University awards the Alliant Diversity Scholarship in a manner that does not result in an advantage or disadvantage to a recipient because of his or her gender, age, race, color, religious creed, national or international origin, disability, or sexual orientation. Awards are based on neutral criteria such as need or socioeconomic status, first in generation to go to college, single geographical limitations such as areas affected by natural disasters, and international, national or local strife (i.e. war, civil unrest). Applicants may be international or domestic students, undergraduate or graduate, or full or half-time students (award will be pro-rated).

Donor Scholarships

In addition, Alliant has several dozen endowed and memorial scholarships that are awarded per criteria stipulated by the respective donors. A complete list is available on Alliant's Financial Aid Scholarship web page.

Corporate Partnership Grants

Students enrolled in select Alliant programs may be eligible for tuition grants if they are affiliated with one of corporate partners through a valid memorandum of understanding (MOU). Eligible students include our corporate partners' employees and/or another eligible associated staff. Grants are only applied to an eligible student's account upon receipt of validated employment or association with an eligible partner, and students must provide the University with an approved verification of affiliation. Grants are applicable to course tuition and are applied as a percentage of tuition per credit.

Alliant International University Alumni Grant

The Alliant International University Alumni Grant is a grant applied to student tuition charges at Alliant International University. Eligible recipients must have graduated from an Alliant International University Undergraduate, Master's, or Doctoral degree program and must meet all admission requirements and be fully admitted and confirmed into an Alliant International University Graduate degree program.

Military Tuition Grant

The Military Tuition Assistance Grant is a grant applied to student tuition charges at Alliant International University who are utilizing military Tuition Assistance. The grant has the net impact lowering undergraduate tuition to $250.00 per credit hour and graduate tuition to $325.00 per credit hour. When combined with Military Tuition Assistance (TA), the remaining student investment is $0.00 per credit hour for tuition. The value of the grant is variable in accordance with University programmatic tuition rates. All degree programs are eligible for this grant except Doctorate programs in Clinical Psychology (PhD and PsyD.)

State Aid

Cal Grant A and Cal Grant B

These California State funded programs are designed to assist California residents. The California Student Aid Commission (CSAC) determines eligibility for new recipients. The Office of Student Financial Services determines renewal eligibility after all FAFSA information is received, need determined, and CGPA calculated.

Cal Grant A

This grant assists low and middle-income undergraduate students with tuition expenses. Grant recipients are selected based on grade point average and documented financial need.

Cal Grant B

This grant aids undergraduate students from economically disadvantaged backgrounds. Students receive assistance for tuition and a stipend for books and supplies.

Note: Students notified by CSAC that they will receive a Cal Grant A and Cal Grant B and that this aid is not included in their financial aid packages should notify the Student Financial Services as soon as possible.

Federal Aid

Federal Supplemental Educational Opportunity Grant (FSEOG)

These federal funds are awarded to undergraduate students with exceptional financial need who are pursuing their first undergraduate degree. Priority is given to Federal Pell Grant recipients.

Federal Work Study Program (FWS)

FWS is an employment program largely funded by the federal government and supplemented by employer contributions. The goals of the program are to help students meet their educational expenses, encourage participation in community service activities, and instill a sense of social responsibility and commitment to the community. FWS strives to complement and reinforce the student employees' educational programs and career goals.

Under the Federal Work-Study (FWS) program, students are employed in part-time jobs on campus or in other nonprofit agencies to help meet a portion of their cost of attendance. FWS earnings are considered taxable income and must be reported as such. Doctoral extension students are eligible to work under FWS if they are enrolled at least half-time (3 credits). Students may earn up to the maximum amount specified in their financial aid package. On average, FWS students work 10-20 hours per week during the academic year.

The actual amount earned depends on the student's employability, class schedule, and the number of hours worked.

Each year, at least seven percent of an eligible institution's FWS allocation must be used for Community Service. Alliant encourages students to investigate opportunities for on-campus community service employment.

In general, community services include:

1. Health care, child care, literacy training, education (including tutorial services), welfare, social services, transportation, housing and neighborhood improvement, public safety, crime prevention and control, recreation, rural development and community improvement
2. Support for students (other than for an institution's own students) with disabilities
3. Activities in which a FWS student serves as a mentor for such purposes:

   a. Tutoring

   b. Supporting educational and recreational activities

   c. Counseling, including career counseling

Federal William D Ford Direct Loan

The following information pertains to the Federal William D. Ford

Direct Loan. Starting July 1, 2010, all student borrowers will be using Direct Loan as their lender which includes the following programs:

1. Federal William D. Ford Subsidized Direct Loan (for Undergraduate students only)
2. Federal William D. Ford Unsubsidized Direct Loan
3. Federal William D. Ford Direct Loan Parent Loan for Undergraduate Students
4. Federal William D. Ford Grad Plus for Graduate Student Direct Loan
5. Federal William D. Ford Unsubsidized HEAL Direct Loan

Federal Subsidized Direct Loan and Federal Unsubsidized Direct Loan Programs

These are long-session, low-interest loans borrowed directly from Direct Loan as the lender.

There are two types of Direct Loans-subsidized and unsubsidized. Eligibility for subsidized Direct Loans is based on financial need (demonstrated via the FAFSA or Renewal Form) and they are only available to undergraduate students. Students who do not demonstrate (sufficient) need may borrow unsubsidized Direct Loans. Maximum loan eligibility is indicated on each student's financial aid award letter. When students are eligible for a subsidized Direct Loan, the government pays the interest that accrues on the loan while in school. Students receiving an unsubsidized Direct Loan are charged the interest on the loan while in school, in grace period and in deferment.

Starting July 1, 2017, the interest rate for a Subsidized and Unsubsidized Stafford loan for undergraduate students is 4.45% fixed rate.

The fixed interest rate for Federal Direct Unsubsidized Loans for graduate students starting July 1, 2017 is 6.0%.

Rates are subject to change each July 1.

Annual Loan Limits Additional Unsubsidized

(Subsidized and Limits for Independent Unsubsidized) Student Borrowers

	Subsidized	Unsubsidized
Freshmen	$3,500	$6,000
Sophomores	4,500	6,000
Juniors/Seniors	5,500	7,000
Teaching Credential	5,500	7,000
Graduates	0	20,500

If you are eligible for a Federal Direct Loan, you must complete a copy of your current Financial Aid Award indicating how much you wish to borrow. Moreover, if you are a first-time borrower, you must complete and submit a Master Promissory Note electronically through www.studentloans.gov. All students are required to complete the Financial Awareness Counseling at www.studentloans.gov each award year.

Lifetime Maximum Loan Limits

	Subsidized	Unsubsidized
Undergraduate	$23,000	$57,500, including subsidized
Graduate	$65,500	$138,500, including subsidized

Federal GRADPLUS for Graduate Students

The Federal GRADPLUS for Graduate students is a federal loan program. The interest rate is 7.0% as of July 1, 2017. Interest is charged on the loan within 60 days that the disbursement is made to the school as it is with the unsubsidized Direct. Students must be preapproved for the loan as it is dependent on the credit of the borrower. A separate Master Promissory Note must be filled out for this loan through the lender.

Federal Parent Loan for Undergraduate Students (PLUS)

The Federal Direct Parent Loan for Undergraduate Students (PLUS) is a federal loan program available for parents of undergraduate students. Interest rates are a fixed rate of 7.0% as of July 1, 2017. The Federal Direct PLUS may be used to replace the expected Parent and/or Student Contribution to supplement the total financial aid package up to the amount of the budget.

OTHER AID SOURCES

Applicants and students with access to the Internet are encouraged to take advantage of several sites that provide useful financial aid information. One of the best sites is The Financial Aid Information Page (http://www.finaid.org/). Among the many services offered free of charge are:

1. Information about funding for graduate school
2. Access to several online searchable databases containing over 200,000 private sector scholarships, fellowships, grants and loans
3. EFC Estimator, an online calculator that computes an estimate of the student's expected family contribution and financial need using the Federal Need Analysis Methodology

4. A loan repayment calculator that calculates manageable debt levels based upon anticipated income
5. An annotated bibliography of financial aid resource materials

Assistantships

Positions as teaching assistants, research assistants, library assistants and administrative assistants are available on a limited basis at Alliant locations. At some locations, these positions are paid exclusively through Federal Work Study (FWS) and, consequently, are available only to FWS eligible students. A limited number of these positions, however, are paid with institutional funds and are open to all qualified students.

All student employees are expected to maintain confidentiality; student employees must sign a confidentiality form each year prior to beginning work at the University.

Paid Field Placements

Some Alliant programs require field placement requirements. Some field placement agencies offer training stipends to the students placed with them. Depending on the area of study, stipends can range from $200 to over $20,000 per year; the upper end is generally for full-time APA or APPIC internships. On average, approximately one quarter of Alliant's students who are in programs with field placement components receive agency-sponsored stipends (stipends are considered taxable income and must be reported accordingly).

ACADEMIC POLICIES

COURSE INFORMATION

Course Numbering

Certain courses may also have individual course prerequisites.
0000-0999

Pre-baccalaureate developmental courses. Courses are not applicable to degree requirements.
1000-2999

Lower division undergraduate courses that are general and introductory. They are intended to provide a foundation for advanced work. Students are expected to complete these courses in their freshman and sophomore years
3000-4999

Upper division undergraduate courses that generally assume prior knowledge and experience in the subject, with content more advanced or specific than lower division courses. Upper division courses are available to students with junior standing.
5000-5999

Prerequisite courses for master's and doctoral programs.
6000-9999

Graduate level courses open to holders of a baccalaureate degree subject to prerequisite or other requirements as stated in program or course descriptions.

- • 6000-7999 are first and second year graduate level courses and credential courses. Courses for teaching credential candidates may be taken by undergraduate or post baccalaureate students who have been accepted into either the teacher education program or a seamless master's program.
- • 8000-9999 are third year and above graduate level courses. Doctoral level courses and some master's level courses. Check curriculum for specific program.

Independent Study Course Numbering

The following numbers are used for Independent Study courses not already in the course catalog:

(Disciplinary prefix) 1750, 2750
Used for lower division undergraduate courses

(Disciplinary prefix) 3750, 4750
Used for upper division undergraduate courses

(Disciplinary prefix) 6750, 7750
Used for graduate courses at either master's level or doctoral level

(Disciplinary prefix) 8750, 9750
Used for doctoral courses only

Special Topics Course Numbering

From time to time, faculty design and offer special courses. Check with the program for course titles and descriptions of upcoming offerings.

The following numbers are used for Special Topic courses:

(Disciplinary prefix) 1999, 2999
Used for lower division undergraduate courses

(Disciplinary prefix) 3999, 4999
Used for upper division undergraduate courses

(Disciplinary prefix) 5999
Used for prerequisite courses to master's and doctoral programs

(Disciplinary prefix) 6999, 7999
Used for master's courses

(Disciplinary prefix) 8999, 9999
Used for doctoral courses

Fast-Track Courses

Fast-Track courses are graduate-level courses that are applicable to two (2) degree levels. These courses may be applicable to undergraduate, master's, and/or doctoral level degrees. Fast-track courses may be available in some programs.

Prerequisite Courses for Program Entry

These courses are required for applicants missing specific coursework, but who otherwise meet all other admission requirements. Applicants must successfully complete the required prerequisite courses to be eligible for admission to a program. These courses provide the minimum foundational knowledge students require to be successful in the applicable program. Prerequisite courses are required for admission to the intended program only, and will not count toward the requirements for the intended degree program.

Some prerequisite courses are offered by Alliant's Department of Continuing Education and Lifelong Learning, which can be accessed on the Aliant website. Applicants should review the required prerequisite courses in the relevant program catalog page.

Prerequisite Courses Required for Other Coursework

Courses that provide the required knowledge for students before they can progress to another set of course(s).

Course Content & Syllabi

Courses listed in this Catalog are not always available each session/semester at all campuses. The syllabi, course outlines, or lesson plans for courses in the programs of study at Alliant International University are subject to change at the discretion of instructors. Syllabi and other course materials used in prior terms or distributed at the start of a term may be altered or updated by the instructor or at the discretion of the University.

Variability in student learning needs, course material, and evaluative methods may result in changes in course design and delivery. Therefore, to be pedagogically responsible, the University allows that reading assignments, written assignments, examinations, daily topics, and the means and weights involved in the instructor's evaluation of students can change as needed after instruction has begun. Instructors will alert their students to any changes in a timely manner.

INDEPENDENT STUDY

Independent studies are a rare occurrence and are only available to students who, due to extenuating circumstances, and through no fault of their own, cannot follow course sequence or registration expectations. Most courses cannot be taken by independent study.

To receive credit for independent study, the student must develop a written learning contract with a professor which outlines specific objectives, learning activities and criteria for evaluation. All independent study courses must have prior written approval of the appropriate Dean or designee and clearance from the Registrar's Office. Independent Study is to be used only in cases in which the course content is not available in a regular course and there is clear justification for offering the option.

CREDIT HOUR POLICY

Basic Definition

All work for which credit hours are assigned is designed to help students achieve competencies and learning outcomes specified in the course and is actively undertaken by students under the supervision of an Alliant faculty member, designated supervisor, or academic/professional mentor who verifies learning through evidence of student achievement. One credit hour at Alliant is defined as:

1. A unit of academic credit which reasonably approximates not less than three (3) hours of work per week by a student for one regular semester, or its equivalent for executive or short-session courses or other academic activities, for a total of 45 hours of student work, or
2. A level of student learning demonstrated to be equivalent to the learning taking place in item 1 above, through the assessment of student learning and competency.

Application of Policy to Various Types of Courses

The credit hour policy definitions and standards apply to all courses for which academic credit is given, including on-ground/face-to-face seminar courses, distance education and hybrid courses, practica/internships/field training/student teaching, supervised research/scholarship, laboratories or the equivalent, and independent study. Hours spent may vary by degree level, discipline, type of course, and type of assignments. The academic work for each course should reasonably approximate not less than the amount of academic work described below:

1. On-ground face-to-face courses: One credit hour represents a class that meets weekly for one hour of direct or indirect faculty instruction plus student engagement in academic learning and scholarship for two hours each week for the standard semester for a total of 45 hours, or the equivalent in alternate calendar courses.
2. Distributed education and hybrid courses: One credit hour is consistent with the standards of face-to-face instruction: faculty instruction may be direct or indirect and students will be engaged in academic learning and scholarship for 3 hours per week for a total of 45 hours, or the equivalent in alternate calendar courses.
3. Practica/internships/field training/student teaching/professional practice: Students often work full-or part-time in an internal or external setting in a supervised or mentored experience to assist them in achieving their professional practice competencies or learning outcomes. Credit hours will be assigned to these activities according to the duration, intensity, and academic level of the experience consistent with disciplinary standards and expectations.
4. Supervised research/scholarship: One credit hour is the equivalent of 45 hours of student engagement in academic learning and scholarship with appropriate direct instruction, indirect instruction, and/or other facilitation by the supervising faculty member(s).
5. Laboratories or the equivalent: For labs in which credit is assigned separately from the didactic portion of the course, one credit hour is the equivalent of 3 hours a week of student engagement in academic learning and scholarship for a total of 45 hours over the standard semester, or the equivalent in alternate calendar courses.
6. Independent study: One credit hour is the equivalent of 3 hours per week of student engagement with academic learning and scholarship with direct or indirect instruction from a faculty member for a total of 45 hours over the standard semester, or the equivalent in alternate calendar courses.
7. Other: any courses which do not fall within these categories should meet the standards in the Basic Definition section above.

TRANSFER CREDIT

Basis for Institutional Transfer Credit

Transfer credits may be accepted from U.S.-based institutions with either regional or approved national accreditation.

Alliant will consider academic courses and units taken at previously-accredited institutions that have lost accreditation due to the accrediting body's loss of recognition by the Department of Education at the institution eligible for transfer for up to one year after the loss of recognition of its accrediting body.

When a previously-accredited institution has lost accreditation due to lack of compliance with standards of its accrediting body, Alliant may consider academic courses and units taken at the institution eligible for transfer for up to six months after the loss of accreditation. The Dean or Program Director must make a determination whether the reasons for the loss of accreditation would have affected the academic rigor and quality of the courses. If it is determined that the loss of accreditation was due to academic issues, courses/course units will not be eligible for transfer after the final accreditation date.

In all cases, the regular policies regarding the awarding of transfer credit on a course by course basis after careful review of syllabi, or on the basis of an articulation agreement, still apply.

Some Articulation Agreements may allow additional transfer credits to be accepted above the maximum guidelines detailed under the Transfer Credit policies in this Academic Catalog. Audited courses are not considered for transfer.

During the transfer credit evaluation process, academic work from other colleges and universities is compared to Alliant courses within the appropriate degree program. Students are responsible for ensuring they are not registered in any courses for which they believe they may receive transfer credit. Transfer credit cannot be applied for previously completed or in progress credits.

Transfer credit will be awarded on a case-by-case basis after careful review of syllabi, course descriptions, and any other supporting materials provided to determine if the transfer courses meet Alliant standards for course content and academic rigor. Courses taken more than seven (7) years prior to the start of the applicable session/semester of admission are not eligible for transfer. Some programs may have more stringent transfer policies and timelines.

Transfer credits earned outside the United States from government-recognized accredited institutions must have substantiating official, translated transcripts and a credential evaluation report from naces.org, a foreign educational credential evaluation service agency, or may be reviewed by our international evaluation office. The evaluations must contain the degree equivalency, U.S. semester credit and grade equivalent for each course, and U.S. grade point average. Transcripts and credential evaluation reports are evaluated for the minimum grade equivalency requirement and transfer eligibility. The Office of Admissions on behalf of the applicable academic departments reserve the right to request further course syllabi and descriptions for evaluation purposes.

Applicants to Alliant must submit official transcripts of credit from previously attended institutions to be reviewed for applicable transfer credits. Students who request transfer credit evaluations must meet all Transcript Requirements and Deadlines. Any student who seeks additional transfer credits after matriculation must gain prior approval from their Dean or designee. Any applicable grade points from the other institution(s) are not included in the Alliant GPA calculation nor does this previous GPA appear on the Alliant permanent record.

Students may not be able to transfer courses with fewer units than an otherwise equivalent Alliant course. For students who can transfer courses with fewer units than the equivalent Alliant course (as determined by the Dean or designee), all students must successfully complete any remaining program units. Transfer courses with more units than the equivalent Alliant course will forfeit excess units.

Transfer Credit Requirements

All transfer credit will be based on an individual evaluation of a student's official transcripts. A quarter credit unit taken in transfer will be equated to two-thirds of a semester unit. The following provisions apply to all transfer credit evaluations:

1. Transfer courses evaluated will not be accepted if they are duplicative of coursework already earned at Alliant; credit is never given for the same coursework twice.
2. The course must be at or above the equivalent degree level.
3. Credits must be successfully completed and meet all transfer grade requirements (including transfer timelines).
4. The course must meet all other requirements for transfer credit.
5. Limitations on the number and type of transfer credits accepted are set by each program.

Articulation Agreements/Transfer Agreements

Articulation agreements provide students with a simplified, guaranteed transfer of credit between two different institutions or between two different programs within Alliant. Each articulation agreement outlines specific courses and letter grades completed at the community college that will transfer to the university.

Students who transfer to an Alliant program of study under an articulation agreement are subject to the requirements stated in the agreement as well as all requirements outlined in the Academic Catalog.

For an up-to-date list of the articulation agreements maintained by Alliant International University, please visit https://www.alliant.edu/consumer-information/articulation-agreements/.

Undergraduate Transfer Credits

Undergraduate transfer credits may be accepted from regionally accredited and approved nationally accredited institutions if the grade earned is C or higher. Credit may be accepted where a D grade was received, if a next-higher course in a sequence has been completed, either at Alliant or at another institution, with a grade of C or better (e.g., course in mathematics, language, etc.). Undergraduate credits with Pass/Fail and Credit/No Credit are evaluated to ensure the grade is equivalent to a C or higher at the awarding institution. All undergraduate transfer credits must carry college-level academic credit; remedial/developmental course credits are not transferable.

A maximum of 90 semester units of credit earned may be accepted for transfer for Bachelor's programs. Within the 90 transfer credit maximum, no more than 27 non-traditional units may be accepted for a bachelor program. Academic work acceptable for transfer credits must be appropriate to the degree program to be pursued at Alliant and approved by the Dean or designee.

Undergraduate students transferring to Alliant from approved institutions may meet some or all General Education requirements by presenting credit previously earned. Degree requirements are determined by combining the transfer credits allowed and the academic work required to be successfully completed at Alliant. Students who have questions about their degree audit should contact their Student Advisor.

For undergraduate transfer credits, Alliant accepts the Intersegmental General Education Transfer Curriculum (IGETC) certificate and CSU GE Breadth toward lower division general education requirements.

Undergraduate Transfer Students with Associate's Degrees from California Accredited Institutions

Transfer students who have attained an associate's degree from regionally accredited and approved nationally accredited institutions in California, including students who have completed an AA/AS-T, will be considered to have satisfied the University's lower division requirements and will be accepted with junior standing with the following provisions:

1. The Associates degree must include an equivalent of 60 credits;
2. For those students with an Associate's degree with more than 60 earned credits, an evaluation will be done to identify which courses apply to the required 60 units, and units exceeding 60 credits are forfeited; and

3. For major-specific pre-requisites, an evaluation will be done to determine which courses will be acceptable, as students may be required to take prerequisites required for the major.

The University has various articulation agreements with community colleges and other schools, and students who transfer under the terms and conditions of any valid articulation agreement are subject to the requirements outlined in the applicable agreement. Students from out-of-state institutions without an articulation agreement will be evaluated on a case-by-case basis.

Graduate Transfer Credits

A limited number of graduate transfer credits may be accepted from regionally accredited or approved nationally accredited institutions if the grade earned is B or higher. Graduate academic work acceptable for transfer credits must be appropriate to the degree program to be pursued at Alliant and approved by the Dean or designee. Graduate credits with Pass/Fail and Credit/No Credit are evaluated to ensure the grade is equivalent to a B or higher at the awarding institution.

Transfer credit into master's and credential programs: Graduate coursework taken at an accredited institution can be considered for transfer credit. The maximum number of transfer credits that may be accepted depends on the length of the program the student has been accepted into:

1. A maximum of 6 semester units of transfer credit may be accepted into a Master's/Credential program of 40 semester hours or less.
2. A maximum of 9 semester units of transfer credit may be accepted into a Master's/Credential program of 41 to 59 semester units.

   a. A maximum of 18 semester units of transfer credit may be accepted into a Pupil Personnel Services (PPS) Credential or Master's degree with PPS of 49 semester units or more. The additional units must come from appropriate graduate coursework in social work, psychology, clinical counseling, marital (couples) and family therapy, or other related/relevant fields.

3. A maximum of 15 semester units of transfer credit may be accepted into a Master's/Credential program of 60 semester units or more.

   a. A maximum of 21.5 semester units of transfer credit may be accepted into a Pupil Personnel Services (PPS) Credential or Master's degree with PPS of 60 semester units or more. The additional units must come from appropriate graduate coursework in social work, psychology, clinical counseling, marital (couples) and family therapy, or other related/relevant fields.

The total number of actual transfer credits accepted may be less than or equal to the maximum dependent on thorough evaluation of each proposed transfer course. Transfer credit limits for previous coursework may vary by program.

Transfer credit into doctoral programs: A maximum of 30 units of graduate coursework may be accepted. Required petitions for transfer credit for previous coursework will vary by program. Advanced standing doctoral programs that require applicants to already have a master's degree for admission have a lower limit on transfer credits that varies based on the length of the program. No more than 25% of a doctoral program's total unit requirement may be met with transfer credits.

MFT Program Exceptions: Entering doctoral students may be eligible to receive credit for previous graduate work up to a maximum of 40 units from non-COAMMFTE MA programs and 55 hours for doctoral students from a COAMFTE MA program. Entering master's students may be eligible to receive credit for previous graduate work up to 15 hours for MA students transferring from a master's program. Any unit adjustment to student registration as a result of approved transfer credit or course waiver may affect financial aid, loan deferments, international student status and veteran's benefits. It is the student's responsibility to consult with appropriate university personnel to fully understand these ramifications.

More information relating to the total allowable course units, and courses that may be waived, may be obtained from the academic department or advisor.

Non-Traditional Transfer Credits

Alliant applicants and students may have previous learning or credit from types of education or training outside the traditional classroom. Alliant accepts a variety of these types of non-traditional credits in transfer. Undergraduates may be awarded up to 27 transfer units for non-traditional credit.

National Testing Programs

Transfer credit hours may be awarded for successful completion of national testing programs. Official score reports must be submitted for evaluation. Scores lower than the American Council on Education (ACE) recommendation will not be considered for transfer credit.

Advanced Placement (AP) Tests

Any student who has taken the College Entrance Examination Board Advanced Placement Tests in a secondary school or high school and who has earned satisfactory scores (3 or higher) are eligible for transfer credit and/or be placed in advanced courses.

College-Level Examination Program (CLEP) Exams

Satisfactory scores on the General and Subject Examinations of the College Level Examination Program (CLEP) are eligible for transfer credit.

DANTES Subject Standardized Tests (DSST) Credit

A student who has successfully passed the DSST exam is eligible for transfer credit.

International Baccalaureate (IB) Exams

Students who complete IB Exams are eligible to receive transfer credit based on the exam score. Alliant awards a student at least 3 credits for a score of 5, 6, or 7 on a Standard level exam and at least 3 credits for a score of 4, 5, 6, or 7 on a higher-level exam. Where applicable, these units will be applied to the lower division academic requirements.

Military

Coursework recommended for undergraduate academic credit at the lower or upper division level by the American Council on Education will be considered for transfer if the coursework is applicable to the student's program. Please see the Military and Veterans Service section for more information.

Extension Courses

Undergraduate university-level extension courses can be considered for transfer credits at Alliant. The extension course must be similar in content to a course offered at the transferring institution and at Alliant. The student must have received a grade of "C" or better in the course. Acceptance of extension courses are considered on a case-by-case basis.

At the graduate level, California School of Professional Psychology (CSPP) does not consider extension courses for transfer credit. Students in non-CSPP programs should consult the Program Director regarding the eligibility of extension courses for transfer credit.

Challenge Exam

Students who think they have education, training, and/or experience in a particular area of study covered in a required Alliant course may challenge that course by examination, provided it is acknowledged by the school as being eligible for challenge. To challenge, the student must pay the appropriate challenge exam fee (See Tuition and Fee Schedule). Students will be given credit for the course if they successfully pass the exam. Students should consult the Program Director to learn which courses are available for challenge, and for the limits on challenges.

Correspondence Courses

Alliant does not offer correspondence courses and does not accept credit for such courses.

Experiential & Prior Learning Assessment

Alliant does not award graduate students credit for experiential and Prior Learning Assessment.

Variant Courses

Vocational or technical courses, remedial high school courses and other courses below collegiate level are not accepted at Alliant as transfer credits even if the courses were completed at an accredited institution of higher education.

Waiving Courses

Any adjustment to student registration due to course waiver may affect financial aid, loan deferments, international student status and veteran's benefits. It is the student's responsibility to consult with appropriate university personnel to fully understand these ramifications.

Course Waiver

Students who can present acceptable proof that they have demonstrated competency that is judged to be the equivalent of course(s) associated learning outcomes may be granted a waiver from the required Alliant course(s). When a course requirement is waived, any associated units must be met through additional coursework. A course waiver does not reduce the unit requirements for the degree program. Course waivers are considered when the Transfer Credit/Course Waiver Request form is reviewed and approved by the Dean or designee as needed.

WRITING PROFICIENCY ASSESSMENT

CSPP Clinical Doctoral Programs Only

Students enrolled in the CSPP Clinical Doctoral programs are required to demonstrate their writing proficiency at the beginning of their graduate studies. Steps 1-3 must be completed by the end of the student's first semester of enrollment.

Step 1:

A prerequisite for the CSPP Clinical programs is a score of 3.5 or higher on the GRE ScoreITNow Writing Exam or the Analytic writing portion of the GRE general test (The score on the Analytic writing portion of the GRE general test must be within the last 5 years). The writing exam should be taken prior to the week of orientation. (Note: This exam will not be used to make admissions decisions; it is solely a requirement for those admitted students intending to enroll).

The GRE ScoreITNow costs $20, which includes two essays (1 hour) and can be accessed here. Select Test Experience Option and Purchase one Analyze an Issue topic and one Analyze an Argument topic (simulates the GRE Analytical Writing section).

Step 2:

Students scoring below a 3.5 are also required to complete a writing course that is in addition to the required units of the program and has been approved by the program director. Some possible options include but are not limited to:

1. The free Stanford Online Writing Course
2. A CSPP program's writing course or workshop
3. CSPP writing course (online) given through the CE program
4. An approved course at community college or university

Step 3:

Once the writing course is completed, the student will re-take the GRE ScoreITNow

Step 4:

If a score of 3.5 is still not achieved on the second attempt, the student will be referred to SERC by the Program Director. A remediation plan for the specific writing deficits will be proposed by SERC, and the Program Director will make the final decision about the writing remediation plan. The program director will also track and monitor the student's progress on this individualized plan.

Step 5:

Once remediation plan is completed, the student will re-take the GRE ScoreITNow once again. If a score of 3.5 is still not achieved on the third attempt, the student will be referred to SERC for development of a plan for further remediation. This process will continue until the student has successfully demonstrated the writing proficiency needed for the doctoral program.

COMPREHENSIVE EXAMINATIONS

Most doctoral programs include comprehensive examinations designed to measure basic knowledge, theory and/or applications of knowledge and theory in the program. As such, they are an important part of the academic program. Successful completion of these exams may be required for advancement to doctoral candidacy or other program milestones, for accrual of internship hours, and for enrollment in certain coursework. For more information on the examination requirements of a program, contact the program office or the advisor.

ACADEMIC CALENDAR AND DEADLINES

Alliant has three (3) distinct Academic Calendars: a 15-week semester calendar with a 10-week summer, a 16-week calendar with aligned 8-week sessions, and an 8-week calendar.

The 15-week calendar with a 10-week summer includes 15-week Fall and Spring semesters, and a 10-week Summer semester. Any program on this calendar offers courses in the 15-week format during the Fall and Spring, and some courses in a 10-week format for the Summer semester.

The 16-week calendar with aligned 8-week sessions include three 16-week semesters (Fall, Spring & Summer) that each contain two distinct 8-week sessions within each semester. Programs in this calendar may offer all 16-week courses or a mix of 8 and 16-week courses in the program and/or by semester.

The 8-week calendar includes six 8-week sessions, and programs in this calendar offer all 8-week courses.

Academic credit is always given in semester units regardless of the Academic Calendar. Students are required to follow all academic and administrative deadlines listed in the Academic Calendar and other University publications.

Class Levels

Class levels are as follows:

Undergraduate
- **Freshmen:** Those with fewer than 30 semester units of college credit.
- **Sophomores:** Those with at least 30 semester units of college credit but fewer than 60 semester units of college credit.
- **Juniors:** Those with 60 semester units of college credit but fewer than 90 semester units of college credit.
- **Seniors:** Those with 90 or more semester units of college credit.

Credential
- **Credential Students:** Those who have completed a baccalaureate degree and who have been admitted by the University to work on a credential program. Note: Credential Students are not considered graduate students by the U.S. Department of Education.

Graduate
- **Master's Students:** Those who have completed a baccalaureate degree (or its equivalent) and who have been admitted by the University to work toward a master's degree.
- **Doctoral Students:** Those who have completed a baccalaureate degree and/or a master's degree (or the equivalent) and who have been admitted by the University to work toward a doctoral degree.

GRADING SYSTEM/SYMBOLS USED ON TRANSCRIPTS

The following list of grade descriptions is a general overview. In some cases, graduate program standards may be more stringent than the general University standards. Grade criteria varies by school and program.

A   **Superior.** Superior. The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shows originality of thought and mastery of material. A+ grades are not recognized as a valid grade in grade point average calculations and are not recorded on the student's transcript.

B   **Above Average.** The student's achievement exceeds the usual accomplishment, showing a clear indication of initiative and grasp of the subject.

C   **Average.** The student has met the formal requirements and has demonstrated good comprehension of the subject and reasonable ability to handle ideas.

D   **Below Average.** The student's accomplishment (while still passing for undergraduate programs) leaves much to be de-sired. Minimum requirements have been met but were inadequate. No credit is given at the graduate level.

F   **Failure.** The student has not met the minimum requirements.

AU   **Audit.** Does not yield credit.

CH   **Credit by challenge exam.**

CR   **Credit.** Used upon completion of thesis, dissertation, internship and for other specified courses.

CT   **Credit by transfer.**

I   **Incomplete.** Given only in extenuating circumstances. Work must be completed by the end of the succeeding term.

IP   **In Progress.** To be used for certain theses, dissertations, practica and internships.

IS   **In Session.**

MP   **Marginal Pass.** The student's accomplishments, although passing, were inadequate in several important respects. Mini-mal requirements of the course were met but with serious deficiencies.

NC   **No Credit.** The student has not achieved the minimum expectations of scholarship or credit in terms of the course objec-tives. The NC is not to be used in situations in which a

grade of F is justified. It is not used in computing grade point aver-ages. A required course in which a No Credit grade is earned should be repeated within one (1) year.

NR   No Report. Indication (to be used only by the Registrar) that as of the deadline for submitting grades, none had been re-ceived. See "Grade Reporting".

W   Withdrawal. Grade given to those who drop classes after the scheduled drop period.

Faculty members may use pluses and minuses when grades fall between two categories.

QUALITY POINTS AND GRADE-POINT AVERAGE (GPA)

For each unit in which the student is enrolled, he or she will receive quality points as follows:

Grade A   4.0 quality points
Grade A-   3.7 quality points
Grade B+   3.3 quality points
Grade B   3.0 quality points
Grade B-   2.7 quality points
Grade C+   2.3 quality points
Grade C   2.0 quality points
Grade C-   1.7 quality points
Grade D+   1.3 quality points
Grade D   1.0 quality points
Grade D-   0.7 quality points
Grade F   0.0 quality points

GPA Calculation

A student's grade point average is obtained by dividing the total number of quality points earned by the total number of units undertaken, excluding courses in which the grades are CR, CT, I, IN, IP, MP, NC, NR, W and AU. Transfer units are not counted in calculating the GPA on the Alliant transcript. All Alliant credits counted toward a program are used in calculating the cumulative GPA, except as noted above.

Narrative Evaluations of Graduate Students

Narrative evaluations are used in some courses as an additional way of providing feedback to students about critical areas of performance. Credit or letter grades are given in addition to the narrative report. Narrative evaluations are only provided for select programs. Check with the Program Director or Academic Advisor for more information.

Students may receive copies of their narrative evaluations at the completion of each term or view them online via the Alliant portal.

A student's response to the evaluations will be incorporated into the student's record upon request.

Credit for courses graded on a credit-no-credit basis is awarded when professional and academic competence is demonstrated by the student to the satisfaction of the course instructor. All required courses must be successfully completed with receipt of a passing grade (i.e., Credit, Marginal Pass or equivalent) before the doctoral degree can be conferred. Students in some graduate programs also receive comprehensive faculty evaluations concerning their progress.

CSPP Grading Policy

Minimum Levels of Achievement

In addition to Alliant policies regarding the assignment of grades, CSPP students should keep in mind this is a competency-based program. As such, students must achieve all program competencies in order to graduate. In keeping with this programmatic framework, grading in most courses is competency-based. That is, students must demonstrate competence with respect to all the learning objectives in those courses to pass. Students who:

1.   Demonstrate all the course competencies at a graduate-level and do exemplary work in one or more areas can expect to receive a grade of A- or A.

2.   Demonstrate basic graduate-level competence with respect to all the learning objectives in a course should expect to receive a grade of B-, B, or B+.

3.   Demonstrate some but not all course competencies at a graduate level and the rest at least at a marginal level, and completes all the work at least at a marginal level can expect a grade of C-, C, or C+. In some instances, students may be required to retake the course; those courses will have this clearly stated on the syllabus.

4.   Fail to demonstrate competence with respect to any single learning objective can expect a failing grade of D or F.

In a competency-based program, a course grade of "C+" is below the threshold for graduate work. Students who receive a C+ grade or below have not demonstrated competency in at least one critical area and are at risk for incurring a GPA below 3.0. Thus, students receiving a less than or equal to C+ grade will be referred to the Student Evaluation and Review Committee (SERC) and expected to develop a remediation plan and demonstrate competency in a way that is approved by the program director (or equivalent). Course remediation does not result in a change of the original grade earned unless the student successfully repeats the course as part of the remediation plan.

Generally, students must repeat a course for which they do not receive credit. Both grades remain on the transcript. If the course in which the student failed is an elective and/or is not offered again in the next two semesters, the student may seek approval from the

Program Director to substitute a course to make up for the failed course. If a substitute course is used, it will not replace the failed course in the GPA calculation.

Any student who receives 3 "Cs" during his or her tenure in the program will be placed on Academic Probation. However, for CSPP, a student who receives one or more C's may be placed on Academic Probation at the recommendation of SERC to the Program Director. A student who has two or more Cs and/or whose GPA falls below 3.0 may be dismissed from the program. Students who struggle academically (e.g., earn a C, D, F, or NC) will be referred to SERC.

Students placed on Academic Warning or Academic Probation will return to good academic standing upon remediation of the problem for which they were placed on Academic Warning or Academic Probation. That might mean receiving all A and B grades the following semester, bringing the GPA up to 3.0 or better, and/or meeting criteria set forth by the Program Director.

In addition to grades, faculty have the option of completing a rating form and a narrative of strengths and weaknesses and to indicate whether there is Some Concern or Serious Concern about the student.

Incomplete or In Progress Grades

Incomplete: Receiving an Incomplete in a course is a privilege granted to students when very specific, documentable circumstances have made it impossible for them to complete the course within the time allotted, such as illness, family tragedy, or similar difficulty. Students must arrange for an Incomplete grade with their instructor and Program Director (or equivalent) or relevant academic administrator.

Only students who have completed at least 75% of the course and have a passing grade may apply for an Incomplete. Even in such cases, students will not be granted an Incomplete in any course unless they have the permission of the instructor and Program Director (or equivalent) and complete the appropriate university paperwork. Completion of this paperwork, which must be completed with the faculty member teaching the course and submitted to the Registrar, is the responsibility of the student and must be completed before the end of the course so that an Incomplete can be awarded when grades are due.

Students do not re-register to finish incomplete coursework. The maximum time limit is no later than the end of the following session/semester (based on the length of the course), although instructors may choose to set an earlier deadline, particularly if there are only minimal requirements left to complete the course. The course must be completed with the instructor who assigned the Incomplete grade. Incomplete grades that are not removed by the deadline will be converted automatically to an "F" grade for graded courses and

to an "NC" for credit/no credit courses. Receipt of a grade of "F" or "NC" grade may impact a student's financial aid and academic status, and may subject the student to Academic or Financial Aid Dismissal.

In Progress: In Progress (IP) grades are used when a course is not expected to be completed within the applicable session or semester. The maximum time limit for an "IP" grade is no later than 12 months after the initial issuance of the IP grade. In Progress grades that are not removed by the deadline will be converted automatically to an "F" grade for graded courses and to an "NC" for credit/no credit courses.

Repeated Courses

Students may repeat courses to improve their academic record; however, some courses are not repeatable. All grades earned at Alliant will remain on the student's transcript and when students repeat a course the higher grade earned will be used to compute the grade point average. No course may be taken more than twice (the original registration and one subsequent registration) without approval from the Dean or designee. GPA forgiveness is only granted for the first four (4) repeats in the program. Certain courses designed to be taken multiple times for credit (e.g. special topics courses, or general electives such as PSY8500) will not be recognized as repeats even if the student takes the same topic more than once.

The record for any repeated course will show the original grade accompanied by a notation signifying that the repeated course is shown elsewhere on the transcript. In all instances, the same structured class must be completed with the same grading type. Students may not choose to repeat a course via independent study. Courses to be repeated must be completed at Alliant.

If you have questions about whether a repeated course is eligible for financial aid, please contact Student Financial Services at financialaid@alliant.edu. Please note that when determining aid eligibility for a semester, some repeated classes may be excluded from the financial aid-eligible credit count.

Grade Reporting

Instructors are required to submit grades for each term online or via a grade roster. Grades must be submitted by instructors no later than the date published annually in the Academic Calendar.

If grades are not received on time, a "NR" (No Report) grade will be entered on the student's transcript until the final grade is received. Students who receive "NR" for their grade should contact their instructor.

After a grade has been reported, the grade will not be changed unless a written grade change and an acceptable reason for the change are submitted to the Registrar by the instructor.

Grade Appeals

In general, grades represent the faculty member's professional judgment of a student's performance in a course and, as such, are final. However, students have the right to ask a faculty member for an explanation of any grade received and may appeal a grade when they perceive that a final grade was biased, arbitrary, or capricious. In those instances, students must follow the Grade Appeal Process outlined below. Please note that grade appeals filed towards the end of the academic year are reviewed when faculty are back on contract.

General Principles

1. Students are encouraged to seek advice in matters of concern about grades from their instructor or Academic Advisor.

2. Grade appeals can be made only in instances where procedural issues or biased, arbitrary, or capricious grading are in question, specifically:

   a. An obvious error in calculation.

   b. The instructor has applied more exacting standards to the particular student.

   c. The grade was given on some basis other than performance in the course.

   d. The grade represents a substantial departure from the instructor's announced standards.

Grade Appeals Process

1. Students should attempt informal resolution of grade concerns with the course instructor no later than five (5) business days of the official posting of the grade by the instructor or Registrar's Office.

2. In the event that informal resolution is not reached or satisfactory to the student, the student has the burden of proof to show that the grade was based on factors listed in General Principles (2) above. The student must submit a written request for a grade appeal to the Program Director or other appropriate campus administrator within ten (10) business days of the official posting of the grades by the Registrar's Office.

3. Within two (2) weeks of the grade appeal request, or as soon thereafter as is practicable, the Program Director or School Dean appoints a Grade Appeals Panel consisting of three (3) faculty members. The Panel will reach a decision to either uphold the grade or change it. This decision is sent to the Program Director or School Dean who informs the instructor, student, and Registrar's Office via a Grade Change form (when applicable). The Panel's decision is binding.

Review of Students' Performance

Each program has a procedure for regularly reviewing the overall performance of students, including whether the minimal grade point average has been met. Some programs also perform an annual evaluation of all students. Faculty, advisors, and/or committees are responsible for monitoring academic performance and for working with students whose performance needs special review. A committee review may lead to recommended remediation programs, Academic Warning, Academic Probation, or Academic Dismissal from the program.

PRINCIPLES OF CONDUCT

As a student at Alliant International University, you are expected to maintain the highest standards of professional and ethical conduct in both your roles as a student on campus and as a trainee in your field placements. Specifically, you must adhere to all the rules and regulations described in the Catalog, related Handbooks, and professional guidelines.

Arrests and Convictions

If Alliant becomes aware of any arrest(s) and/or convictions(s) on the record of a student (excluding traffic violations) who is seeking a training placement, the Office of Professional Training (OPT) staff, agent or representative will inform the training site of the arrest(s) and/conviction(s). Arrest(s) and/or conviction(s), dependent upon severity and nature, may compromise Alliant International University's ability to place the student at the prospective - or alternative - training site and may compromise the student's ability to obtain training hours necessary for the completion of academic requirements. Certain arrests and convictions can also impede students' ability to complete the program or gain employment in certain fields.

Alliant International University has no authority nor bears any responsibility for ensuring placement at training sites for students with arrest(s) and/or conviction(s). All Alliant students must inform the training site and their Alliant Program Director, in writing, of any arrests or convictions, and the student is solely responsible for such reporting.

ACADEMIC STANDING

Students are expected to make academic and professional progress throughout their academic programs. Good Academic Standing and professional progress is generally defined as earning a GPA of 3.0 or higher at the graduate and credential level (2.0 or higher at the undergraduate level), adhering to all Codes of Conduct, adhering to professional and ethical standards and expectations, and completing educational programs within required timeframes. Degrees will only be awarded to students meeting all policies and requirements, and those in Good Academic Standing. Student grade point averages are not rounded up or down. Please note that these expectations are academic in nature, and are expected in addition to all Financial Aid Satisfactory Academic Progress (SAP) guidelines.

Any student who fails to achieve the minimum required cumulative GPA each term will be subject to being placed on automatic Academic Warning, Academic Probation or Academic Dismissal. The first session/semester below the required GPA will result in the student being placed on Academic Warning. If the student fails to raise their cumulative GPA above the minimum requirement, they will be placed on Academic Probation. After three sessions/semesters, if the cumulative GPA is still too low, the student will be academically dismissed. Students who are academically dismissed may appeal their cases to the Dean if there are extenuating circumstances. The appeal must be submitted in writing to the Dean who may establish a committee to review such appeals. The decision at this level is final.

In addition to the automatic process above, any student who fails to meet all the required guidelines each session/semester may be placed on Academic Warning, Academic Probation, or be subject to Academic Dismissal through the SERC process. The following are potential grounds for determining that good academic standing in a program is not being made or maintained:

1. GPA below 2.0 for undergraduates or 3.0 in graduate/credential programs on a letter grading system
2. Receipt of a No Credit grade in a course or field placement
3. Receipt of two Incomplete or Marginal Pass grades
4. A combination of Incomplete, No Credit and Marginal Pass grades
5. Violation of professional or ethical conduct
6. Failure to comply with school or campus rules or procedures
7. Evidence of personal factors (personality, interpersonal, or intrapersonal functioning) that may hinder the student's professional competence
8. Little or no progress on the dissertation/doctoral project
9. Failure of comprehensive examination
10. Failure to meet academic program standards
11. Failure to complete program within the Academic Maximum Time frame.

When one or more of the above grounds for concern are present, the following procedures will be used to determine whether the student is failing to maintain good academic standing and/or whether an ethical/behavioral problem exists. The Program Director or equivalent will obtain information relevant to a student's progress in an academic program. The Program Director will refer the information to the program's SERC (e.g., in cases of grade point or other academic insufficiency, possible violations of the Academic Code of Conduct, or concerns about professional or ethical behavior).

Following a SERC referral by a Program Director or equivalent, the SERC will review the case using the procedures outlined in the University's Student Evaluation and Review Committee (SERC) Rules

and Procedures and submit its recommendation to the Program Director or equivalent related to sufficiency of a student's academic and/or professional progress. After considering the SERC's review and recommendation the Program Director or equivalent will make a determination and take action using the procedures outlined in the University's Student Evaluation Rules and Procedures. A student determined not to be making satisfactory academic or professional progress in the academic program can be placed on one or more of the sanction categories outlined below.

For cases that result in a finding of insufficient academic performance or progress, professional practice field training unsuitability, or unethical or inappropriate behavior the following actions may be recommended by SERC and implemented by the Program Director or equivalent:

1. Academic Warning
Academic Warning Status, with or without a remediation plan, can be recommended by the SERC when a student's academic work or professional development falls below University or program standards but the nature of the difficulty or infraction does not require more serious or more immediate action.

2. Academic Probation
Academic Probation status is recommended when a student's academic progress or professional development has been inconsistent with University requirements. A student is given a specific amount of time (usually one term) in which to remediate the cause(s) of Academic Probation or will otherwise face Academic Dismissal from the program.

When a Program Director or equivalent acts to implement Academic Warning or Academic Probation the SERC is usually responsible for monitoring and advising the progression of a student in a remediation plan. The process for monitoring students includes regular reports from students and/or their advisors, reviewing student files and, as necessary and appropriate, recalling students to the Committee. It shall be the responsibility of the SERC in such circumstances to review the case and to determine whether the student has completed all of the requirements of the remediation, in which case the removal of the Academic Probation status will be recommended. In the event that the SERC determines that the conditions that resulted in Academic Probation have not been remediated, the SERC may recommend other action including a) continuance of the status of Academic Probation or b) that a more severe sanction be imposed. The Program Director or equivalent will review the recommendation of the SERC, make a determination as to appropriate action and send notification of this action to the student within ten (10) business days of receipt of the recommended action.

3. Academic Dismissal

A student may be academically dismissed from the academic program when conditions are judged to be of a serious nature and are not judged to be remediable, insufficient grade point average and/or multiple No Credit or Marginal Pass grades occurs, or when a serious violation of University or School standards of conduct and ethics occurs or when a student has failed to remediate previously identified deficiencies within the specified time. Academically dismissed students cannot be registered nor attend any Alliant courses.

APPEALS PROCESS

Students may not appeal Academic Warning or Academic Probation status. However, students have the right to appeal other Program Director (or equivalent) decisions to the relevant Academic Dean or alternate University official as long as the appeal meets the criteria below. Appeals will only be considered when they are received in writing within ten (10) business days of the date of the decision letter.

Appeals may be made only on the basis that one or more of the following factors that are alleged to have contributed to an unfair or unsupported SERC decision: a) the SERC process deviated from applicable SERC policy/procedures b) serious violation(s) of other University policies, rules or procedures c) preponderance of facts or other evidence not consistent with the SERC decision d) new information that was not available at the time the matter was originally considered by a SERC and/or e) bias or discrimination in the review process.

When an appeal is made, the SERC and Program Director or equivalent, at the request of the Academic Dean (or alternate University official), will cooperate fully in presenting and discussing the recommendations and actions. The same University official decides the appropriate process for consideration of the appeal.

Absent unusual circumstances, appeals processes should normally be completed within twenty (20) business days of receipt of the appeal. Appeal decisions made under this section are final.

ENROLLMENT POLICIES

Continuous Enrollment

Continuous enrollment is defined as being enrolled and attending courses during all required sessions or semesters. All students must maintain continuous enrollment during the full academic year; this includes all required sessions and semesters in the Fall, Spring, and Summer (if required by program). Students in programs that require summer session/semester enrollment must be registered and attending courses to be continuously enrolled.

Students who wish to take any required session/semester away from the university must have an approved Academic Absence on file with the university for the applicable period. Any student who fails to maintain continuous enrollment by the Add/Drop deadline, and who does not have an approved Academic Absence, will be administratively withdrawn from the institution.

Students who complete all degree requirements within 365 days of their last date of attendance will be graduated. Students outside this timeframe must re-apply.

Dual Enrollment

Alliant does not allow dual enrollment.

Cross Campus Enrollment

Any matriculated student in good academic standing, with permission from both programs, may be allowed to enroll in coursework at another campus or program if the units do not exceed program maximum for the session/semester, or as allowed by the program.

Dissertation

Dissertation Stages

All students in doctoral programs requiring a dissertation or dissertation project must complete the following stages:
1. Proposal/Preliminary Oral Defense
2. Final Oral Defense
3. Dissertation Clearance

Some programs have additional stages such as pre-proposal.

Dissertation Clearance

Dissertation clearance means not only successful defense, but completion of any required revisions or edits, and submission of the dissertation in its final form to the University library. The dissertation clearance date is defined as the date the library signs off, indicating that the dissertation is complete.

Dissertation Sequence Registration

Students are expected to complete their dissertation while enrolled in the dissertation sequence within their curriculum. Dissertation sequence courses are normally only offered in Fall and Spring. Students who wish to make progress on their dissertation over the summer and want dissertation supervision and support from their faculty chair during this period may enroll in a one unit summer dissertation supervision course with approval from their faculty chair and program director. This unit is optional and not applicable toward degree requirements; it does not qualify for financial aid.

Dissertation Continuous Registration

All students are encouraged to complete their dissertation in the required courses applicable to their program. Should students need additional time to complete their dissertation beyond the required

dissertation courses, they must register for a dissertation extension course. Students must be enrolled in dissertation or extension during the term in which they achieve dissertation clearance; no clearance can be gained, nor progress made in dissertation, without registration in a dissertation course. Students who submit their dissertation and achieve clearance between the end of one term and the start of the next term must be registered in a dissertation sequence course for the preceding term (or in dissertation extension if all standard dissertation sequence courses are already completed) and are responsible for any associated charges.

Three (3) units of dissertation extension qualify students as full-time enrollment, and for full-time federal financial aid, and students may receive financial aid for dissertation extension for a maximum of eight (8) sessions/four (4) semesters. Unsatisfactory progress while in dissertation extension may reflect unsatisfactory program performance and result in the student being referred to the Student Evaluation and Review Committee (SERC).

Dissertation Extension Registration

Students may only enroll in dissertation extension courses if all standard dissertation sequence courses have been completed. If a student clears their dissertation prior to end of the Add/Drop period they will not have to pay dissertation extension fees for that term (fall, spring, or summer). This applies to dissertation extension students only. Dissertation extension courses do not count towards the total required units necessary to a complete a degree.

Dissertation Extension while on Internship

Students registered in full and half-time internship who have exhausted their regular dissertation sequence courses but have not yet completed their dissertation must enroll in a single unit dissertation extension course at the per unit rate during the fall and spring semesters they are enrolled in internship. Summer enrollment in dissertation extension is not required unless the student plans to defend or submit their dissertation over the summer. Dissertation extension courses do not count towards the total required units necessary to a complete a degree.

Academic Absence

Students who cannot maintain continuous enrollment but intend to continue their studies must have an Academic Absence on file. Students on approved Academic Absences must return by the date specified, and will be permitted to resume their program without applying for readmission. Military students who need to take time off for deployment please see the Military and Veterans Service section for applicable policies and procedures. International students must contact the Office of International Student Services to see how an absence will impact their immigration status.

Students may take up to 12 months of Academic Absence. Students may not take more than two (2) Academic Absences during their

program enrollment. Academic Absence does not extend the time to degree completion.

Students who fail to return on the date specified, or who have withdrawn from the program without specifying an intent to return, will remain recorded as withdrawn on their transcripts and must follow all Re-Admission and Re-Entry policy guidelines.

Students on Academic Absence will be considered/reported as Withdrawn for enrollment purposes. Financial aid recipients who are on an Academic Absence during a session/semester will be expected to complete all Exit counseling. (See Financial Aid Refund Policy section.)

Attendance

All students are expected to attend and participate in all classes as scheduled, on time, and to continue attending classes for the full duration of the course, regardless of modality. Each instructional week begins on a Monday and ends on a Sunday, and students who participate in a course prior to its official start date will not have that participation counted as attendance.

Students enrolled in on-campus courses or in synchronous online courses are recorded as either present or absent for each course meeting, and submitting any academic assignment counts as present in the asynchronous online classroom. Students who have courses with both ground and online components will count attendance in the manner consistent with that modality.

Students who do not attend a course at least once in any consecutive 14-day period will be dropped from the course. Students who are absent from all courses in any consecutive 14-day period, and do not notify the university in writing during this period of their intention to continue, will be administratively withdrawn from the University retroactive to the last date of recorded attendance (see withdrawal policy).

Students who are administratively withdrawn from a course or the University after the add/drop period will receive a "W" grade, based on the last date of attendance for the related course(s), which will count toward attempted hours at the University; a tuition refund, if applicable, will be calculated on a percentage basis per the University's refund policy.

Students who do not meet attendance requirements and to whom Alliant has disbursed financial aid may be required to return financial aid. If a student believes his or her attendance was inaccurately recorded, the student must contact the instructor who will review the situation and, if necessary, will update the attendance record.

The University may schedule periods of non-enrollment during which no courses are held. When this occurs, such as on holidays or during the annual winter break, the non-enrollment period may extend the 14-day limit to include the scheduled break.

On campus Executive Format Courses, Dissertation, Doctoral Project, Thesis, Capstone Project, and any other courses without Regularly Scheduled Meeting Dates

Instructors will verify student engagement and participation every week. Students must engage in all required academic activities to be considered in attendance.

Attendance in Internship, Practicum, or Field Placement

Students generally enter a contract or other agreement with an agency or organization for community service, practicum, internship or field placement/training hours. The actual hours each week may vary depending on the assignments, case load, or operational hours of the site or agency. Instructors will verify student engagement and participation every week. Students may be required to submit a timesheet (signed off by the supervisor at the placement) of hours worked in the internship, practicum, or field placement course upon request.

Excused Absence

Students are expected to attend all their scheduled classes; however, the university recognizes that there are some circumstances that may force students to miss a class. In all instances, it is the student's responsibility to inform their instructor(s) ahead of time and to discuss how the absence will affect their ability to meet course requirements. Students must understand that not every course can accommodate absences and neither the absence nor the notification of the absence relieves them from meeting all course requirements.

Since missing classes may affect a student's ability to meet course learning outcomes and develop required competencies, any absences may impact grades in particular courses. This not-withstanding, certain absences are always considered acceptable by the University. Acceptable reasons for an excused absence include:

1. Student illness or injury;
2. Death, injury, or serious illness of an immediate family member;
3. Religious observance;
4. Jury duty or other government obligation; or
5. Any other unavoidable circumstance that necessitates the student's absence from class.

Students must contact both their instructor and student advisor any time they must miss a course meeting. A student may be required to provide written documentation substantiating an excused absence, and all documentation must be sent to the student advisor. An approved excused absence indicates the student's intent to remain enrolled in the course and at the institution, and will prevent students from being withdrawn.

Instructors will individually work with students in these instances to determine if/how students can make up work and set timelines for assignment submissions. The University expects all instructors to be reasonable in accommodating students whose absence from class meets the guidelines above, and if a student's grade is impacted by a legitimate absence or absences he/she may appeal through the normal grade appeal process.

Religious Holidays

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

PRACTICAL TRAINING

A student on an F-1 visa may be eligible to engage temporarily in practical training in his or her field of study, both before and after completion of studies.

Practical Training is divided into two categories:

1. **Curricular Practical Training (CPT)**, before completion of studies
2. **Optional Practical Training** before or after completion of studies (Pre-OPT, Post-OPT)

For more information about practical training, please visit the International Student Services section on MyAlliant

WITHDRAWAL

Withdrawal from Courses

Students may withdraw from any course at any time. Withdrawal from a course will have academic and financial consequences, and may necessitate the return of financial aid. Withdrawn courses will remain on the student record with a grade of "W" if dropped after the Add/Drop deadline, and these grades will be entered on the student's permanent record. All withdrawals are subject to the Tuition Refund policies.

Students are encouraged to discuss the potential implications of a course withdrawal with their Program Director, Academic Advisor, Student Business Services, and the Financial Aid office prior to submitting the request. International students must also consult with the Designated School Official (DSO) prior to making a course withdrawal as a change in enrollment status may impact immigration status. Students receiving military/veterans' benefits should consult

with the Veterans Service Office. A student who drops all courses will be administratively (unofficially) withdrawn from the institution.

Withdrawal from University

Students may withdraw from the university at any time. Withdrawal from the university will have academic and financial consequences, and may necessitate the return of financial aid. All withdrawals are subject to the Tuition Refund policies.

To withdraw from the university, a student must submit the official University Withdrawal form to the campus Student Affairs Office. Students are encouraged to discuss the potential implications of a withdrawal with their Program Director, Academic Advisor, Student Business Services, and the Financial Aid Office prior to submitting the request. International students must also consult with the Designated School Official (DSO) prior to making a withdrawal request as a change in enrollment status may impact immigration status. Students receiving military/veterans' benefits should consult with the Veterans Service Office.

Administrative Withdrawal for Non-Continuous Enrollment

Students who do not register and attend courses, or are not approved for an Academic Absence, by the end of the Add/Drop period of any required session/semester will be administratively withdrawn from the University. Students must be registered to attend any classes. The student's transcript record will be documented to reflect "withdrawn."

Administrative withdrawal may also occur when a student:

1. Fails to register for courses;
2. Fails to maintain Continuous Enrollment;
3. Fails to meet provisional requirements;
4. Fails to meet attendance requirements;
5. Fails to resolve account balances or meet payment plan requirements;
6. Fails to return from an approved Academic Absence on time;
7. Fails to resolve any holds or other outstanding issues; or
8. Fails to meet any other program, university, and/or administrative standards.

The withdrawal may become effective at any time. Payment plans will not be automatically renewed.

Student withdrawals result in the following:

1. Denial of access to campus facilities;
2. Commencement of any allowable financial aid grace periods which may result in loan repayments; and
3. Referral of the account to a collection agency if the withdrawal is based upon payment default.

UNDERGRADUATE SPECIFIC POLICIES

English and Math Placement Tests

Placement tests in English and mathematics are required for all entering undergraduate students who have not met the English or mathematics requirements for their degree. If a passing grade is not attained, registration for ENG0999 and/or MTH0999 is required.

Double Major

Undergraduate students may pursue two majors by completing the total requirements for one degree plus the prerequisite and major requirements of a second. Only one major may be designated on the diploma, and the official transcript will be the only documentation confirming the double major.

Double Minor

Undergraduate students may pursue two minors by completing the requirements for each minor. If a course is required for both minors, students must take an additional course. No course may be double counted. All course substitutions must be approved by the appropriate dean or designee.

Second Bachelor's Degree

Students who already hold a bachelor's degree and who wish to earn a second bachelor's degree must complete:

1. ENG1106 and ENG2206 if equivalent was not completed as part of the first bachelor's degree
2. all major and prerequisite requirements of the degree sought
3. a minimum of 30 semester units in residence at Alliant after admission to the second degree program

Dean's List

The names of full-time (12 quality units' minimum) undergraduate students whose semester GPA's are 3.5 or over will be included on the Dean's List. Quality units are defined as units for which a letter grade has been assigned. Credit/no-credit courses are not considered quality units as they do not impact GPA calculation.

Honors

Graduating seniors who achieve the requisite cumulative grade point average and unit requirement during their undergraduate career will be entitled to graduate with honors, and the honors certification will be designated on their diplomas. The following honors categories are recognized by the University:

- Cum Laude 3.50-3.69;
- Magna Cum Laude 3.70-3.89; and
- Summa Cum Laude 3.90-4.00 GPA.

For undergraduates at the Mexico City campus, the cumulative grade point average is computed considering all coursework attempted at Alliant except those completed through credit-by-examination (e.g. CLEP). To be eligible for Cum Laude or Magna Cum Laude recognition a student must have completed at least 45 semester units at Alliant. To be eligible for the distinction of Summa Cum Laude, a student must have completed at least 60 semester units at Alliant.

For undergraduates in the Degree Completion Programs, the cumulative grade point average is computed on all coursework applied toward the bachelor's degree. To be eligible for Cum Laude or Magna Cum Laude recognition a student must have completed at least 36 semester units at Alliant. To be eligible of the distinction of Summa Cum Laude, a student must have completed at least 45 semester units at Alliant.

ADVANCEMENT TO CANDIDACY

Demonstration of competency to complete a doctoral program must be established prior to the advancement to candidacy for students enrolled in doctoral programs. Generally, this occurs after the second year of the program when all the master's level requirements in the program(s) have successfully been completed. These requirements may include, but are not limited to, successful completion of all required coursework, passing all required comprehensive examinations and successful oral defense of the dissertation proposal. CSPP doctoral programs may have additional and/or unique requirements for advancement to candidacy. Reviews of students' accomplishments by the faculty will determine whether students have qualified to be advanced to doctoral candidacy. Additional information can be obtained from the program office or faculty advisor.

NON-TERMINAL MASTER'S DEGREE

Students enrolled in some doctoral programs may petition to receive a master's degree when all requirements for the work of the master's degree or equivalent have been completed. In general, students who enter programs with credit for previous work or with prior master's degrees do not qualify for master's degrees at Alliant International University since they have already received master's degrees for this work in their previous programs.

More information can be obtained from the program office or academic advisor. A fee is charged to process the application to be awarded the non-terminal master's degree (see Tuition and Fee Schedule).

Requirements for CSPP Doctoral Programs: Non-Terminal Master's Degree

Students enrolled in the CSPP doctoral programs must meet the following requirements to apply for a non-terminal master's degree from California School of Professional Psychology at Alliant International University:

1. 3.0 or above cumulative grade point average and in good academic standing.
2. Completed all the G1 (first year) and G2 (second year) coursework designated in the program curriculum*, with a maximum of 9 units credited from transfer units applied toward the G1 and G2 requirements.
3. Passed diagnostic writing assessment or successfully completed writing course or remediation plan if applicable.
4. The student has not previously earned a master's degree in the same field (major) (e.g., Clinical Psychology; Marital and Family Therapy or Couple and Family Therapy; Organizational Psychology).

If the above requirements are met:

1. Students in the PhD and PsyD Clinical Psychology programs would be eligible to receive a Master of Arts in Clinical Psychology.
2. Students in the PsyD Marital and Family Therapy programs would be eligible to receive a Master of Arts in Marital and Family Therapy.
3. Students in the PhD Organizational Psychology programs would be eligible to receive a Master of Arts in Organizational Psychology.

Note: If the student has an outstanding balance or fee, the degree will be awarded, but the diploma and transcript will not be released until the balance is paid in full.

*The non-terminal master's in Marital and Family Therapy requires completion of the following non-coursework requirements in addition to G1 and G2 coursework:

1. Comprehensive exam
2. Professional development hours
3. Practicum completion

Students can reference the Master of Arts in Marital and Family Therapy program page for more detailed information.

RESPECIALIZATION PROGRAMS

Psychology Doctoral Respecialization Programs

Doctoral respecialization programs are intended for holders of doctorates in psychology, or closely related fields, from accredited institutions who wish to gain additional clinical skills, train in a new area of psychology, or to meet the requirements for licensing as a psychologist. More details can be found in the Programs section.

All respecialization students seeking licensure are responsible for contacting the Board of Psychology or equivalent in the state in which psychology or other licensure shall be sought to be sure that their prior doctoral degree meets licensing requirements and to register with the Board so that training hours completed through Alliant International University can be counted toward postdoctoral hours required for licensure.

Psychology respecialization students seeking licensure are urged to stay in close contact with campus advisors and follow their recommendations on coursework and training to gather the background needed to be considered by the Board of Psychology for licensing at the end for the program.

Other Doctoral Respecialization Programs

Persons accepted for doctoral respecialization in areas other than psychology who are seeking licensure or credentialing in the new area of specialization also need to contact the relevant licensure or certification board to assure that the planned respecialization program will meet the desired certification or licensure requirements.

UNIVERSITY CREDIT COMPLETION REQUIREMENTS

Undergraduate students must complete at least 25% of their program at the University, including the last four sessions/two semesters of their program. Graduate and credential students credit completion requirements vary by program.

MAXIMUM ACADEMIC TIME LIMITS FOR COMPLETION

The time to completion within a program begins when a student officially starts the program. Maximum time to completion limits are not extended by any time a student may be away from the program, including any withdrawals, absences, dismissals, etc. Maximum academic time limits for degrees are as follows:

Undergraduate Degree	6 years
Credential Programs (except PPS)	3 years
Master's Degree/PPS	5 years
Juris Doctorate (part-time only)	7 years
Doctoral Degree (CSFS)	7 years
Doctoral Degree (CSML/CSOE/CSPP)	8 years

GRADUATION

Application for Graduation

All graduating students must submit an online degree application for graduation by the deadline date listed in the annually issued Academic Calendar. A non-refundable graduation fee must be paid to Student Business Services by all degree candidates at the time of application.

Commencement

Commencement ceremonies are held once a year in May or June. Students may choose which campus ceremony they wish to attend as long as they meet the criteria below.

To participate in commencement:

1. Undergraduate and master's students (both terminal and non-terminal) must be in good academic standing and have completed at least 80% of the required units for their degree by the end of the Spring semester or April/May session.
2. Doctoral students (excluding Juris Doctorate) must have completed all coursework and successfully completed their final oral defense by the date specified by the University.
3. Students in the Juris Doctorate program must be in good academic standing and have successfully completed at least 80% of the required units for their degree by the end of the Spring semester.

Degree Completion

Only the University Registrar or designee is authorized to issue confirmation documentation attesting to matters pertaining to a student's academic work at the University. All degrees will be posted once all degree requirements are completed, assuming all applicable paperwork has been submitted. Requirements are considered complete when relevant documents are received in the Registrar's Office and, in the case of thesis/dissertation, the date filed in the campus library.

Completion of academic requirements for a degree is termed graduation. The ceremony celebrating this achievement is commencement. Participation in the commencement ceremony does not guarantee graduation.

Degree Completion Date for Psychology Licensure

The degree completion date for purposes of the California Board of Psychology (BOP) eligibility for postdoctoral internship hours is the date on which all academic requirements have been completed (e.g., coursework, internship, psychotherapy and doctoral dissertation or project). Doctoral students normally begin accumulating post-doctoral hours from the date all academic requirements are completed.

For students who do not have administrative clearance due to financial reasons, the date of academic completion will remain the official completion date, but all academic records will be held until administrative clearance is completed.

Diplomas

The current Alliant diploma policy is posted on the Registrar's website at www.alliant.edu/registrar. To receive diplomas, students must clear their accounts with the Student Business Services Office.

EXCEPTIONS TO ACADEMIC REGULATIONS

A request for an exception to a published University academic policy or a request for any special academic privilege must be made in writing and initiated through a Program Director (or equivalent) or an academic advisor. All documentary evidence in support of each application for academic exception or academic privilege should be submitted with the written request. Each case will be decided on its own merits. All exceptions, waivers and special privileges are subject to review by the academic dean for a final decision. Students are encouraged to maintain their own personal copies of all paperwork submitted.

PROGRAMS

CALIFORNIA SCHOOL OF MANAGEMENT & LEADERSHIP

Certificate in Financial Management

School: California School of Management and Leadership

Modality(ies): Hybrid

Calendar(s): 8-week term

Program Description/Overview
The certificate curriculum is designed to train students for focused skills in financial management and accounting areas. Courses teach skills needed for professional positions in the finance and accounting areas. The certificate program provides courses relevant to enhancing skills in the field and are geared for professionals already working in industries and segments where these topics are needed for successfully performing their work. The courses include instruction on concepts in the financial and accounting area, analytical skills, and practical knowledge in applying and integrating these skills through real life projects, case studies, and presentations. The delivery format serves working adult students who want to complete the certificate in a format that would make it possible to continue working while studying.

The program offers courses in the evenings with each course having class scheduled one night a week over a Term of eight weeks.

Program Learning Outcomes/ Goals
Certificate Program Competency/ Learning Outcomes:
1. Demonstrate understanding of financial management concepts for business performance

2. Demonstrate understanding of managerial accounting concepts for business performance

3. Apply critical thinking skills in analysis of financial and accounting data

Program-Specific Admission Requirements
1. GPA: Applicants need to meet one of the following GPA requirements:

    a. Overall Bachelor's GPA is 2.75 or above or

    b. Overall Bachelor's GPA is between 2.60 and 2.75, plus Minimum five (5) years professional work experience, or

    c. Minimum GPA of 2.75 in the last 60 units of coursework (include graduate work) completed, or

    d. An accredited master's degree with overall GPA 3.0 or above

2. Resume

3. Recommendations: Encouraged but not required

4. English Proficiency (International applicants):

    a. CSML will admit students with IELTS score of 6.0 with no individual band score below 5.5 (TOEFL IBT 75, PTE 50). Students can start their academic program immediately on entry into their program.

    b. CSML will conditionally admit students with IELTS score 5.5-5.9 with no individual band score below 5.5 (TOEFL IBT 60, PTE 42). Students will start in an English program and upon successful completion will start their academic program

    c. Students with IELTS scores 5.0-5.4 (TOEFL 45, PTE 36) will be admitted to a full ESL program. Upon successful completion of the ESL program, they will start their academic programs

Upon receipt and review of all documentation, the candidate will be considered for enrolling in the certificate. Final decision will be made by the Program Faculty.

Note that students may apply for admission in the final year of their undergraduate program if they are confident they will meet the admission requirements below upon completion of their Bachelor degree. A completed Bachelor's degree, with appropriate GPA, is required to remain enrolled after admission. Final transcripts of the completed Bachelor degree need to be submitted before students will be allowed to register for classes.

Credit Units
Total Credit Units: 9
Total Core Credit Units: 9
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
- FIN6000 - Financial and Accounting Management (3 units)

Term 2 (3 units)
- FIN6010 - Advanced Finance and Managerial Accounting (3 units)

Term 3 (3 units)
- FIN6015 - Asset and Bank Management (3 units)

Doctor of Business Administration

School: California School of Management and Leadership

Modality(ies): On-ground, hybrid, online

Calendar(s): 8-week term

Program Description/Overview

The program is designed to provide a multidisciplinary and global perspective for managers and leaders to improve their practical and theoretical capabilities to create new knowledge and apply it to create innovation and solve problems in organizations in the 21st century.

The program encourages an interdisciplinary and trans-disciplinary approach integrating ideas from Business, the Humanities and the Behavioral, Social and Health Sciences. The program prepares students for advanced positions in management or consulting, or academic positions in teaching, research or administration in Higher Education institutions. Students will learn in classes with their professors and they will also engage in extensive self-learning and collaborative learning opportunities such as the research labs.

Emphasis/Concentration/Tracks

Marketing

This specialization is geared towards students with a broad range of interests including but not limited to the organizational strategy of firms, managing and growing organizations, and behavior of employees, teams and groups, strategies for political and social influence and organizational learning and adaptation. Doctoral candidates in this specialization will be able to create new knowledge for application in the real-world to the evolving needs of complex global organizations and their management. They learn and research theory and application, leading them to impact management practices across the globe.

Information and Data Science

This specialization is geared towards students with a focused interest in understanding and contributing to knowledge creation within the broad and contemporary field of data revolution. Data science can be researched from a quantitative, programming and applied

perspectives. The specialization emphasizes research in the data and information science areas from the applied perspective of impacting organizational, management and competitive perspectives. The program will also provide experience in important, business related data-science problems in diverse fields including ethical and societal considerations surrounding data science and its applications.

Management

This specialization prepares students with broad based foundational skills for academic research, consulting and corporate positions in organizations. The specialization is geared towards students with an interest in understanding and contributing to knowledge creation within the fields of strategy, leadership, human resource management, international strategy, growth and competitiveness, organizational development and theories. Students learn emerging theories and research issues to develop solutions to complex management problems.

Program Learning Outcomes/ Goals

1. Develop research-based solutions in complex environments using discipline-specific theory in an area of specialization.

2. Conduct scholarly literature review relevant to business decision-making in an area of specialization.

3. Demonstrate understanding of multicultural and international issues influencing success of solutions in organizations.

4. Analyze and research contemporary business problems using appropriate qualitative and quantitative methods, tools, or techniques.

5. Contribute knowledge by utilizing data and interdisciplinary understanding for identifying business problems and developing solutions that may lead

to highly functioning and sustainable organizations.

6. Demonstrate ethical and professional skills for leadership roles in academia, consulting or business organizations.

7. Demonstrate competence in interpersonal communication in virtual, cross-functional and/or interdisciplinary teams.

Training Model

This is an applied doctoral degree and graduates work in academia, corporations, not-for-profits, consulting agencies upon graduation. Accordingly, the program ensures comprehensive coverage of the body of knowledge and skills needed for graduates to perform successfully in academia as well as corporations and other organizations. The curriculum is a focused, rigorous program with a business and management emphasis as well as a research orientation.

Students must demonstrate an ability to work independently with initiative and diligence to design and implement an empirically grounded and theoretically significant contribution to their field. This is accomplished under the mentorship and supervision of a Doctoral Chair and Committee.

Program-Specific Admission Requirements

1. GPA: Students must have a minimum GPA of 3.0

2. Recommendations: Each candidate must provide two written confidential recommendations from those who can attest to the applicant's abilities, interests, and proven accomplishments in education.

3. Resume

4. Personal essay: A two-page essay describing the following:

   a. the professional organizations to which you belong,

b. honors, activities and other creative accomplishments, and

c. a brief autobiographical statement including future professional plans.

5. Interview: Upon receipt of all admissions documentation, the applicant will be interviewed by the DBA Program Committee or other qualified core faculty.

Final admissions decision will be made by the DBA Program Committee.

Programmatic Accreditation
The program is currently in candidacy status for global business accreditation through the Accreditation Council for Business Schools and Programs (ACBSP).

Internship, Practicum, and/or Dissertation Information
In addition to the classroom instruction, students get real-world experience in real client contexts. These experiences are designed to expose students to learning experiences within the program that require them to apply theory and models to real academic, organizational or non-profit settings. This is achieved through a variety of learning experiences designed to develop professional practice related skills in student's areas of study or specialization. DBA ground students may engage in internship experiences. DBA online students will engage in projects with real secondary data and information. In cases where a student in the ground program is unable to secure an internship site, another option such as an applied project will be made available to ensure they meet the course requirements supervised by the instructor (international students need to meet their international student advisor for details).

This is designed to provide students with in depth supervised practical learning experiences. The internship option should be chosen by international students after one (1) academic year in the program. Contact the International Students Office

for details in case you want to do the internship prior to completion of one (1) academic year.

Credit Units
Total Credit Units: 60
Total Core Credit Units: 45
Total Elective Credit Units: N/A
Total Concentration Credit Units: 15

Degree Requirements
Students must pass a qualifying exam (projects) to ensure qualified doctoral candidacy.

Emphasis/Concentration/Track Requirements
Marketing
- MKT7024 - Qualitative and Survey Research (3 units)
- MKT8021 - Theoretical Foundations and Models of Marketing (3 units)
- MKT8022 - Advanced Consumer Behavior and Culture (3 units)
- MKT8023 - Advanced Digital Marketing and Analytics (3 units)
- MKT8024 - Seminar in Marketing Analysis and Strategy (3 units)

Information and Data Science
- DAT7024 - Qualitative and Survey Research (3 units)
- DAT8021 - Information Management (3 units)
- DAT8022 - Knowledge Discovery and Data Mining (3 units)
- DAT8023 - Big Data Analytics (3 units)
- DAT8024 - Seminar in Special Topics in Data Science (3 units)

Management
- MGT7024 - Qualitative and Survey Research (3 units)
- MGT8021 - Contemporary Readings in Strategy (3 units)
- MGT8022 - Management, Strategy and Leadership (3 units)

- MGT8023 - Seminar in Special Topics 1 (3 units)
- MGT8024 - Seminar in Special Topics 2 (3 units)

Curriculum Plan
8-Week Calendar
Term 1 (6 units)
- BUS7011 - Foundations and Critical Issues in Global Business (3 units)
- BUS7025 - Foundations of Research (3 units)

Term 2 (6 units)
- BUS8031 - Global Change Management (3 units)
- BUS7054 - Research Scholars Community (3 units)

Term 3 (3 units)
- BUS7035 - Advanced Statistics I (3 units)

Term 4 (6 units)
- BUS7062 - Cross Cultural Management and Global Issues (3 units)
- Specialization Course 1 (3 units) - take Qualitative and Survey Research

Term 5 (3 units)
- BUS7036 - Advanced Statistics II (3 units)

Term 6 (6 units)
- BUS8051 - Innovation, Technology and Sustainability Management (3 units)
- Specialization Course 2 (3 units) - not Qualitative and Survey Research

Term 7 (3 units)
- BUS7023 - Advanced Multivariate Statistics (3 units)

Term 8 (6 units)
- BUS8064 - Competency Project I (3 units)
- Specialization Course 3 (3 units) - not Qualitative and Survey Research

Term 9 (4.5 units)
- BUS8065 - Competency Project II (3 units)
- BUS9980A - Dissertation Research 1A (1.5 units)

Term 10 (4.5 units)
- Specialization Course 4 (3 units) - not Qualitative and Survey Research
- BUS9980B - Dissertation Research 1B (1.5 units)

Term 11 (4.5 units)
- Specialization Course 5 (3 units) - not Qualitative and Survey Research
- BUS9981A - Dissertation Research 2A (1.5 units)

Term 12 (1.5 units)
- BUS9981B - Dissertation Research 2B (1.5 units)

Term 13 (1.5 units)
- BUS9982A - Dissertation Research 3A (1.5 units)

Term 14 (1.5 units)
- BUS9982B - Dissertation Research 3B (1.5 units)

Term 15 (1.5 units)
- BUS9983A - Dissertation Research 4A (1.5 units)

Term 16 (1.5 units)
- BUS9983B - Dissertation Research 4B (1.5 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Business_Administration.html.

Doctor of Philosophy in Leadership

School: California School of Management and Leadership

Modality(ies): On-ground, hybrid, online

Calendar(s): 8-week term

Program Description/Overview

This is a multidisciplinary program designed to develop and prepare students for a role in leadership. The program trains professionals, practitioners, researchers, and facilitators of learning who can apply their knowledge to developing leadership at all levels in any organization in any part of the world.

This program for experienced professionals and leaders who would like to progress to a higher level in their careers and in their own knowledge and expertise. The program follows a professional practice model, emphasizing core competencies that integrate theory, research, and practice in training leaders for local and global careers. Students are rigorously trained in applying leadership knowledge base to practice. Throughout the program students are expected to learn, to apply, and to teach in order to make a difference in a world desperately in need of qualified leaders and of widely diffused leadership.

In addition to becoming thoroughly grounded in the theory, students go through a series of courses that allow them to assess and create a development plan for their own leadership capabilities in a coaching model format of teaching and learning. Students are also required to complete practicum courses that allow them to apply the knowledge and models that they gained in the program.

This program has a strong focus on diversity and on international competencies, with professors and students having diverse backgrounds and coming from different countries. Cohorts in the program include accomplished professionals who are working in successful positions, some with international backgrounds and several are former US military. This creates a network

of professionals that enhances life long career opportunities of the graduates. Many of our students publish, either writing books or conference papers or journal articles which further enhances their professional stature.

It is expected that this program will take a minimum of three (3) years full-time study, however, a more practical time frame is four (4) years due to the fact that working students will not be able to take every class when offered. Additional terms may be needed to complete the dissertation.

Program Learning Outcomes/ Goals

Overarching Program Goals

1. Academic Goals: Through a thorough grounding in established and emerging leadership theory and practice, training in research methodology, participation in the collective doctoral community learning experiences, the doctoral students will successfully create new knowledge in the field of leadership studies and disseminate that knowledge through a published dissertation. This kind of new knowledge creation meets the academic research competency requirements of a PhD and also develops the conceptual skills that are necessary for executive-level leadership within organizations.

2. Applied or Practitioner Goals: This doctoral program also puts emphasis on applied and practitioner aspects of leadership. Authentic and mindful leadership, increased insight into the many dimension of leadership, and the formulation of a personal philosophy of leadership are taught in the program. In addition, the two Practicum courses provide an opportunity for students to apply their leadership knowledge and skills to solving problems in the context on an organization in a global context. These

applied and practitioner goals will help to further the leadership career aspirations of our doctoral students.

Program Learning Outcomes

1. Apply knowledge of leadership theories, research methods, and research design to evaluate literature or conduct original research to advance the field of leadership.

2. Apply leadership theory to initiate transformative solutions and propose opportunities for improvement in a global organizational context.

3. Choose culturally appropriate communication and build productive relationships with people of diverse cultural and international backgrounds.

4. Value greater self-awareness regarding personal strengths and areas for development to enhance leadership competencies.

5. Create new knowledge through critical evaluation and relevant application of leadership theories and communicate it with clarity and impact utilizing written and oral communication channels.

6. Develop a set of ethical standards and model them in decision-making in the practice of leadership with colleagues, other students, and the general public in a local and global environment.

7. Demonstrate a strategic leadership approach with an emphasis on successful completion of tasks in virtual, cross-functional, and/or interdisciplinary teams.

Training Model

The program is designed to provide a multidisciplinary and global perspective for managers and leaders to improve their practical and theoretical capabilities to create new knowledge and apply leadership to create innovation and solve problems in organizations in the 21st century.

The program encourages an interdisciplinary and trans-disciplinary approach integrating theories and insights principally from Business and Psychology. The program prepares students for executive positions in leadership; leadership consulting, or academic positions in teaching, research or administration in Higher Education institutions.

The two focus areas:

1. Research (evolving and new theories and models): The major part of the curriculum and doctoral experience, supported by 50 units of course work, focuses on core leadership concepts, research methods, and methodology.

2. Application: The second focus of the curriculum is on application. It is supported by 10 units of course work including practicums and internships

Program-Specific Admission Requirements

1. GPA: Students must have a minimum GPA of 3.0

2. Recommendations: Each candidate must provide two written confidential recommendations from those who can attest to the applicant's abilities, interests, and proven accomplishments in education.

3. Resume

4. Personal essay: A two-page personal essay describing any one of the following is required:

   a. Describe your personal objectives in applying to the program. Also discuss why you are attracted to studying at Alliant International University.

   b. Write a brief autobiographical sketch, highlighting your leadership experience in general.

   c. In a few paragraphs, focus in detail on one specific, important leadership experience in your

career. Describe the situation you faced, your actions, the results of your leadership, and any lessons you learned about leadership and/or yourself.

   d. Although we recognize that your specific areas of interest may change over the course of your training, please describe a research topic related to leadership that you might like to explore during your studies at the University. Please be as specific as possible.

5. Interview: Upon receipt of all admissions documentation, the applicant will be required to interview if qualified

International students will also have to satisfy additional requirements below:

1. Official TOEFL Score (550, 213, 75 IBT), or

2. IELTS 6.0 or above

Programmatic Accreditation

The program is currently in candidacy status for global business accreditation through the Accreditation Council for Business Schools and Programs (ACBSP).

Internship, Practicum, and/or Dissertation Information

Students are required to participate in two internship courses as part of their learning experience within the program. The internship is designed to develop professional practice related skills in student's area of interest through a variety of work experiences which could involve independently conducted projects or an internship in professional and organization settings which include their own workplace. There are also two practicums designed to provide students with in depth supervised practical learning experiences. If a student is unable to secure a practicum site, another option such as a project will be made available to them to ensure they meet the course requirements through an

applied project designed with the instructor. (International students need to meet their international student advisor for details). International students should choose the internship option after one (1) academic year in the program. Students should contact the International Students Office for details if they want to do the internship prior to completion of one (1) academic year.

Credit Units

Total Credit Units: 60
Total Core Credit Units: 60
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

A comprehensive exam is required.

Curriculum Plan

8-Week Calendar

Term 1 (6 units)
- LDR8720 - Theories of Leadership (3 units)
- LDR7025 - Foundations of Research (3 units)

Term 2 (3 units)
- LDR8710 - Inter-Disciplinary Foundations of Leadership: Psychology, Management (3 units)

Term 3 (3 units)
- BUS7035 - Advanced Statistics I (3 units)

Term 4 (6 units)
- LDR8770 - Group Dynamics and Team Leadership (3 units)
- LDR7028 - Qualitative and Survey Research (3 units)

Term 5 (3 units)
- BUS7036 - Advanced Statistics II (3 units)

Term 6 (6 units)
- LDR8740 - Multicultural and International Leadership (3 units)
- LDR8760 - Ethics and Leadership in Organizations (3 units)

Term 7 (3 units)
- BUS7023 - Advanced Multivariate Statistics (3 units)

Term 8 (6 units)
- LDR8840 - Facilitating Leadership Development in Others (3 units)
- LDR8780 - Creating Change and Innovation (3 units)

Term 9 (6 units)
- ELM8830 - Leadership and Learning Organizations (3 units)
- LDR8821 - Core Leadership Skills (3 units)

Term 10 (3 units)
- LDR8831 - International Leadership Experience (Practicum) (3 units)

Term 11 (4.5 units)
- LDR8850 - Leadership: Internship (3 units)
- BUS9980A - Dissertation Research 1A (1.5 units)

Term 12 (1.5 units)
- BUS9980B - Dissertation Research 1B (1.5 units)

Term 13 (1.5 units)
- BUS9981A - Dissertation Research 2A (1.5 units)

Term 14 (1.5 units)
- BUS9981B - Dissertation Research 2B (1.5 units)

Term 15 (1.5 units)
- BUS9982A - Dissertation Research 3A (1.5 units)

Term 16 (1.5 units)
- BUS9982B - Dissertation Research 3B (1.5 units)

Term 17 (1.5 units)
- BUS9983A - Dissertation Research 4A (1.5 units)

Term 18 (1.5 units)
- BUS9983B - Dissertation Research 4B (1.5 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Philosophy_Leadership.html.

Master of Business Administration

School: California School of Management and Leadership

Modality(ies): On-ground, online, hybrid

Calendar(s): 8-week term

Program Description/Overview

This program curriculum is designed to train students for professional practice by enhancing their skills in the current employment situation or educating them for new professional challenges. The MBA program provides advanced business, management and analytical skills, and extensive practical experience in applying and integrating these skills through projects, case studies, and presentations. The program delivery format was developed to serve working adult students who want to complete their degrees in a format that would make it possible to continue working while achieving the outcomes of the program.

The program follows a cohort model, with all students taking the core curriculum courses as a cohort at the beginning of the program, followed by concentration tracks during their remaining program of study.

Emphasis/Concentration/Tracks

Corporate Finance

This concentration targets the expertise required in current financial environments and provides a clear understanding of practical financial decision-making. Students will gain an understanding in the way money and accounting affect businesses. The corporate finance concentration instills essential set skills sets in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation necessary in corporate finance positions and in other related careers. Potential career opportunities for students with a corporate finance concentration includes work in investment and merchant banks, insurance and pension funds, and for governments and multinational companies, a CFO, corporate treasurer, controller, director of finance, financial analyst, credit manager or cash manager.

Entrepreneurship and Innovation (on-ground only)

The purpose of this concentration is to prepare students to meet the challenging demands of leading new businesses and maintaining their growth through the process of innovation. One way to ensure that learning and transfer of knowledge occurs is to enable students to become curious, creative, and able to apply their skills in designing and presenting well-planned ventures.

Students will thrive in a verity of careers such as Product Innovation Director, Director of Innovation, or Innovation and Strategy Director. Other career opportunities are in the area of Innovation Architecture, Research & Development, Business Development, Financial Analysis, Marketing & Sales, and Innovation Management Consulting.

Hospitality Management

This concentration is designed to provide an opportunity for students to meet the needs of the growing and fast-paced hospitality industry. It will prepare students for careers in the large hospitality segment focusing on the hotels industry but also including the travel and tourism segments. The courses provide an understanding of emerging aspects in these segments which include a number of highly profitable markets which are also poised to grow with innovation and technology. Employers and market trends confirm that careers in these fields are coveted, well-paid with a well-defined progress path. Students should also note that demand for professionals in the hospitality industry is internationally growing.

Information and Technology Management (on-ground only)

This concentration gives students specialized knowledge in enterprise business process integration, enterprise system analysis, enterprise data management and utilization of business intelligence, as well as information systems for small and medium enterprises. SAP software is utilized for a large part of the hands-in instruction, making this concentration very practical for the real0work IT areas. The concentration provides expert training on the full range of SAP products from SAP Netweaver and SAP ERP through SAP Business Suite or SAP Business Objects Solutions. For further details, refer to the detailed SAP instruction sheet.

Marketing and Digital Trends

In this concentration, students learn important principles and applications of branding and brand management, how to develop and articulate marketing plan and sales strategy, how to conduct market research, collect and analyze data, and gain in-depth understanding of consumer behaviors in the global context and the impacts of national and geographic cultures.

This concentration also provides the technical skillsets necessary to function in the rapidly advancing digital marketing era. As marketing continues to develop alongside a range of new technological advancements, the need for professionals who understand the changing digital environment is greater than ever. Digital marketing skills are in serious demand and the digital skills gap is set to widen, the job market is growing and companies are putting more efforts into digital marketing than ever before.

Management and Leadership

This concentration is designed to provide students with theoretical and practical management knowledge and to prepare them to become skilled and effective in managing and leading any type of organization. Among the many benefits of this concentration is that students will become aware about their own leadership style and gained skills for developing leadership skills in others.

Students may choose their career paths from a variety of areas, including Retail, General Management, Sustainable Management and Development, Human Resources, Marketing and Public Relations, Organizational management, International Business Relations, or Entrepreneurship.

No Concentration Option

Students sometimes have career goals which align with more than one functional concentration or more than one industry segment. Employers support this graduate preparation in roles such as individual contributors or business overview positions involving a broad expertise in operations, execution or strategy. In such cases, students can discuss with their academic advisor and/or the program director to complete the program with a diverse set of concentration courses. If approved, they may complete 12 units from amongst the courses offered for the other MBA concentrations with approval from their

Academic Advisor. Students who choose this option will not have a specific concentration noted on their record upon graduation.

Program Learning Outcomes/ Goals

1. Demonstrate professional business skills and apply critical thinking skills in the context of an ethical business workplace

2. Demonstrate competence in interpersonal, oral, written, and technological skills in an individual and multicultural team environment

3. Demonstrate the ability to collect, analyze, and critically evaluate data as information to arrive at rationale conclusions

4. Demonstrate the ability to make ethical and socially responsible decisions in business scenarios

Program-Specific Admission Requirements

1. GPA: Applicants need to meet one of the following GPA requirements:

   a. Overall Bachelor's GPA is 2.75 or above or

   b. Overall Bachelor's GPA is between 2.60 and 2.75, plus Minimum five (5) years professional work experience, or

   c. Minimum GPA of 2.75 in the last 60 units of coursework (include graduate work) completed, or

   d. An accredited master's degree with overall GPA 3.0 or above

2. Resume

3. Recommendations: Encouraged but not required

4. Personal essay: A 1 to 2 page personal essay describing the following is required:

   a. A brief autobiographical statement including future professional plans

the professional organizations to which you belong and honors, activities and other creative accomplishments.

5. English Proficiency (international applicants):

   a. CSML will admit students with IELTS score of 6.0 with no individual band score below 5.5 (TOEFL IBT 75, PTE 50). Students can start their academic program immediately on entry into their program.

   b. CSML will conditionally admit students with IELTS score 5.5-5.9 with no individual band score below 5.5 (TOEFL IBT 60, PTE 42). Students will start in an English program and upon successful completion will start their academic program

   c. Students with IELTS scores 5.0-5.4 (TOEFL 45, PTE 36) will be admitted to a full ESL program. Upon successful completion of the ESL program, they will start their academic programs.

Final admissions decision will be made by the Program Faculty.

Note that students may apply for admission in the final year of their undergraduate program if they are confident they will meet the admission requirements above upon completion of their Bachelor's degree. A completed Bachelor's degree, with appropriate GPA, is required to remain enrolled after admission.

Programmatic Accreditation

The program is currently in candidacy status for global business accreditation through the Accreditation Council for Business Schools and Programs (ACBSP).

Internship, Practicum, and/or Dissertation Information

Students will have the option to take a capstone course or participate in

the internship series as part of their culminating learning experience within the program. The Internship option is designed to develop professional practice related skills in student's area of concentration through a variety of work experiences which could involve independently conducted projects in professional settings or an internship. This is designed to provide students with in depth supervised practical learning experiences. The Internship option should be chosen by international students after in one (1) academic year in the MBA program. Contact the International Students Office for details in case you want to do the internship prior to completion of one (1) academic year.

Credit Units

Total Credit Units: 36
Total Core Credit Units: 24
Total Elective Credit Units: N/A
Total Concentration Credit Units: 12

Prerequisite Courses

The following two (2) prerequisite courses are required for students without a business major:

- ACT5000 - Financial and Managerial Accounting (3 units)

- ECO5000 - International Economics and Trade (3 units)

Emphasis/Concentration/Track Requirements

Corporate Finance

- FIN6010 - Advanced Finance and Managerial Accounting (3 units)

- FIN6015 - Asset and Bank Management (3 units)

- FIN6020 - Financial Markets and Institutions (3 units)

- IND6000 - Industry Infrastructure, Functional Aspects and Systems (3 units)

Entrepreneurship and Innovation

- ENT6010 - Entrepreneurship and Innovation (3 units)

- IST6499 - Information Systems Technology and Infrastructure Management (3 units)

- PMI6010 - Project Management (3 units)

- IND6000 - Industry Infrastructure, Functional Aspects and Systems (3 units)

Hospitality Management

- HMG6000 - Sales Management for Hospitality (3 units)

- HMG6010 - Trends in Hospitality & Tourism (3 units)

- HMG6020 - Entrepreneurship in Hospitality (3 units)

- HMG6030 - Development of Careers, Workforce and Talent in Hospitality Industry (3 units)

Information and Technology Management

- IST6320 - Enterprise Business Process Integration (3 units)

- IST6488 - Data Analytics and Decision Making (3 units)

- IST6499 - Information Systems Technology and Infrastructure Management (3 units)

- IND6000 - Industry Infrastructure, Functional Aspects and Systems (3 units)

Marketing and Digital Trends

- MKT6026 - Consumer Behavior and Culture (3 units)

- MKT6036 - Marketing Research and Data Analytics (3 units)

- MKT6056 - Digital and Social Media Marketing (3 units)

- IND6000 - Industry Infrastructure, Functional Aspects and Systems (3 units)

Management and Leadership

- LDR6015 - Contemporary Approaches to Leadership (3 units)

- HRM6045 - Strategic HRM and Managing Change (3 units)

- PMI6010 - Project Management (3 units)

- IND6000 - Industry Infrastructure, Functional Aspects and Systems (3 units)

Curriculum Plan
8-Week Calendar

Term 1 (6 units)
- MKT6000 - International Marketing Management (3 units)

- BUS6060 - Organizational Behavior and Global Leadership (3 units)

Term 2 (3 units)
- BUS6090 - Statistical Analysis and Modeling for Business (3 units)

Term 3 (6 units)
- FIN6000 - Financial and Accounting Management (3 units)

- IST6010 - Technology for Managerial Decision Making (3 units)

Term 4 (3 units)
- BUS6020 - Strategic Management (3 units)

Term 5 (6 units)
- MGT6000 - Operations Management and Logistics (3 units)

- BUS6900 - Capstone: Management in a New Age (3 units)

or the following three courses:

- PPI6901 - Project or Professional Practice Internship (1 unit)

- PPI6902 - Project or Professional Practice Internship (1 unit)

- PPI6903 - Project or Professional Practice Internship (1 unit)

Term 6 (3 units)
- Concentration Course 1 (3 units)

Term 7 (6 units)
- Concentration Course 2 (3 units)

- Concentration Course 3 (3 units)

Term 8 (3 units)
- Concentration Course 4 (3 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Business_Administration.html.

Master of Science in Data Analytics

School: California School of Management and Leadership

Modality(ies): On-ground, hybrid, online

Calendar(s): 8-week term

Program Description/Overview
The Master of Science of Data Analytics degree enables students to learn the tactics and techniques needed to work with diverse data sets, a range of analytics platforms and reporting tools, to ultimately tell an actionable data driven story, tell that story right, and tell it right now.

Students are given the opportunity to roll up their sleeves in structured classroom environments to work directly with top enterprise solutions such as Google Analytics 360 Suite, Adobe Analytics Suite, Python, R, SQL, Hadoop, Moz, Hitwise, IBM CoreMetrics, Gephi, Power BI, Power Pivot, and so much more. Coupled to a dynamic range of statistical data modeling methods and functions, students learn the critical skills required to work with stakeholders and descriptive, predictive, prescriptive, diagnostic and logistical performance outcomes.

In the emerging fields of Big Data, Data Science, Analytics, and Reporting, Analysts are in demand across all vertical industries. The MSDA program puts these roles within the grasp of graduates, including Analytics Associates, Enterprise Analysts, CRM and Customer Journey Analysts, market analysts, data scientists, Optimization Analysts, Supply Chain Analysts, and more.

The program is not yet Title IV approved; therefore, students enrolling in this program

are not eligible for federal financial aid at this time, but may apply for private education loans through an outside lender.

Program Learning Outcomes/ Goals

1. Demonstrate an understanding of techniques for maximizing the value of data in organizations

2. Apply critical thinking skills in the context of problem solving in the business workplace

3. Project a positive, pro-active and non-judgmental attitude towards diverse cultural and international identities in interpersonal and professional interactions

4. Demonstrate competence in communicating data solutions to organizational audiences

5. Apply knowledge and skills in data science in the context of the organization

6. Be able to make ethical and socially responsible decisions for data applications in business

7. Apply methods to collect, analyze, and critically evaluate data and information technology

Program-Specific Admission Requirements

Applicants must satisfy the requirements stipulated in the "Admissions and Registration" section of the University catalog, and must also meet the following criteria:

GPA: Applicants need to meet one of the following GPA requirements

1. Overall Bachelor's GPA is 2.75 or above, or

2. Overall Bachelor's GPA is between 2.60 and 2.75, plus a Minimum five (5) years professional work experience, or

3. Minimum GPA of 2.75 in the last 60 units of coursework (include graduate work) completed, or

4. An accredited master's degree with overall GPA 3.0 or above

Resume: A current resume is required

Recommendations: Encouraged but not required

Personal essay (max. 2 pages): an autobiographical statement with future professional plans, the associated professional organizations and honors, activities and other accomplishments.

English Proficiency (International applicants)

1. CSML will admit students with IELTS score of 6.0 with no individual band score below 5.5 (or equivalent). Students can start their academic program immediately on entry into their program.

2. CSML will conditionally admit students with IELTS score 5.5-5.9 with no individual band score below 5.5 (or equivalent). Students will start in an English program and upon successful completion will start their academic program

3. Students with IELTS scores 5.0-5.4 will be admitted to a full ESL program. Upon successful completion of the ESL program, they will start their academic programs.

Upon receipt and review of all documentation, the candidate will be considered for final admission. Final admissions decision will be made by the Program Faculty.

Note that students may apply for admission in the final year of their undergraduate program if they are confident they will meet the admission requirements above upon completion of their Bachelor degree. A completed Bachelor's degree, with appropriate GPA, is required to remain enrolled after admission. Final transcripts of the completed Bachelor degree need to be submitted before students will be allowed to register for classes.

Programmatic Accreditation

The program is currently in candidacy status for global business accreditation through the Accreditation Council for Business Schools and Programs (ACBSP).

Credit Units

Total Credit Units: 33
Total Core Credit Units: 33
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses

This program has two pre-requisite courses that are to be completed during Session 1 and 2 of Year One. Applications for a waiver is to be made to the program academic advisor. For consideration to waive the pre-requisite courses, students must satisfy one of the following requirements:

1. Bachelor Degrees: Students with undergraduate majors including a course in math, a course in statistics and a course in programming are eligible to apply for waivers of the program pre-requisites courses. A 3-unit equivalent course completed at the Bachelors level within the last 3 years in math and in statistics with a grade of B+ or better will waive the DAT5005 pre-requisite course. A 3-unit equivalent course completed at the Bachelors level in programming (e.g., C++, .NET/C#, JAVA, R, or Python) and in math and in statistics within the last 3 years with a grade of B+ or better will waive the DAT5000 pre-requisite course. In cases where the course was completed more than 3 years ago, students can apply for a waiver and the program will assess the course contents.

2. Masters Degrees: Students with a masters including a course in math or statistics, and a course in programming at the masters level, completed with a grade of B or better in the previous 3 years can waive the applicable subject area pre-requisite course for the MSDA program.

The prerequisite courses for this program are to be completed during Session 1 and 2 of Year One:

- DAT5000 - Essentials of Informatics Using Python (3 units)
- DAT5005 - Basic Applied Statistics (3 units)

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
- DAT6010 - Foundations of Data and Decision Algorithms (3 units)

Term 2 (6 units)
- DAT6020 - Database Design Principles and Technologies (3 units)
- DAT6030 - Architectures and Methods for Data Mining (3 units)

Term 3 (6 units)
- DAT6040 - Data Visualization (3 units)
- DAT6050 - Big Data Tools (3 units)

Term 4 (3 units)
- MGT6015 - Management & Marketing Models for Managerial Decision Making (3 units)

Term 5 (6 units)
- MGT6020 - Strategy and Financial Planning in Global Contexts (3 units)
- IST6488 - Data Analytics and Decision Making (3 units)

Term 6 (3 units)
- PMI6010 - Project Management (3 units)

Term 7 (6 units)
- IND6000 - Industry Infrastructure, Functional Aspects and Systems (3 units)

- DAT6900 - Capstone: Data Management in a New Age (3 units)

or the following three courses:

- PPI6901 - Project or Professional Practice Internship (1 unit)
- PPI6902 - Project or Professional Practice Internship (1 unit)
- PPI6903 - Project or Professional Practice Internship (1 unit)

Master of Science in Healthcare Analytics

School: California School of Management and Leadership

Modality(ies): On-ground, online, hybrid

Calendar(s): 8-week term

Program Description/Overview
The classes will all be offered on campus, beginning at the main San Diego campus. All courses will be supported by the Canvas Learning Management System as a course document repository for the course syllabi and submission of assignments. Courses have one hour a week of project lab work that will be conducted either on-site or via distance learning. The final learning experience in the curriculum is either a Capstone course or a Professional Practice Internship in a healthcare or medical setting.

The program is not yet Title IV approved; therefore, students enrolling in this program are not eligible for federal financial aid at this time, but may apply for private education loans through an outside lender.

Program Learning Outcomes/ Goals
1. Define and comply with key legal, regulatory, and ethical constraints and safeguards to protect sensitive client data.

2. Conduct logistical, diagnostic, descriptive, predictive, and prescriptive statistical evaluations to quickly

and accurately inform healthcare stakeholders.

3. Recognize, articulate, and utilize key performance and financial indicators in health information analysis and reporting.

4. Effectively synthesize and integrate ontological classifications, nomenclature, and coding into healthcare systems and analytics processes.

5. Evaluate and represent trending and phenomenological healthcare data results leading to improvement and optimization opportunities.

6. Identify and resolve issues related to the implementation of ambulatory, clinical, acute care, long-term care, electronic health records, patient demographic, patient satisfaction surveying, and electronic prescribing healthcare data and reporting initiatives.

Program-Specific Admission Requirements
1. GPA: Applicants need to meet one of the following GPA requirements:
   a. Overall Bachelor's GPA is 2.75 or above or
   b. Overall Bachelor's GPA is between 2.60 and 2.75, plus Minimum five (5) years professional work experience, or
   c. Minimum GPA of 2.75 in the last 60 units of coursework (include graduate work) completed, or
   d. An accredited master's degree with overall GPA 3.0 or above

2. Resume

3. Recommendations: Encouraged but not required

4. Personal essay: A 1 to 2 page personal essay describing the following is required:

a. A brief autobiographical statement including future professional plans the professional organizations to which you belong and honors, activities and other creative accomplishments.

5. English Proficiency (international applicants):

a. CSML will admit students with IELTS score of 6.0 with no individual band score below 5.5 (TOEFL IBT 75, PTE 50). Students can start their academic program immediately on entry into their program.

b. CSML will conditionally admit students with IELTS score 5.5-5.9 with no individual band score below 5.5 (TOEFL IBT 60, PTE 42). Students will start in an English program and upon successful completion will start their academic program

c. Students with IELTS scores 5.0-5.4 (TOEFL 45, PTE 36) will be admitted to a full ESL program. Upon successful completion of the ESL program, they will start their academic programs.

Upon receipt and review of all documentation, the candidate will be considered for final admission. Final admissions decision will be made by the Program Faculty.

Note that students may apply for admission in the final year of their undergraduate program if they are confident they will meet the admission requirements above upon completion of their Bachelor's degree. A completed Bachelor's degree, with appropriate GPA, is required to remain enrolled after admission.

Internship, Practicum, and/or Dissertation Information

Students will have the option to take a capstone course or participate in

the internship series as part of their culminating learning experience within the program. The Internship option is designed to develop professional practice related skills in student's area of concentration through a variety of work experiences which could involve independently conducted projects in professional settings or an internship. This is designed to provide students with in depth supervised practical learning experiences. The Internship option should be chosen by international students after in one (1) academic year in the MSHCA program. Contact the International Students Office for details in case you want to do the internship prior to completion of one (1) academic year.

Credit Units

Total Credit Units: 33
Total Core Credit Units: 33
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses

This program has two pre-requisite courses that are to be completed during Session 1 and 2 of Year One. Applications for a waiver is to be made to the program academic advisor. For consideration to waive the pre-requisite courses, students must satisfy one of the following requirements:

1. Bachelor Degrees: Students with undergraduate majors including a course in math, a course in statistics and a course in programming are eligible to apply for waivers of the program pre-requisites courses. A 3-unit equivalent course completed at the Bachelors level within the last 3 years in math and in statistics with a grade of B+ or better will waive the DAT5005 pre-requisite course. A 3-unit equivalent course completed at the Bachelors level in programming (e.g., C++, .NET/C#, JAVA, R, or Python) and in math and in statistics within the last 3 years with a grade of B+ or better will waive the DAT5000 pre-requisite course. In cases

where the course was completed more than 3 years ago, students can apply for a waiver and the program will assess the course contents.

2. Masters Degrees: Students with a masters including a course in math or statistics, and a course in programming at the masters level, completed with a grade of B or better in the previous 3 years can waive the applicable subject area pre-requisite course for the program.

The prerequisite courses for this program are to be completed during Session 1 and 2 of Year One:

- DAT5000 - Essentials of Informatics Using Python (3 units)
- DAT5005 - Basic Applied Statistics (3 units)

Curriculum Plan 8-Week Calendar

Term 1 (6 units)
- HCM6010 - Healthcare Systems, Services, and Infrastructure - A Global Perspective (3 units)
- DAT6020 - Database Design Principles and Technologies (3 units)

Term 2 (3 units)
- DAT6040 - Data Visualization (3 units)

Term 3 (6 units)
- HCM6020 - Legal, Regulatory, and Ethical Issues in Modern Healthcare Structures (3 units)
- HCA6000 - Quantitative & Qualitative Analysis Methods for Healthcare Data Analytics (3 units)

Term 4 (3 units)
- HCA6010 - Health Information Exchange (3 units)

Term 5 (6 units)
- HCA6020 - Health Information Systems Security (3 units)
- HCA6040 - Project Management and Healthcare Systems/Applications Life Cycles (3 units)

Term 6 (3 units)
- HCA6030 - Epidemiology, Patient Care, and Public Health Informatics (3 units)

Term 7 (6 units)
- HCA6050 - Advanced Analysis and Design for Healthcare Systems (3 units)
- HCA6900 - Capstone: Healthcare Analytics in the Current Age (3 units)

or the following three courses:

- PPI6901 - Project or Professional Practice Internship (1 unit)
- PPI6902 - Project or Professional Practice Internship (1 unit)
- PPI6903 - Project or Professional Practice Internship (1 unit)

California School of Forensic Studies

Master of Science in Applied Criminology
School: California School of Forensic Studies

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview
This program combines theory, the latest research and innovation, and knowledge of scientifically-supported best practices to provide advanced criminal justice, security, and victim services knowledge and skills. The curriculum draws on numerous disciplines, with heavy emphasis on criminology, criminal law, and forensic psychology. The study of Applied Criminology teaches student to scientifically study crime, preparing them for careers in: criminal justice, law enforcement (local, state, or federal), victim and social psychological services, border security, education, fire and medical services, and corrections, probation, and parole.

Emphasis/Concentration/Tracks
This program offers three (3) concentrations as follows:

Criminal Behavior: Designed for students interested in understanding offenders from a motivational, psychological, social perspective. Designed to enhance the knowledge base for students aspiring to law enforcement, correctional, investigative or consulting careers.

Victimology: Designed for students interested in understanding crime and its impact on victims, this concentration aims to enhance the knowledge base for students aspiring to careers law enforcement, advocacy, policy and prevention, or consulting.

Conflict Resolution and Crisis Management: Designed for students interested in understanding and mitigating the impact of various crises, such as hostage or other barricade situations, and conflicts that may give rise to volatile and potentially violent situations. The courses in this concentration focus on reducing the potential for violence; engaging in quick, strategic assessment and problem-solving, and responding to and managing threats to personal or public safety.

Program Learning Outcomes/ Goals
Upon completion of the program students will be able to:

1. Apply criminologic theory to real-world problems related to crime and victimization

2. Demonstrate a working knowledge of the various branches of the American criminal justice system with an understanding of basic procedures and precepts.

3. Research, synthesize, and critically evaluate laws and policies related to violence and criminal behavior and to the amelioration of their domestic and global impact.

4. Evaluate and apply scientific findings related to practices in criminal justice.

5. Conceptualize and evaluate programs aimed at reducing the impact of crime on society.

6. Demonstrate an awareness of the role of culture in criminogenic issues.

Professional Behavior Expectations/Ethical Guidelines
Respectful Speech and Actions: As an institution of higher education, the University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Program-Specific Admission Requirements
1. A bachelor's degree in a related discipline from an accredited university

2. A minimum cumulative GPA of 3.0; applicants with a GPA lower than 3.0 may still be considered upon submission of a GPA Exemption Request

3. Two letters of recommendation addressing the applicant's potential for academic/professional success. Letters will only be accepted from individuals in a position to directly observe and evaluate the applicant's performance in an academic, professional (paid or unpaid), or service oriented setting. Faculty and/or supervisor recommendations will carry the most weight.

4. A current resume or curriculum vitae

5. A personal statement in essay form

6. An interview

Credit Units
Total Credit Units: 40
Total Core Credit Units: 28
Total Elective Credit Units: N/A
Total Concentration Credit Units: 12

Emphasis/Concentration/Track Requirements
Criminal Behavior
- ACR6300 - Violence and Criminal Behavior (3 units)
- ACR7100 - Advanced Criminal Behavior: Mass, Serial and Pattern Criminals (3 units)
- ACR7200 - Violent Threat Assessment and Management (3 units)
- ACR7225 - Interviewing, Interrogation & Expert Witness Testimony (3 units)

Victimology
- ACR7400 - Contemporary Issues in Victimology (3 units)
- ACR7450 - Psychological, Emotional and Physical Impacts of Victimization (3 units)
- ACR7425 - Effective, Compassionate Interviewing (3 units)
- ACR7200 - Violent Threat Assessment and Management (3 units)

Conflict Resolution and Crisis Management
- ACR7200 - Violent Threat Assessment and Management (3 units)

- ACR6800 - Communication and Conflict Resolution (3 units)
- ACR6825 - Conflict and Crisis Negotiation (3 units)
- ACR6850 - Critical Incidents, Conflict Resolution and Crisis Management (3 units)

Curriculum Plan
8-Week Calendar

Term 1 (5 units)
- ACR6100 - Psychology & the Justice System (3 units)
- ACR6700 - Criminal Justice Ethics, Values and Diversity in Post-911 America (2 units)

Term 2 (6 units)
- ACR6200 - Applied Theories of Crime and Crime Control (3 units)
- Concentration Course 1 (3 units)

Term 3 (6 units)
- ACR6500 - Criminal Law and Procedure (3 units)
- Concentration Course 2 (3 units)

Term 4 (6 units)
- ACR6400 - Criminological Research & Data Analysis (3 units)
- Concentration Course 3 (3 units)

Term 5 (6 units)
- ACR6550 - Constitutional Issues in Criminology (3 units)
- Concentration Course 4 (3 units)

Term 6 (6 units)
- ACR6900 - Criminal Justice Program Development & Policy Analysis (3 units)
- ACR6800 - Communication and Conflict Resolution (3 units)

Term 7 (5 units)
- ACR6600 - Crime and Victimization in a Global Context (3 units)
- ACR7900 - Coursework into Practice: Applied Criminology Capstone Project (2 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Masters_Applied_Criminology_MS.html.

California School of Professional Psychology

Certificate in Chemical Dependency
School: California School of Professional Psychology

Calendar(s): Semester

Program Description/Overview
This program provides advanced education and training in the practice of chemical dependency counseling. CSPP students may take the specialized courses to meet concentration and elective requirements or may add the complete certificate to their degree programs. Post-graduate professionals who desire to add this area of specialization to their professional work may take the courses on a non-credit basis to complete the certificate program. The field placement requirement can be accomplished within the practicum requirements for the Marriage and Family Therapy programs.

Credit Units
Total Credit Units: 14
Total Core Credit Units: 14
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
Semester Calendar
- PSY6116 - Issues in Chemical Dependency and Treatment (2 units)
- PSY6242 - Applied Psychotherapeutic Techniques in Chemical Dependency (2 to 3 units) -take for 2 units

- PSY6245 - Substance Abuse in Diverse Populations (2 to 3 units) -take for 2 units
- PSY6255 - Field Placement in Chemical Dependency (3 units)
- PSY7156 - Psychopharmacology (1 to 3 units) -take for 2 units
- PSY7330 - Chemical Dependency and the Family (3 units)

Certificate in Gerontology

School: California School of Professional Psychology

Calendar(s): Semester

Program Description/Overview
This specialization/certificate program aims to provide advanced education and training in the practice of psychology and family systems to gerontology. The certificate will be appropriate for CSPP students or postgraduate professionals who desire to add this area of specialization to their professional work. The latter group will be able to take the courses required for the certificate on a non-credit basis, paying the usual audit fee. Students working on graduate degrees will register for these classes either to meet concentration and elective requirements or as a certificate program to be added to their degree program.

Credit Units
Total Credit Units: 12
Total Core Credit Units: 12
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
Semester Calendar
- PSY6268 - Psychological Practice in Gerontology (3 units)
- PSY6270 - Evaluation/Assessment of Elderly Persons (3 units)

- PSY7265 - Aging: Psychological and Religious Development in Adults (3 units)
- PSY7263 - Death, Loss and Grief (3 units)

Certificate in LGBT Human Services and Mental Health

School: California School of Professional Psychology

Modality(ies): Online

Calendar(s): Semester

Program Description/Overview
This program is designed to meet the growing need for clinicians to develop competencies in working with lesbian, gay male, bisexual, and transgender (LGBT) individuals, couples and families. The program focuses on assisting clinicians to develop multicultural competencies specific to the intersecting identities of LGBT clients, increase an understanding of the historical and cultural influences impacting LGBT clients, and identify best practice procedures for assessing and addressing issues in LGBT mental health. In addition, the certificate provides supervision in community engagement and advocacy creating a future in active social change. The certificate provides courses that address the competencies recommended by the American Psychological Association's ethical guidelines for the treatment of lesbian, gay, bisexual and transgender populations. The courses are offered as electives through the Systemwide Office of Online Education for CSPP and are available to students in all CSPP Programs and on all Alliant Campuses. The courses may be taken individually or as part of the Certificate/Specialization. Required certificate courses are offered annually and elective courses will be offered at least once every three years. Placing the courses in the online environment creates the unique opportunity for student to

engage Rockway Core Faculty from all of our campuses, as well as national and international experts in the provision of course materials. In some courses 2-4 different instructors combine to guide students through the ever-growing, research and clinical literature about the LGBT community.

In order to complete the certificate, it may be necessary to enroll for more than the required number of units for your program and it could add time to your matriculation at CSPP/Alliant. Please consult your Program Director and advisor about the effects of the certificate on your entire program of study.

Program Learning Outcomes/ Goals
The program focuses on assisting clinicians to:

1. develop multicultural competencies specific to the intersecting identities of LGBT clients,
2. increase an understanding of the historical and cultural influences impacting LGBT clients, and
3. identify best practice procedures for assessing and addressing issues in LGBT mental health.

Credit Units
Total Credit Units: 12
Total Core Credit Units: 5
Total Elective Credit Units: 7
Total Concentration Credit Units: N/A

Curriculum Plan
All certificate students are required to take the Foundations of LGBTQ Mental Health Course, and it is recommended as the first entry course into the Rockway experience. The remaining required units are divided into two Groups: Advanced Study Courses (where one group within the LGBT community is explored in a more exhaustive way) and Cross Population Electives (which examine therapeutic interventions across all of the

LGBTQ community). Students are required to take at least one Advanced Study Course and 3-4 LGBTQ Electives. Additional courses may be taken from either group to round out the 12 unit requirement. The philosophy behind this distribution is based upon the student's preference for breadth versus depth. This assures minimal competence with all LGBTQ groups, but allows for greater knowledge and competence with one group.

Semester Calendar
Required Courses
- PSY8500 - Clinical Elective Foundations of Lesbian, Gay, Bisexual, and Transgender Mental Health (3 units)

Advanced Study Courses
At least one of the Advanced Study Courses is required:

- PSY8500 - Clinical Elective Advanced Study of Bisexual Issues (2 units)
- PSY8500 - Clinical Elective Advanced Study of Transgender Issues (3 units)
- PSY8500 - Clinical Elective Advanced Study of Lesbian Issues (2 units)
- PSY8500 - Clinical Elective Advanced Study of Gay Male Issues (2 units)

LGBT Electives
6-7 units must be taken from the following:

- PSY7610 - Cultural Seminar LGBTQ Couples and Families (3 units)
- PSY7605 - Clinical Elective - Practice Seminars LGBTQ-Affirmative Substance Abuse Treatment (2 units)
- PSY8600 - General Elective Socio-cultural Diversity: LGBTQ People of Color (3 units)
- PSY8500 - Clinical Elective LGBTQ Issues in the Workplace (2 units)
- LGBTQ Lifespan Development (2 units)
- LGBTQ Affirmative Psychotherapy (2 units)
- LGBTQ Issues in Education (Pre-K through High School) (2 units)

- LGBTQ Health Disparities (2 units)
- LGBTQ Immigration and International Issues (2 units)

Doctor of Philosophy in Clinical Psychology (Fresno)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview
Training within the clinical PhD program is based on a scholar-practitioner model, which requires the integration of core theory, research, and practice. Because clinical psychology is an applied field, research regarding treatment effectiveness across different mental health issues and different populations is critical in informing not only clinical practice but also theoretical explanations of health behavior. To this end, the Fresno program educates and trains professionals to apply current theoretical knowledge to best practice in an effort to address significant social problems, and to use research to better inform clinical practice through the examination of factors such as age, gender identification, sexual orientation, race/ethnicity, health issue, acculturation, and treatment intervention. The overall aim of clinical training is to foster professional competence with diverse client populations, diagnostic presentations, assessment experiences, and therapeutic interventions. In addition, student training emphasizes professionalism and critical self-reflection (see Office of Professional Training Field Training Manual).

The coursework is focused primarily on clinical training, with a strong secondary research emphasis and a tertiary focus on training students as teachers of psychology. Students complete extensive clinical and research practica, as well as a teaching practicum designed to prepare them to

teach at the university level. The coursework and practicum experiences are interwoven, with the foundational science of psychology informing research and clinical practice, and experience providing deepened understanding of the scientific principles. A traditional, independent, quantitative or qualitative dissertation and a year-long full-time internship are required.

Training in the Fresno program is sequential, cumulative, and graded in complexity. Each successive year of training prepares students for the next steps in their professional development. Each year of the program is made up of coursework that lays the groundwork for more advanced coursework and practical training. Research, clinical, and teaching competencies are developed together, complementing each other. Knowledge, skills, attitudes, and experiences related to diversity and multi-culturalism are interwoven consistently throughout the coursework and practicum experiences across all years of training. Training further prepares students for their roles as clinical interns and professional psychologists by offering more advanced training in therapeutic approaches in the later stages, including advanced therapy courses, theory courses, and more in-depth clinical experience with clients.

In addition to clinical training, the Fresno program has extensive research requirements. Research practicum are designed to ensure students get comprehensive practical training in research relevant to clinical psychology, including program evaluations and archival data analyses. The program has research partnerships with county agencies, and non-profit organizations, affording students exceptional opportunities to engage in important community based research projects that impact on policy, services, and the discipline of clinical psychology.

A unique feature of the Fresno program is its focus on teaching requirements. Students are required to take core courses in introductory and advanced teaching methods. In the fourth year, students are expected to engage in teaching psychology to adult learners. The program has exceptional relationships with community hospitals and clinics that offer dynamic and challenging teaching practicum; and students are also allowed to act as teaching assistants for courses offered by core faculty.

Emphasis/Concentration/Tracks

The program offers three (3) emphasis areas for those students who are interested in focusing their training to more specific populations and clinical settings. These emphasis areas include: Health, Forensic, and Ecosystemic Child. Students may also create their own emphasis area, through the approval of the Program Director. As with other emphasis, a Self-Designed emphasis will require a minimum number of required and elective units (10 units), a minimum number of clinical practicum hours (min. 500 hours), and a dissertation topic that is relevant to the emphasis.

Program Learning Outcomes/ Goals

Aims

The program focuses on students achieving nine specific aims through the development of clinical, research, and teaching competencies. The aims are as follows:

1. To produce students/graduates who are competent in integrating the foundations of scientific psychology in all of their work as clinical psychologists

2. To produce students/graduates who are competent in research and evaluation

3. To produce students/graduates competent in developing and maintaining constructive professional relationships

4. To produce students/graduates who demonstrate competence in understanding and engaging in diversity

5. To produce students/graduates competent in assessment skills as an ongoing process that informs and guides professional practice

6. To produce students/graduates competent in intervention skills

7. To train students/graduates who will engage in lifelong learning and ongoing professional development

8. To prepare students/graduates to be competent supervisors and consultants

9. To produce students/graduates competent in being teachers of psychology at the university level

Profession-Wide Competencies

There are specific profession-wide competency areas in which students must acquire and demonstrate knowledge, understanding and skills. These competencies identify knowledge, attitudes, and skills students must achieve to graduate from the program. These include the following areas:

1. Research

2. Ethical and Legal Standards

3. Individual and Cultural Diversity

4. Professional Values and Attitudes

5. Communication and Interpersonal Skills

6. Assessment

7. Intervention

8. Supervision

9. Consultation and Interprofessional/ Interdisciplinary Skills

Students demonstrate their competencies in these areas through the academic and training components of coursework, practicum and internship placements, and supervised research and teaching experiences. Student progress in achieving these competencies is monitored regularly throughout the year across all these components.

Discipline-Specific Knowledge

Students must also acquire discipline-specific knowledge and demonstrate understanding in these areas:

1. History and Systems of Psychology

2. Foundational science domains of Psychology including biological, cognitive-affective, development and social aspects of behavior

3. Advanced integrative knowledge across foundational domains of psychology

4. Research Methods, Statistical Analysis, and Psychometrics.

Training Model

This program adopts a scholar-practitioner model. The scholar-practitioner model requires students to integrate core psychological theory and research literature with therapeutic approaches and clinical practice. Students are trained to be consumers and producers of empirical evidence regarding the practice of clinical psychology. The program has adapted an ecosystemic focus as its training framework. We seek to train students to consider the role of diverse systems in creating and/or remedying individual and social problems. Students are asked to consider all factors when reviewing the causes of mental health issues and potential interventions, such as the role of individual, family, ethnicity, religion, dominant culture, legal and medical systems and well as historical time. Students receive an exceptional grounding in assessment and intervention, while also learning to consider the value of advocacy, consultation or public policy work in helping individuals and groups of clients with similar problems.

Professional Behavior Expectations/Ethical Guidelines

Public Professionalism - Websites, Blogs, Email, and Voicemail

Students are advised to use any social media with caution. Websites, blogs, email signature lines, and voicemail/answering machine messages often reflect highly personal characteristics of the individual. The type of information being revealed may have potential consequences on the views of other professionals, colleagues, clients and potential employers. Use of private telephones, emails, websites, or blogs for professional purposes should be avoided. Students should also be aware that any information about them which is available on the internet can be reviewed by clients, graduate programs, internship sites, and potential employers. Similarly, legal bodies (e.g., licensing boards) are also able to review information on social media for the purposes of determining suitability and personal/professional character.

Students must also remember they are representing the program and the University. As such, any information linking them to the program or University-such as in email signatures, voicemail messages, or websites--can be used by the program to assess and evaluate the student. For example, if a student violates confidentiality on Facebook or Instagram by discussing any issues about a client, the student should expect the program to weigh such information in light of any decisions about probation or termination. For these reasons, students are urged to be conservative in what they chose to reveal about themselves on any public or social media forum; and are encouraged to take steps to ensure their private information remains secure.

Personal Background

All states have legal codes that regulate the practice of Clinical Psychology and clinical psychologists. In addition, the American Psychological Association (APA) similarly proscribes good practice and requires psychologists conform to the current ethical principles of psychologists. All students and trainees in clinical psychology are expected to comply with the ethical guidelines and legal codes.

Problematic Professional Behavior

All students are assessed for academic rigor and demonstrations of integrity in their interpersonal and professional behavior. While the program considers it is essential to maintain high academic performance, the faculty is also highly concerned with training professionals who show self-reflection and personal understanding, and can adopt effective interpersonal styles within a variety of professional contexts. A Report of Problematic Professional Behavior (RPPB) will be completed whenever a student has shown unprofessional or unethical behavior. An RPPB is reviewed by an instructor, program director, supervisor, etc. and the student; and a copy is given to the student and the program director. Depending on the severity of the report, the student may be asked to meet with the program director and/or with the Student Evaluation and Review Committee (SERC). All RPPBs are documented formally in the student's academic files. Any RPPB will be used to evaluate and assess the student's performance.

If the RPPB outlines minor issues, the program director will decide the best remediation strategy. This plan may involve the student meeting with the instructor, advisor, etc. to agree upon a way to address the issue. Students' views are always regarded as important; and collaborative efforts are encouraged to resolve specifics regarding remediation and the timeline for any further actions/activities. Once a remediation agreement is reached, the student is expected to comply with all requirements. The consequences of the student failing to remediate are clearly identified for the student, e.g., academic warning, academic probation or termination.

When the RPPB identifies more serious issues (e.g., ethical violations, plagiarism), the program director will refer the student to the Student Evaluation and Review Committee (SERC). SERC will then determine the remediation plan and timeline. Should the RPPB include an allegation of serious misconduct (e.g., violation of APA Ethical Standards), SERC will investigate the legitimacy of the allegation and make suggestions for remediation. Remediation for serious allegations may include academic warning, probation or termination from the program.

Licensure

If psychologists wish to charge money for clinical services to the public, they must be licensed or certified to do so in the state. CSPP doctoral course requirements are designed to provide students with all necessary requirements for licensure in California. These specific licensure requirements include:

1. an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution.

2. documented completion of 3,000 hours of supervised professional experience, with a minimum of 1,500 hours of postdoctoral clinical experience

3. passing the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE).

4. evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care.

Continuing education is required to maintain the license.

As licensure requirements vary from state to state, students who plan to work professional in states other than California are urged to seek information about requirements from state licensing boards, including information about required coursework, practicum and internship hours, supervision, and doctoral dissertation. Students who will be working professionally as a clinical psychologist in other states should plan ahead to ensure they meet all of those states' requirements and are encouraged to work closely with the program director and Director/Liaison of the Office of Professional Training at the outset of their training.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580
Email: asppb@asppb.org

or

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699
Email: bopmail@dca.ca.gov

or

Practice Directorate American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979
Email: apaaccred@apa.org

Programmatic Accreditation
The program is accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA). The CoA stipulates the program provides information on:

1. Average Time to Completion
2. Average Program Costs
3. Internship Placement Rates
4. Average and Yearly Attrition Rates
5. Licensure Rates

Please visit our website to view the data.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Internship, Practicum, and/or Dissertation Information
All policies and procedures for completing the appropriate field placement/practicum and internship hours are delineated in The Clinical Practicum and Internship Manuals available in the Office of Professional Training or on the CSPP PhD Program Moodle site.

All students complete a sequenced clinical training program that includes an 800 hour 2nd year (G2) at the on-site W. Gary Cannon Psychological Services Center (PSC), 800 hour 3rd year (G3) practicum community practicum, and full-time internship (2000+ hours) in the 5th year. Each year of practicum training promotes and extends student skills. There is no requirement for clinical practicum in the G4 year; however, the additional clinical experience from an elective practicum is likely to make a student more competitive for acquiring an APA accredited internship. Students are consequently encouraged to take an optional elective practicum (in G4 years). Performance in clinical practicum is evaluated with the G2 & G3 Clinical Practicum Evaluations, which are scaled in complexity by year level so that scores are equivalent across evaluations. Students who are California residents and are in good academic standing and reside 100 miles (or more) from the Fresno campus may be eligible to do their G3 practicum at a community site closer to their residence that has been approved by the Office of Professional Training and the Program Director. The site must demonstrate that they are in compliance with the PSC training model in terms of required supervision, access to diverse clients, testing and assessment experience, didactics (such as grand rounds etc.) and exposure to empirically based treatment interventions utilized to assess the efficacy of ongoing treatment. Please see the Program Director for more details.

Internship Policy
In order to apply to internship, all students must be in Good Standing and complete Advancement to Candidacy.

Students may only apply to APA accredited internship sites in round 1; APA and APPIC accredited sites in round 2; and APA, APPIC and CAPPIC accredited sites in round 3.

Dissertations
All procedures for completing a Dissertation are delineated in The Fresno Clinical PhD Program Dissertation Policies and Procedures Manual available in the Program Office or on the CSPP PhD Program Moodle site. Students are expected to complete their dissertations within the 15 units required by the program (1 unit PhD Proposal Development; 14 units PhD Dissertation). In most circumstances, students must complete their Preliminary Oral Defense in order to receive a passing grade for the first 6 dissertation units. Further, in most circumstances, students must complete their Final Oral Defense in order to receive a passing grade for the last 8 dissertation units. Preliminary defenses need to be completed at the end of the G3 year by the last week of Spring term.

Credit Units

Total Credit Units: 150

Total Core Credit Units: 137

Total Elective Credit Units: 13

Total Concentration Credit Units: 12

Degree Requirements

Writing Proficiency Assessment

Please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

Formal Examinations

In addition to 150 units of coursework and clinical practicum/internship, all students must pass three competency examinations: Research Competency Exam, 2nd year; Multicultural Assessment of Practice-Revised, 3rd year; Clinical Proficiency Performance Review, 3rd/4th year.

1. Formal examination, Research Competency Exam (RCE): Core knowledge and competency in research is assessed at the beginning of the 2nd year through a Research Competency Exam (RCE) that addresses statistics, research design, and measurement. Students are required to show competency on the exam before being allowed to Advance to Candidacy. Essay questions in two sections assess students' ability to utilize conceptual knowledge of design, statistical analyses and interpretation, given specific hypothetical research and empirical questions. [Rubric: 80%+ on both sections]

2. Formal examination, Clinical Proficiency Progress Review (CPPR): The CPPR is a clinical proficiency examination that has been demonstrated to be useful in identifying student weaknesses. For this reason, the program has used the exam to guide the program in modifying curriculum and practicum training. The examination offers the program opportunities to assess

whether the student is competent to Advance to Candidacy at the beginning of the 4th year. Core areas of competency are evaluated: Assessment, formulation, intervention, relationship, diversity, self-evaluation, professional communication skills. Students are expected to demonstrate a scholarly approach to the case and include any references from theory or therapeutic findings that might be pertinent either to the particular client, diagnoses, or treatment issues. Students must achieve a score of 3 or higher on each section and overall all sections in order to pass ("generally meets expectations"). [Rubric: Students are rated from 1 (significantly below expectations), 2 (below expectations), 3 (generally meets expectations), 4 (clearly meets expectations, 5 (exceeds expectations). Students must achieve an overall score of 3 or higher, and no lower than a score of 3 on any of the dimensions in order to pass]

3. Formal examination, Multicultural Assessment of Practice-Revised (MAP-R): Each student also takes the MAP-R which requires the student to address complex issues regarding ethical and legal standards, e.g., interventions to reduce potential power differentials in the therapeutic relationship introduced by different racial dyads or racial identities. [Rubric: Students are expected to achieve an overall average of 2 or higher, "ready for internship"].

Professional Milestones (PhD Portfolio)

The following requirements are also necessary to graduate from the program. Accomplishments and achievements should be documented by the student in the student's e-portfolio.

1. Samples of at least one presentation from a professional conference, including sample of poster/PowerPoint, dates, titles, and conference details. Two or more (2 or higher) presentations/posters can also be used to fulfill requirement #2 below.

2. Samples of at least one article or book chapter submitted for publication, including title, journal or book, date submitted, current status. Two or more (2 or higher) presentations/posters can be used in lieu of this requirement.

3. Syllabus from teaching practicum.

4. Evidence of campus involvement in diversity issues, e.g., Student Government Association, I-MERIT. Students must be involved for a minimum of two terms prior to graduation.

5. Evidence of participating in a minimum of 15 hours of peer supervision, e.g., peer supervision contract.

6. Evidence of completing 30 hours of personal therapy.

Advancement to Candidacy

Students are Advanced to Candidacy by the faculty when:

1. They are in Good Academic Standing

2. They have no outstanding tuition/fee balances

3. They have completed 60 units of coursework at Alliant International University (6 units may be met by transfer credit).

4. They have met the requirements listed above for a Master's Degree

5. They have passed the three Competency Exams

6. They have passed their Preliminary Oral Examination (dissertation proposal defense)

Students may not apply for internship until they have been advanced to candidacy.

Emphasis/Concentration/Track Requirements

Health Emphasis

Students undertaking a health emphasis will focus on health issues as might be relevant to mental health and clinical psychology (e.g., chronic pain) in both practicum experience and dissertation topic. A minimum of 500 hours of clinical practicum experience in health related settings is required. Course requirements include:

- PSY6612 - Introduction to Health Psychology (2 units)
- PSY7629 - Primary Care Behavioral Medicine (2 to 3 units) - take for 2 units
- Choose 8 units from the following courses (note these may be substituted with approval from the Emphasis Director):

PSY8500 - Clinical Elective Eating Disorders (2 units)

PSY7634 - Pediatric Psychology (2 units)

PSY8500 - Clinical Elective Pediatric Neuropsychology (2 units)

PSY8500 - Clinical Elective Issues/ Treatment of Clients with HIV/AIDS (2 units)

PSY7642 - Psychology of Women's Health (2 units)

PSY8500 - Clinical Elective Biopsychosocial Factors in Prenatal and Infant-Preschooler Mental Health (2 units)

PSY8605 - Functional Neuroanatomy and Neuropathology (3 units)

PSY8500 - Clinical Elective Sleep Psychology (3 units)

PSY8500 - Clinical Elective LGBT Health Disparities (3 units)

PSY7156 - Psychopharmacology (3 units)

PSY8500 - Clinical Elective Interventions at the End of Life (2 or 3 units)

Highly Recommended:
PSY7548 - Systems Approaches to Interventions (2 units)

PSY7549 - Group Psychotherapy (2 units)

Forensic Emphasis

Students undertaking a forensic emphasis will focus on issues of criminal and civil justice as might be relevant to mental health and clinical psychology, in both practicum experience and dissertation topic. A minimum of 500 hours of clinical practicum training is required. Course requirements include:

- PSY6636 - Introduction to Clinical Forensic Psychology and Forensic Ethics (3 units)
- Choose 8 units from the following courses (note these may be substituted with approval from the Emphasis Director):

PSY8500 - Clinical Elective Forensic Ethics (2 units)

PSY8500 - Clinical Elective Forensic Report Writing/Expert Testimony (2 units)

PSY8500 - Clinical Elective Forensic Risk Assessment (2 units)

PSY8500 - Clinical Elective Forensic Psy. Competency Evals (2 units)

PSY8500 - Clinical Elective Advanced Psychological Assessment: FAIs Criminal/ Adult (2 units) or PSY8500 - Clinical Elective Advanced Psychological Assessment: Child and Juvenile (2 units)

PSY8566 - Child Custody Consultation: Evaluation and Mediation (2 units)

PSY8500 - Clinical Elective Mental Health Collaboration and the Courts (2 units)

Highly Recommended:
PSY7549 - Group Psychotherapy (2 units)

Ecosystemic Child Emphasis

Students undertaking a child emphasis will focus on issues of children and their families as might be relevant to mental health and clinical psychology, in both practicum experience and dissertation topic. A minimum of 1000 hours of practicum experience with children and families is required. Course requirements include:

- PSY7580 - Play Therapy (2 units)
- Choose 8 units from the following electives (note these may be substituted with the approval from the Emphasis Director):

PSY7636 - Play Therapy: Interventions (2 units)

PSYXXXX- Group Therapy for Children and Adolescents (2 units)

PSY7634 - Pediatric Psychology (2 units)

PSY8500 - Clinical Elective Pediatric Neuropsychology (2 units)

PSY8566 - Child Custody Consultation: Evaluation and Mediation (2 units)

FOR8248 - Forensic Mediation and Dispute Resolution (2 units)

Highly Recommended:
PSY7548 - Systems Approaches to Interventions (2 units)

Curriculum Plan

Semester Calendar

Academic Year 1- Semester 1 (12 units)
- PSY6501 - Intellectual Assessment (3 units)
- PSY6055 - Data Analysis, Research Design & Program Evaluation I (3 units)
- PSY6060 - Introduction to Multiple Research Methods (2 units)
- PSY6530A - Introduction to Ethical Practice and Law (1 unit)
- PSY6507 - Basic Foundations of Clinical Practice (3 units)

Academic Year 1- Semester 2 (13 units)
- PSY6505 - Personality Assessment: (3 units)
- PSY6056 - Data Analysis, Research Design & Program Evaluation II (3 units)
- PSY6508 - Basic Foundations of Clinical Practice (3 units)
- PSY6127 - Foundations of Individual and Cultural Diversity (2 units)
- PSY6034 - Research Practicum (1-2 units) -take for 2 units

Academic Year 1- Semester 3 (3 units)
- PSY6506 - Personality Assessment: (3 units)

Academic Year 1- Additional Course (2 units)
- Elective (2 units)

Academic Year 2- Semester 1 (8 units)
- PSY7510 - Teaching Methods (3 units)
- PSY6035 - Research Practicum (2 to 3 units) -take for 2 units
- PSY7127A - Diversity Competency Training (0.5 units)
- PSY7571 - Second Year Clinical Practicum (2 units)
- PSY7906A - PhD Proposal Development (0.5 units)

Academic Year 2- Semester 2 (5 units)
- PSY7906B - PhD Proposal Development (0.5 units)
- PSY6036 - Research Practicum (2 to 3 units) -take for 2 units
- PSY7127B - Diversity Competency Training (0.5 units)
- PSY7572 - Second Year Clinical Practicum (2 units)

Academic Year 2- Additional Courses (15 units)
- PSY6112 - Social Basis of Behavior (2 to 3 units) -take for 3 units
- PSY7156 - Psychopharmacology (1 to 3 units) -take for 1 unit

- Elective (2 units)
- 1 of the Core Theory Courses* (3 units)
- 2 of the Core Therapy Courses** (2 units)- 4 total units
- 1 of the Advanced Research Methods Courses*** (2 units)

Academic Year 3- Semester 1 (9 units)
- PSY6037 - Research Practicum (2 to 3 units) -take for 2 units
- PSY8127 - Clinical Interventions with Diverse Populations (1 to 2 units) -take for 2 units
- PSY8577 - Third Year Clinical Practicum (2 units)
- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) -take for 3 units

Academic Year 3- Semester 2 (7 units)
- PSY7566 - Ethical Foundations of Clinical Practice (2 units)
- PSY8578 - Third Year Clinical Practicum (2 units)
- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) -take for 3 units

Academic Year 3- Additional Courses (14 units)
- Elective (5 units)
- 1 of the Core Theory Courses* (3 units)
- 1 of the Core Therapy Courses** (2 units)
- 1 of the Advanced Research Methods Courses*** (2 units)
- 1 of the Teaching Methods Courses**** (2 units)

Academic Year 4- Semester 1 (5 units)
- PSY8509 - Supervision Seminar (1 to 3 units) -take for 1 unit
- PSY9503A - Supplemental Clinical Practicum (1 unit)
- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) -take for 3 units

Academic Year 4- Semester 2 (8 units)
- PSY8510 - Supervision Seminar (1 to 3 units) -take for 2 units
- PSY8645 - Grant Writing (2 units)
- PSY9503B - Supplemental Clinical Practicum (1 unit)
- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) -take for 3 units

Academic Year 4- Additional Courses (17 units)
- PSY8475 - Teaching Practicum and Supervision (3 units)
- PSY8568 - Education, Consultation and Advocacy (2 units) or PSY8642 - Community Consultation (2 units)
- 2 of the Core Theory Courses* (3 units)- 6 total units
- 1 of the Core Therapy Courses** (2 units)
- Elective (4 units)

Academic Year 5- Semester 1 (12 units)
- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)
- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) - take for 1 unit

Academic Year 5- Semester 2 (12 units)
- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)
- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) - take for 1 unit

Academic Year 5- Semester 3 (8 units)
- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units)

Notes

*Core Theory Courses

Students must take all of these core theory courses:

- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units) -take for 3 units

- PSY6105 - Biological Aspects of Behavior (3 units)

- PSY6109 - Human Development/Lifespan (2 to 3 units) -take for 3 units

- PSY6112 - Social Basis of Behavior (2 to 3 units) -take for 3 units

- PSY6127 - Foundations of Individual and Cultural Diversity (2 units)

- PSY7112 - History & Systems of Psychology (2 to 3 units) -take for 3 units

**Core Therapy Courses

Students must take 4 of these 5 core therapy courses:

- PSY7546 - Cognitive Behavioral Approaches to Interventions (2 units)

- PSY7547 - Psychodynamic Approaches to Intervention (2 units)

- PSY7548 - Systems Approaches to Interventions (2 units)

- PSY7549 - Group Psychotherapy (2 units)

- PSY7580 - Play Therapy (2 units)

***Advanced Research Methods Courses

Students must take 2 of these advanced research methods courses (4 units minimum):

- PSY6026 - Psychometrics and Research Design (3 units)

- PSY7035 - Evidence Based Methods: Meta-Analysis (2 units)

- PSY7036 - Advanced Multivariate Statistics (2 units)

- PSY7037 - Structural Equation Modeling (2 units)

****Teaching Courses

Students must take 1 of these teaching methods courses:

- PSY8465 - Teaching Psychology Via Distance Learning Methods (2 units)

- ELM7810 - Educational Leadership (3 units) or other relevant ELM course, with approval of Program Director

Online Coursework
Some of the coursework may be taken as CSPP approved distance learning (online) classes. These include one ethics course, and certain electives. Students may complete only one of the ethics courses online and no more than 20% of the program (30 units total) online. If a student wishes to take any core curriculum courses online, the student must receive prior permission from the Program Director.

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Philosophy_Clinical_Psychology.html.

Doctor of Philosophy in Clinical Psychology (Los Angeles)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview
Our clinical psychology doctoral program prepares students to function as multifaceted clinical psychologists through curricula based on an integration of psychological theory, research and evidence-based practice. The program follows a practitioner-scholar model. Students can follow their own clinical and research interests and further their individual career goals by selecting specific courses, research opportunities, and field placements related to a particular area.

Emphasis/Concentration/Tracks
Family/Child and Couple Emphasis (FACE)
Our goal in this emphasis is to introduce graduate students to the theory, research,

and clinical practice of family and couple psychology. This is accomplished through coursework in which students learn about families, couples, adults, and children from diverse backgrounds. Skills are developed in the assessment, diagnosis, and treatment of relationship systems.

Students take four family systems courses. The family systems theory and assessment course prepares students for an advanced FACE family systems intervention.

In addition to choosing two electives of any type, FACE students also have opportunity to select two electives from the following offerings:

Group Psychotherapy, Sex, Intimacy and Relationship Problems, Couple Therapy, Clinical Interventions with Children and Families, Child Assessment, Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, and Therapy with Alternative Families

Faculty are experts in areas such as couple-based treatments for PTSD, Bowen family systems theory, family-based treatments for veterans and active military service persons, cross-cultural couple and family assessment, therapy process and outcomes for interracial, interfaith, and same sex couples, the person-of-the therapist training model, differentiation-based therapy models, sibling violence and sexual abuse, treatment for families of children with chronic and/or terminal illness, and treatment of marital infidelity. Early career positions for FACE graduates have ranged from post-doctoral fellowships in children's hospitals, full time positions at private practice and community mental health settings, to working with individuals and couples in a college counseling clinic.

Health Emphasis
Clinical health psychology combines the fields of clinical psychology, behavioral medicine, public health, social psychology, disease prevention and health promotion

into an applied discipline that investigates underlying mechanisms that connect the mind and body and explain the dynamic interaction between our physical and mental health. Clinical health psychologists integrate biomedical, psychological, social and spiritual modalities to detect and treat psychological distress, foster behavior change, increase adjustment to acute and chronic illnesses, reduce health and health care disparities, and to promote psychological growth and wellness. Students in the clinical health psychology (CHP) emphasis gain a foundation of theoretical knowledge and skills necessary to serve a number of professional roles across various community-based, medical and behavioral health care settings.

In addition to developing the diagnostic, assessment and treatment skills required of all clinical psychologists, students learn practical techniques in the areas of cognitive-behavioral, existential, and community-based interventions. Faculty have expertise in and enjoy mentoring students in areas such as neuropsychological theory and assessment, child/pediatric psychology, LGBT health, women's health, body image issues and disordered eating, health and racial disparities, substance abuse treatment and addictions, HIV/AIDS, biofeedback, chronic pain/pain management, loss, grief and bereavement, and resiliency, strength and wellness. Within and beyond these areas of focus, students learn about the sociocultural, demographic, political, and economic forces that underlie health and health-care disparities, and influence risk-taking and health-promoting behaviors and practices within diverse and often underserved communities.

Training in the areas of behavioral medicine and health psychology prepare students from the clinical health psychology emphasis to explore a variety of opportunities in the rapidly evolving health care system. Early career positions for CHP graduates have ranged from entering post-doctoral fellowships in various behavioral medicine settings to serving as members of interdisciplinary teams of health care professionals to working in private practice and community mental health settings using a biopsychosocial framework. Regardless of professional role, graduates from our emphasis area remain dedicated to promoting the mind-body health of children, adolescents, adults, families, and communities within a multicultural and international context.

Multicultural Community-Clinical Psychology Emphasis (MCCP)

This emphasis area was established at the Los Angeles campus in 1990. A synthesis of the previous ethnic minority mental health and community clinical proficiencies, MCCP reflects the state-of-the-art in training philosophy, curriculum, and applied experiences relevant to training clinical psychologists with special competence in multicultural and community psychology. The year-long Intercultural Processes/ Human Diversity course required of clinical psychology students in all emphasis areas, provides basic competence in multicultural issues. The emphasis area provides the additional opportunity for students to develop (1) more advanced conceptual and intervention skills relevant to psychotherapy with culturally-diverse populations; (2) competence beyond individual psychopathology that includes conceptualization and intervention with community-level distress and social problems; (3) an understanding of sociopolitical and sociocultural influences on psychological functioning and well-being; (4) skills to develop programs and activities focused on the prevention of psychopathology and social problems; and (5) knowledge of community psychology theory and practice.

The mission of the training is to nurture the development of clinical psychologists who will work to understand, prevent, and reduce psychological and community distress, as well as enhance the psychological well-being of historically underserved, stigmatized, and oppressed groups. In doing this, special attention is paid to the cultural and sociopolitical context of the individuals, families, and communities we serve. Faculty members in the emphasis area are committed to fostering a climate of inclusion, respect for differences, and a sense of community both within and outside of CSPP. Ultimately, faculty members strive to empower individuals and communities and to facilitate personal and social healing.

Multi-Interest Option (MIO, Non-Emphasis)

The Multi-Interest Option (MIO) is designed for students who do not choose to enter one of the three above-mentioned emphasis areas. The option offers students flexibility in their choice of elective courses and topics for their clinical dissertations and other scholarly and field training interests. The faculty and students affiliated with the Multi-Interest Option offer colloquia and social gatherings that, like those sponsored by the emphasis areas, are open to all members of the Los Angeles campus community. MIO has sponsored presentations that promote awareness of diverse roles in professional psychology by enlisting alumni to discuss their career trajectory, offering an introduction to grant writing, and hosting a panel discussion on professional consultation as a professional activity. The MIO faculty members seek to encourage students' scholarly and professional growth in a wide range of interest areas.

Program Learning Outcomes/ Goals

Aims

Through various academic and training activities, including psychology courses, practicum and internship placements, and supervised research experiences, the program strives to achieve the following aims:

1. To prepare students to be effective professional psychologists who are skilled at evaluating psychological functioning and providing empirically supported interventions with diverse clients across a range of settings.

2. To prepare students to evaluate and conduct research in clinical psychology, therefore contributing to the knowledge base in the field.

Program Competencies

All students are expected to acquire and demonstrate substantial understanding of and competence in the following nine profession-wide competency areas:

1. Research

2. Ethical and Legal Standards

3. Individual and Cultural Diversity

4. Professional Values and Attitudes

5. Communication and Interpersonal Skills

6. Assessment

7. Intervention

8. Supervision

9. Consultation and Interprofessional/ Interdisciplinary Skills

The competencies are met operationally through various academic and training activities that include courses, practicum and internship placements, and supervised research experiences. Multiple data sources are used to assess outcomes relative to these competencies. These competencies specify knowledge, attitudes, and skills that students are expected to achieve by the time they graduate from the program.

Discipline-Specific Knowledge

In addition, all students are expected to possess discipline-specific knowledge in the following four categories:

1. History and Systems of Psychology

2. The basic content areas of scientific psychology, including affective,

biological cognitive, developmental, and social aspects of behavior.

3. Advanced integrative knowledge in scientific psychology.

4. Research Methods, Statistical Analysis, and Psychometrics.

Training Model

The scholar-practitioner model guides our competency-based program philosophy. In training our students to be professional psychologists, we support trainees in creating a concurrent and interdependent relationship between their scholarship and practice. We prepare all trainees for key professional activities as emerging psychologists, including research, assessment, and clinical intervention within a multicultural context. Diversity, internationalism, and the relationship between individual and various community systems are appreciated and central to our training program. As such, marginalized populations, underrepresented groups, and psychologists' work in community and applied settings as researchers and practitioners are given particular attention in this training model. In addition, we encourage students to explore and gain experience with multiple roles that they may have as professional psychologists, including roles in teaching, advocacy, supervision, and consultation.

The scholar-practitioner model builds upon the conviction that scholarship and practice enhance one another and should lead to reflective practice - in which the practitioner draws upon clinical experience to enhance scholarly understanding and upon multiple forms of scholarship in order to understand clinical case material.

Underlying the program are two core principles. The first principle is that psychologists make a commitment to seeing mental health and mental illness in sociocultural and sociopolitical contexts. The second principle is our belief that

methods of psychological research and intervention must be relevant to the multiple cultures in which they are conducted.

Students receive advanced training in theoretical issues, techniques of psychological interventions, professional issues, consultation, social justice and advocacy, and ethics and supervision. In addition, they receive advanced training in research applications and complete a dissertation. The program has developed multicultural training to embrace consideration of diversity regarding issues of race, ethnicity, gender, gender identity and expression, sexual orientation, disability, age, social class, and religion. This is reflected in the required course for all clinical students (Intercultural Processes/ Human Diversity), as well as through the integration of multicultural perspectives throughout our curriculum.

Program-Specific Admission Requirements
Credit for Previous Work

Students may petition for transfer credit for any of the following courses:

- PSY6109 - Human Development/Lifespan

- PSY6101 - Cognitive & Affective Bases of Behavior

- PSY6112 - Social Basis of Behavior

- PSY7112 - History & Systems of Psychology

- PSY6523 - Advanced Psychopathology

- PSY6529 - Clinical Interviewing I (the first semester of a year-long sequence)

- PSY7515 / PSY7516 - Psychodiagnostic Assessment

- PSY6040A /PSY6040B /PSY6040C - Research Practicum (transferable with a bound Master's thesis which required student to go through research training)

No transfer credit will be granted for any of the above courses unless (a) the student

files the transfer credit request by the end of their first semester, and (b) a faculty member assigned to review the transfer credit request deems the course in question of sufficient breadth and taught at a high enough level to substitute for a course in the curriculum. Course syllabi and a transcript from the institution offering the course must be submitted with the transfer credit petition. Students must consult the University Catalog to determine whether additional rules apply. In the event of transfer credit awards, the program does not guarantee financial aid eligibility in all semesters.

In addition, the student is able to "challenge" a course by demonstrating proficient competence in one designated content area related to the practice of professional psychology. The student then must take a "challenge exam" to ensure that they have sufficient mastery of the course material. There are four courses (12 units) that can be challenged by passing an examination:

- PSY6023 - Principles of Research Design
- PSY6043 - Statistics
- PSY6068 - Research Methods: Multivariate Statistics
- PSY6105 - Biological Aspects of Behavior

Licensure

All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and have taken and passed the national Examination for

Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). In addition, they must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care. Continuing education is required to maintain the license. CSPP doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

Every state has its own requirements for licensure. Therefore, it is essential that all CSPP Clinical PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in those states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, or nature of the doctoral project or dissertation). Students seeking licensure in other states should plan ahead to ensure they meet all of those states' requirements.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580, asppb@asppb.org

or

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699, bopmail@dca.ca.gov

or

Practice Directorate American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979, apaaccred@apa.org

Programmatic Accreditation
The program is accredited by the Commission on Accreditation of the

American Psychological Association (APA) and publishes the following outcome data as required by APA:

1. Time to Completion
2. Program Costs
3. Internship Placement Rates
4. Attrition
5. Licensure

Please visit our website to view the data.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Internship, Practicum, and/or Dissertation Information
Field Training
At the predoctoral stage, students' professional development occurs within the context of both formal coursework and clinical training experiences supervised by faculty and professionals in the field. Students develop and acquire clinical skills through professional training experiences in a variety of mental health service settings in the community. Such supervised professional training experiences include practica and internships.

Each student works with a professional field training liaison who meets regularly with the student to develop and implement an individualized training plan designed to assure (a) that the student receives a broad base of clinical experiences with a variety of clientele and professional role models and (b) that professional training experiences are chosen with due consideration of the student's level of skill and longer-term professional goals.

In the second, third and fourth years of the program, students are required to have a practicum experience in a mental health setting. Students begin to assume clinical responsibility for assessment and intervention while being closely supervised at a level appropriate to their training and abilities. This clinical professional training experience varies with respect to the nature of clients served and the mental health setting in which the student serves, as well as with individual students' skill levels, professional interests, and training needs. The total number of minimum required practicum hours per year is 800. Students typically receive a minimum of 2400 hours of clinical training prior to internship.

At the practicum level, students receive training in agencies that are formally affiliated with the school. All practicum training programs are carefully reviewed and monitored on an ongoing basis to assure consistent and high quality training. The majority of affiliated practicum training sites exist within a 40-mile radius of the campus.

All students are required to attend APA-accredited internships (exceptions to policy can occur via petition to the Program Director), pursued through the national selection process. We strongly support students in preparing for and applying to APA-accredited internships. Students are encouraged to make full-time internship applications throughout the country. Currently, all APA internships offer a stipend.

Face to face individual supervision provided by a licensed supervisor is required on a weekly basis. Should a student fail to attend weekly supervision it is expected that the supervisor will notify the Supervisory Faculty Liaison assigned to the site. In addition, students receive evaluations from supervisors twice a year.

Internship Course Enrollment Requirements

The three (3) semester (Fall/Spring/Summer) enrollment requirement for internship is intended to provide students with financial aid over the summer.

1. If a student's internship has an end date in May, the student must enroll in a two (2) semester internship unit model for that internship year. Please contact the Academic Affairs Center for information.

2. If a student's internship has a start date in summer, the student may request enrollment in a Summer/Fall/Spring internship unit model. Please contact the Academic Affairs Center for information.

Research Training

During the course of their graduate training, students gain proficiency in applied research methods. The program emphasizes training psychologists to be competent as producers of scientific research, and students begin their research training right from the start of the program.

In addition to formal coursework, which provides a basic understanding of research methodology and statistics, within the first two years of the program, students complete three sequential semesters of Research Practicum which emphasizes the planning and conduct of research and culminates in a poster presentation of an original piece of empirical research. In the third year of the program, students enroll in Research in Applied Settings and focus on the development of research and consultation skills while investigating problems in practical situations.

In their third year, students enter into formal dissertation work with a faculty mentor to produce a scholarly and methodologically sound dissertation that is to be completed by the end of the fourth year. The mentor becomes the student's dissertation committee chair when preliminary orals have been successfully completed.

Students must pass preliminary orals by June 1 of their third year, in advance of applying to APA internships at the outset of their fourth year.

Credit Units

Total Credit Units: 150
Total Core Credit Units: 138
Total Elective Credit Units: 12
Total Concentration Credit Units: Varies

Degree Requirements

1. Writing Proficiency Assessment: please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

2. Students must pass written and oral comprehensive examinations as partial fulfillment of the requirements for admission to doctoral candidacy.

3. Forty-five hours of documented individual, couple, or family psychotherapy sessions with a psychologist licensed in the state of California are required. The program faculty believe that for many clinical students, personal psychotherapy can be an extremely valuable tool through which to better understand oneself, become comfortable with asking for and receiving psychological help, learning about one's emotional vulnerabilities and "triggers," and understanding the impact of one's behavior and affect in the clinical encounter.

Elective Requirements

Over the course of their program, students must take four (4) PSY7605 - Clinical Elective - Practice Seminars semester-long courses.

1. Electives with different course numbers (e.g., PSY7607, PSY8500) will not count towards the Clinical Elective requirement, unless a Petition for Academic/ Administrative Exception clearly stating the rationale for taking

a different course numbered elective is approved by the Program Director. Approval must be obtained prior to registration.

2. Emphasis area students must take a minimum of two (2) PSY 7605 electives offered from their emphasis area.

   a. Some specific PSY7605 electives may be required by the emphasis area. Please check with the Emphasis Area Coordinator for requirements.

   b. Emphasis area students will receive priority registration for emphasis area electives. MIO students may take any elective, but will not receive priority registration.

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (15.5 units)
- PSY6043 - Statistics (3 units)
- PSY6044 - Statistics Lab (PhD) (0.5 units)
- PSY6119 - Intercultural Processes/ Human Diversity A (3 units)
- PSY6529 - Clinical Interviewing I (3 units)
- PSY6523 - Advanced Psychopathology (3 units)
- Introduction to Emphasis Area course (choose one as required by emphasis area):

PSY6522 - Introduction to Emphasis Area: Multi Interest Option (MIO) (3 units)

PSY6607 - Family Psychology - FACE Emphasis (3 units)

PSY6608 - Community Clinical Issues (MCCP Emphasis) (3 units)

PSY7627 - Psychology of Health and Illness (3 units)

Academic Year 1 - Semester 2 (15.5 units)
- PSY6023 - Principles of Research Design (3 units)
- PSY6040A - Research Practicum (3 units)
- PSY6044 - Statistics Lab (PhD) (0.5 units)
- PSY6068 - Research Methods: Multivariate Statistics (3 units)
- PSY6120 - Intercultural Processes/ Human Diversity B (3 units)
- PSY6533 - Clinical Interviewing II (3 units)

Academic Year 1 - Semester 3 (6 units)
- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units) - take for 2 units
- PSY6109 - Human Development/Lifespan (2 to 3 units) - take for 2 units
- PSY6530 - Introduction to Ethical Practice and Law (2 units) - take for 2 units

Academic Year 2 - Semester 1 (13.5 units)
- PSY6040B - Research Practicum (2 units)
- PSY7112 - History & Systems of Psychology (2 to 3 units) - take for 3 units
- PSY7515 - Psychodiagnostic Assessment (3 units)
- PSY7517 - Assessment Lab (0.5 units)
- PSY6545A - Practicum I (2 units)
- One year-long Interventions course (6 total units: Semester 1/Semester 2):

PSY7529 - Cognitive-Behavioral Approaches to Interventions (3 units)

PSY7537 - Psychodynamic Approaches to Intervention (3 units)

PSY7543 - Systems Approaches to Intervention (3 units)

Academic Year 2 - Semester 2 (11.5 units)
- PSY6040C - Research Practicum (3 units)
- PSY7516 - Psychodiagnostic Assessment (3 units)
- PSY7518 - Assessment Lab (0.5 units)

- PSY7570 - Preparation for Doctoral Candidacy (0 units)
- PSY6545B - Practicum I (2 units)
- One year-long Interventions course (6 total units: Semester 1/Semester 2):

PSY7530 - Cognitive-Behavioral Approaches to Interventions (3 units)

PSY7538 - Psychodynamic Approaches to Interventions (3 units)

PSY7544 - Systems Approaches to Intervention (3 units)

Academic Year 2 - Semester 3 (5 units)
- PSY6112 - Social Basis of Behavior (2 to 3 units) - take for 2 units
- PSY6105 - Biological Aspects of Behavior (3 units)

Academic Year 3 - Semester 1 (14 units)
- PSY7605 - Clinical Elective - Practice Seminars (1 to 3 units) - take for 3 units
- PSY6546A - Practicum II (2 units)
- PSY8905 - Research in Applied Settings (3 units)
- PSY8907 - Dissertation Development (3 to 5 units) - take for 3 units
- One year-long Interventions course (6 total units: Semester 1/Semester 2):

PSY7529 - Cognitive-Behavioral Approaches to Interventions (3 units)

PSY7537 - Psychodynamic Approaches to Intervention (3 units)

PSY7543 - Systems Approaches to Intervention (3 units)

Academic Year 3 - Semester 2 (15 units)
- PSY6546B - Practicum II (2 units)
- PSY7605 - Clinical Elective - Practice Seminars (1 to 3 units) - take for 3 units
- PSY8906 - Research in Applied Settings (3 units)
- PSY8908 - Dissertation Development (4 to 5 units) - take for 4 units

- One year-long Interventions course (6 total units: Semester 1/Semester 2):

PSY7530 - Cognitive-Behavioral Approaches to Interventions (3 units)

PSY7538 - Psychodynamic Approaches to Interventions (3 units)

PSY7544 - Systems Approaches to Intervention (3 units)

Academic Year 4 - Semester 1 (12 units)
- PSY6547A - Practicum III (2 units)
- PSY7605 - Clinical Elective - Practice Seminars (1 to 3 units) - take for 3 units
- PSY9556 - Professional Roles (3 units)
- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) - take for 4 units

Academic Year 4 - Semester 2 (12 units)
- PSY7605 - Clinical Elective - Practice Seminars (1 to 3 units) - take for 3 units
- PSY9926 - PhD Doctoral Dissertation (1 to 7 units) - take for 4 units
- PSY9557 - Professional Roles (3 units)
- PSY6547B - Practicum III (2 units)

Academic Year 5 - Semester 1 (11 units)
- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 5 - Semester 2 (11 units)

- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 5 - Semester 3 (8 units)

- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Philosophy_Clinical_Psychology.html.

Doctor of Philosophy in Clinical Psychology (San Diego)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview

The Clinical Psychology doctoral programs prepare students to function as multifaceted clinical psychologists through curricula based on an integration of psychological theory, research and practice. The program is a practitioner and scholar oriented program. The curricula have four major areas of study: foundations of psychology, clinical and professional theory and skills, applied clinical research and professional growth. Students can follow their own clinical interests and further their individual career goals by selecting a specialized series of courses, research and field placements related to a particular area.

Emphasis/Concentration/Tracks

Students may choose to concentrate their elective courses within emphasis areas such as child/family, health psychology, forensics, and psychodynamic.

Program Learning Outcomes/ Goals
Aims

Through various academic and training activities, including psychology courses, practicum and internship placements, and supervised research experiences, the San Diego PhD in Clinical Psychology program strives to achieve the following aims:

1. To prepare students to be effective professional psychologists who are skilled at evaluating psychological functioning and providing empirically supported interventions with diverse clients across a range of settings.

2. To prepare students to evaluate and conduct research in clinical psychology, therefore contributing to the knowledge base in the field.

Program Competencies
All students are expected to acquire and demonstrate substantial understanding of and competence in the following nine profession-wide competency areas:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/ Interdisciplinary Skills

The competencies are met operationally through various academic and training activities that include courses, practicum and internship placements, and supervised research experiences. Multiple data sources are used to assess outcomes relative to these competencies. These competencies specify knowledge, attitudes, and skills that students are expected to achieve by the time they graduate from the program.

Discipline-Specific Knowledge
In addition, all students are expected to possess discipline-specific knowledge in the following four categories:

1. History and Systems of Psychology
2. The basic content areas of scientific psychology, including affective, biological cognitive, developmental, and social aspects of behavior.
3. Advanced integrative knowledge in scientific psychology.
4. Research Methods, Statistical Analysis, and Psychometrics.

Training Model

The program offers a well-integrated model of education and training in which research and theory clearly inform clinical practice and in which observations made in the clinical arena inform research questions. The curriculum is a well-balanced articulation of the competencies required for productive scholarship and multiculturally sensitive, evidence-based, professional practice.

Multiculturally relevant knowledge and skills are highly valued by the San Diego clinical faculty and are infused throughout the curriculum. In addition, all students take a required course in multicultural competency development followed by one advanced, multicultural elective. Our selection of clinical practicum agencies afford excellent opportunities for our students to develop multi-culturally competent assessment and treatment skills. Similarly, the diverse community provides excellent opportunities for multicultural applied research, and many students take advantage of this opportunity for their dissertation.

Professional Behavior Expectations/Ethical Guidelines

The program requires all students to abide by the University Student Code of Conduct as well as the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

Program-Specific Admission Requirements

Applicants need to have an undergraduate and graduate (if applicable) minimum GPA of 3.0 on a 4.0 scale. If the undergraduate or graduate (if applicable) GPA is below 3.0, applicant must submit a petition requesting an exemption from this requirement.

Licensure

All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and have taken and passed the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). In addition, they must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care. Continuing education is required to maintain the license. CSPP doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

Every state has its own requirements for licensure. Therefore, it is essential that all Clinical PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in those states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, or nature of the doctoral project or dissertation). Students seeking licensure in other states should plan ahead to ensure they meet all of those states' requirements.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580, asppb@asppb.org

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699, bopmail@dca.ca.gov

Practice Directorate American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979, apaaccred@apa.org

Programmatic Accreditation

The program is accredited by the Commission on Accreditation of the American Psychological Association.

Commission on Accreditation of the American Psychological Association
750 First Street NE
Washington, DC 20002-4242
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Internship, Practicum, and/or Dissertation Information

Field Training

Students learn applied professional skills through formal coursework and through clinical training experiences supervised by faculty and professionals in the community. Each student is assigned a professional training advisor who, along with the student's core faculty advisor, helps the student to formulate an individualized plan for practicum and internship training designed to insure (a) that training experiences are consistent with the student's growing skill levels and professional goals and (b) that the student is exposed to a breadth of training experiences with a variety of clinical populations and professional role models.

Clinical practica are taken in the second (800 hours) and third (1,000 hours) years of the program after students have mastered the prerequisite knowledge and skills that provide the foundations on which to build clinical competencies. In addition to obtaining training and supervised practice at a minimum of two distinct practicum placement sites, practicum students enroll concurrently in campus-based clinical consultation groups offered by core and senior adjunct faculty. These

groups augment the supervision received at the agencies, insure integration of classroom and clinical knowledge, support evidence based practice, and allow faculty to directly assess the development of students' clinical competencies.

The internship is the more extensive training experience for advanced students. All students apply for a full-time, APA accredited clinical internship that is taken in the fifth year of the program.

Students select their practicum placements from more than 80 agencies. Most of these facilities are within a 25-mile radius of the campus, but some are as far as 80 miles away for the benefit of advanced students who live in Orange County. These agencies have over 350 professional training positions. The Professional Training Office coordinates these experiences and provides continuous oversight to ensure that students receive high quality clinical training experiences.

Students meet with their site supervisor each week a minimum of 10% of their time at the site. One of the hours must be individual supervision and the rest can be individual or group. Students keep a tally form which is signed each week by the supervisor.

Research Training
The knowledge and skills necessary to conduct independent clinical research are introduced during the first-year of the program and built upon in the years that follow. Students select a core faculty member under whose direction the student participates in a first year Research Practicum experience. Students learn to design their own studies in the second year and simultaneously begin their enrollment in the dissertation research course sequence that continues through the completion of the dissertation. Students must complete their dissertation proposals prior to applying for the internship training experience.

Credit Units
Total Credit Units: 150
Total Core Credit Units: 138
Total Elective Credit Units: 12
Total Concentration Credit Units: 12*

*Concentration units are elective units

Degree Requirements
Writing Proficiency Assessment
Please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

Program Meeting
During G1 Fall semester, students will engage in a semester long non-coursework, required Program Meeting taught by a Core Faculty member. This meeting is designed to assisting students to becoming acclimated to the full-time, doctoral level lifestyle. This meeting will provide students will vital tips, guidance and information pertinent to their success in the program.

Competency Examinations
All students must pass Competency Exams in Research Methodology (Research Design, Measurement, & Statistics) and Clinical Assessment & Therapy.

Timeline for competency exams are as follow:

1. Research Methodology Competency Exam: Students are required to pass the exam prior to the fall of their G-3 year. Students who are on a moderated (less-than-full time) schedule must complete this exam by the time they complete 65 units (the equivalent of 2 years in the Program).

2. Clinical Assessment & Therapy Competency Exam: Students are required to pass the exam prior to Fall of their G4 year. Students who are on a moderated (less than full-time) schedule must complete this exam before accumulating 95 units.

Failure to complete these exams within the stated time period will result in the equivalent of a 'C' or Marginal Pass grade for the purpose of evaluation of one's academic record by Program Faculty and the Student Evaluation & Retention Committee (SERC). Students may not be advanced to doctoral candidacy until both exams are passed.

Advancement to Candidacy
Students may apply for Advancement to Doctoral Candidacy when all the criteria below have been satisfied:

1. Successful completion of the first two years of the general clinical psychology curriculum and the accrual of at least 60 units of graduate study

2. Successful completion of the Writing Proficiency Examination

3. Successful completion of all Competency Exams

4. Status of academic standing is good (i.e., student is not on warning or probation)

5. There are no incomplete grades on the transcript

6. The Pre-proposal meeting has been completed

Advancement to Doctoral Candidacy is an important event. The decision whether to advance a student is made collectively by the core faculty of the program. It signifies that the core faculty members have reviewed all aspects of the student's professional preparation and performance and have collectively determined, in their best professional judgment, that the student has demonstrated sufficient competence, and is therefore qualified to enter the final stages of doctoral study. It is unlikely that a student will be proposed for advancement if serious doubts exist about professional suitability.

Student must be advanced to Doctoral Candidacy prior to submitting applications for the pre-doctoral internship in clinical psychology.

Prerequisite Courses

Applicants must have completed one of the following three options prior to matriculation. All coursework used to fulfill graduate entry requirements must have been completed prior to beginning the program. All coursework must have been taken at fully accredited institutions. Applicants should use the designated space in the online application to indicate how the graduate entry requirement will be met.

1. Earned a BA/BS degree in psychology. (A master's degree will not fulfill this requirement.)

2. If the BA/BS degree is not in psychology, you must have completed coursework in the following four areas with a grade of "C" or better:

   a. Statistics

   b. Abnormal Psychology or Psychopathology

   c. Experimental Psychology/Research Methods in Psychology

   d. Physiological Psychology, Learning/ Memory, Cognitive Psychology, Sensation/Perception

3. Earned a score in the 80th percentile or better on the GRE Psychology Test. Official test scores are required for this option. Content for the coursework option is as follows:

   a. Statistics: The nature of normal distribution, principles of sampling theory, probability, simple statistics (t-tests, F-ratios, chi-square, r, non-parametric), introduction to analysis of variance. May be taken outside the psychology department.

   b. Abnormal Psychology/ Psychopathology: Major

disorders, personality disorders, sexual disorders, psychophysical disorders, adjustment reactions, alcoholism and drug abuse, child psychopathology, organic brain syndromes.

   c. Experimental Psychology: Introduction to scientific procedures and methods in psychology. Directed experience in research design and control, analysis, bibliographic and report writing techniques. May include a specific research techniques course in perception, physiology, learning, or complex behavior (social, cognition).

   d. Physiological Psychology: The study of human behavior from a physiological viewpoint. Sensorimotor systems, sleep, dreaming and attention, motivation, neural transmission and synaptic function, heredity, drugs, organic brain pathology. Must focus on the relationship between the psychological and physiological aspects of behavior.

Clinical and Research Experience is suggested, but not required.

Emphasis/Concentration/Track Requirements
Family/Child Psychology Emphasis

- PSY7602 - Theory and Practice of Psychotherapy: Child (3 units)
- PSY7503 - Family Psychotherapy (3 units)
- PSY6540 - Family Systems Theory (2 units)
- PSY8545 - Developmental Psychopathology (3 units)

Forensic Psychology Emphasis
Students must also complete one cultural elective related to forensic psychology. All alternate courses must be approved by the Program Director.

- PSY7514 - Advanced Assessment Elective Clinical Inference/Forensic (3 units)
- PSY8543 - Family Violence: Child Abuse (3 units)
- PSY8544 - Interpartner and Spousal Abuse (3 units)
- PSY8805 - Advanced Seminars in Theoretical Issues: Forensic Family/Child Psychology (3 units)
- PSY8805 - Advanced Seminars in Theoretical Issues: Conduct Disorders and Anti-Social Behavior (3 units)

Health Psychology Emphasis
- PSY6622 - Clinical Psychophysiology and Biofeedback (3 units)
- PSY7625 - Intro to Clinical Medicine I (3 units)
- PSY7633 - Health Psychology Intervention: Research and Practice Addressing Health Disparities (3 units)
- PSY8524 - Assessment in Neurophysiology: Theory and Clinical Applications (3 units)

Psychodynamic Emphasis
All alternate courses must be approved by the Program Director.

- PSY7643 - Transference and Counter Transference (3 units)
- PSY7501 - Theory and Practice of Psychotherapy: Individual Psychodynamic (3 units)
- PSY8500 - Clinical Elective: Advanced Psychodynamic Interventions (3 units)
- PSY8630 - Clinical Aspects of Dream Interpretation (3 units)

Elective Requirements
12 units of elective are required if students do no select and complete an emphasis.

Students must take one Cultural Seminar Elective (PSY7610) and three General/ Clinical Electives (PSY8500). All electives must be approved by the Program Director. Students are permitted to take 2 electives online with Program Director approval.

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (13.5 units)
- PSY6021 - Advanced Statistics I (3 units)
- PSY6105 - Biological Aspects of Behavior (3 units)
- PSY6523 - Advanced Psychopathology (3 units)
- PSY6524 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic (3 units) (All emphasis areas, except Health Emphasis students.)

or

- PSY6622 - Clinical Psychophysiology and Biofeedback (3 units) (Health Emphasis students)
- PSY6045 - Research Practicum (1.5 units)

Academic Year 1 - Semester 2 (15.5 units)
- PSY6003 - History and Systems of Psychology (1 unit)
- PSY6022 - Advanced Statistics II (3 units)
- PSY6501 - Intellectual Assessment (3 units)
- PSY6520 - Introduction to Psychotherapy (2 units)
- PSY6525 - Theories of Personality, Pathology and Psychotherapy: Behavioral/Social Learning (3 units)
- PSY7010 - Foundations of Measurement (2 units)
- PSY6045 - Research Practicum (1.5 units)

Academic Year 2 - Semester 1 (16 units)
- PSY6023 - Principles of Research Design (3 units)
- PSY6116 - Issues in Chemical Dependency and Treatment (2 units)
- PSY6503 - Personality Assessment I (Objective) (3 units) (All emphasis areas, except Health Emphasis students.)

or

- PSY6524 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic (3 units) (Health Emphasis students)
- PSY6129 - Multicultural Competency Development (3 units)
- PSY7525 - PhD Practicum I (2 to 3 units) - take for 2 units
- PSY7556 - Practicum Consultation and Ethics (1.5 units)
- PSY7045 - Dissertation Proposal Development (1.5 units)

Academic Year 2 - Semester 2 (17 units)
- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units) - take for 3 units
- PSY6112 - Social Basis of Behavior (2 to 3 units) - take for 3 units
- PSY6140 - Developmental Psychology/ Lifespan Development (2 to 3 units) - take for 3 units
- PSY7501 - Theory and Practice of Psychotherapy: Individual (3 units)
- PSY7526 - PhD Practicum I (2 to 3 units) - take for 2 units
- PSY7556 - Practicum Consultation and Ethics (1.5 units)
- PSY7045 - Dissertation Proposal Development (1.5 units)

Academic Year 3 - Semester 1 (12 units)
- PSY7156 - Psychopharmacology (1 to 3 units) - take for 3 units
- PSY8555 - Neuropsychology: Foundations (3 units)
- PSY8535 - PhD Practicum II (3 units)
- PSY8552 - Clinical Consultation Group (1.5 units)
- PSY7045 - Dissertation Proposal Development (1.5 units)

Academic Year 3 - Semester 2 (15 units)
- PSY6620 - Health Service Psychology (3 units)

- PSY8400 - Third Wave Therapies (3 units) (All emphasis areas, except Health Emphasis students.)

or

- PSY6503 - Personality Assessment I (Objective) (3 units) (Health Emphasis students)
- PSY8556 - Neuropsychology: Advanced (3 units) (All emphasis areas)

or

- PSY6504 - Personality Assessment II (Projective) (3 units) (Option for all emphasis areas except Health Emphasis)

or

- PSY8524 - Assessment in Neurophysiology: Theory and Clinical Applications (3 units) (Health Emphasis students)
- PSY8536 - PhD Practicum II (3 units)
- PSY8552 - Clinical Consultation Group (1.5 units)
- PSY7045 - Dissertation Proposal Development (1.5 units)

Academic Year 4 - Semester 1 (10.5 units)
- PSY7565 - Advanced Ethics and Professional Issues (2 units)
- PSY8510 - Supervision Seminar (1 to 3 units) - take for 2 units
- PSY8500 - Clinical Elective (0 to 3 units) - take for 3 units

or

- PSY7625 - Intro to Clinical Medicine I (3 units) (Health Emphasis students)
- PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar (1 to 6 units) - take for 3.5 units

Academic Year 4 - Semester 2 (12.5 units)
- PSY8500 - Clinical Elective (3 units)
- PSY7610 - Cultural Seminar (3 units) (All emphasis areas must take a cultural elective related to their emphasis area.)

or

- PSY7633 - Health Psychology Intervention: Research and Practice Addressing Health Disparities (3 units) (Health Emphasis students)

- PSY8500 - Clinical Elective (0 to 3 units) - take for 3 units

or

- PSY8400 - Third Wave Therapies (3 units) (Health Emphasis students)

- PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar (1 to 6 units) - take for 3.5 units

Academic Year 5 - Semester 1 (15 units)
- PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar (1 to 6 units) - take for 4 units

- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 5 - Semester 2 (15 units)
- PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar (1 to 6 units) - take for 4 units

- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 5 - Semester 3 (8 units)
- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units)

Half-Time Internship Option

Academic Year 5 - Semester 1 (7 units)
- PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar (1 to 6 units) - take for 2 units

- PSY9561 - Half-Time Predoctoral Internship (5 units)

Academic Year 5 - Semester 2 (7 units)
- PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar (1 to 6 units) - take for 2 units

- PSY9562 - Half-Time Predoctoral Internship (5 units)

Academic Year 5 - Semester 3 (5 units)
- PSY9563 - Half-Time Predoctoral Internship (5 units)

Academic Year 6 - Semester 1 (7 units)
- PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar (1 to 6 units) - take for 2 units

- PSY9564 - Half-Time Predoctoral Internship (5 units)

Academic Year 6 - Semester 2 (7 units)
- PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar (1 to 6 units) - take for 2 units

- PSY9565 - Half-Time Predoctoral Internship (5 units)

Academic Year 6 - Semester 3 (5 units)
- PSY9566 - Half-Time Predoctoral Internship (5 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Philosophy_Clinical_Psychology.html.

Doctor of Philosophy in Clinical Psychology (San Francisco)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview
The Clinical Psychology doctoral programs prepare students to function as multifaceted clinical psychologists through curricula based on an integration of psychological theory, research and practice. This program is a practitioner and scholar oriented program. The curricula have four major areas of study: foundations of psychology, clinical and professional theory and skills, applied clinical research and professional growth. Students can follow their own clinical and research interests and further their individual career goals by selecting a specialized series of courses, research and field placements related to a particular area.

Our program, which is infused with social justice concerns, educates students both to conduct a broad range of psychological research and to become broadly trained practitioners. We provide training for clinical psychologists in all aspects of conducting psychological research such that they are capable of being productive scholars who contribute to the body of psychological literature. We provide students with the knowledge, skills, and professional attitudes necessary to evaluate psychological functioning and provide effective interventions with diverse clients across a range of settings. We infuse multicultural perspectives throughout our curriculum, offer courses focusing on diverse populations, and provide clinical practicum placements (field placements) that offer exposure to a range of client populations.

The program is designed to address all five levels of the biopsychosocial model of human functioning: biological, psychological, familial, community, and sociocultural. We encourage students to develop a personal integration of cognitive-behavioral, family systems, multicultural, and contemporary psychodynamic approaches. Because of the extensive clinical course offerings at CSPP-San Francisco, students are able to develop in-depth expertise in one or more of those orientations by selecting sections of required courses, elective courses, clinical practicum placement (field placements), and supervisors that emphasize a specific theoretical orientation in therapy.

We have special applied research Fellowship opportunities with the San Francisco Department of Public Health (SFDPH) allowing students in this special Fellows program to have access and work with the research division of the SFDPH who has a unique integrated database system as well as independently funded projects. Additionally, there are several core faculty who have their own funded projects where students can engage in the research and program evaluation activities of clinical research projects while being mentored by our core faculty. We are currently developing more research opportunities with VA facilities across the Bay Area.

The standard PhD curriculum is five years and is designed to give students the opportunity to complete the dissertation before beginning a full-time internship in the fifth year. However, in consultation with their faculty advisor, students may extend their time to take additional courses, complete research work, or with consultation may spread the internship over two years (usually, the fifth and sixth years). A minimum of 60 academic units are required pre-candidacy (first/second years) and a minimum of 60 academic units and 30 internship units are required post-candidacy (third/fourth/fifth years).

Emphasis/Concentration/Tracks

Our APA-accredited Clinical Psychology program emphasizes research and clinical training equally, with special strengths in:

1. Multicultural Psychology, Lesbian Gay Bisexual and Transgender (LGBT) Psychology, and Gender Studies

2. Community Psychology, Substance Abuse, and Program Evaluation

3. Trauma, Stress, and Resilience

4. Child/Adolescent Psychology

Because of the extensive courses offered in the program, students can develop in-depth expertise in one or more of these areas of special strength by selecting sections of required courses, elective courses, clinical practicum (field placements), and supervisors that emphasize a special theoretical orientation or population in therapeutic settings.

Students in the program also have the unique opportunity to gain real-world experience through a variety of field placements. At the Bay Area Psychological Services Center, Organizational Consulting Center and the CSPP Psychological Assessment Clinic, Clinical Psychology doctoral students can develop practical skills by providing real-world mental health services to under-served populations.

For more information, visit the San Francisco Bay Area Community Services and Placements page.

Program Learning Outcomes/ Goals

Program Aims, Competencies and Elements

The Ph.D. Program has adopted a series of three aims, nine competencies and related elements designed to implement its philosophy and meet the overall program aims. The competencies are met operationally through various academic and training activities that include courses, practicum and internship placements, and supervised research experiences. Multiple data sources are used to assess outcomes relative to these competencies. These competencies specify attitudes, knowledge, and skills that students are expected to achieve by the time they graduate from the program and perceptions, feelings, and professional achievements alumni are expected to report as they pursue their profession. The elements are the expected specific outcomes for each of the respective competencies.

AIM 1: To educate students to conduct applied research and to be grounded in, and contribute to, the knowledge base of psychology.

AIM 2: To prepare students to be effective professional psychologists skilled at evaluating theoretical and scientific knowledge, psychological functioning and providing efficacious interventions with diverse clients across a range of settings. We define diversity in keeping with Principle E of the 2010 amended version of the 2002 "Ethical Principles of Psychologists and Code of Conduct", as reflecting individual, role, and cultural differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, socioeconomic status, and other differences.

AIM 3: To prepare ethical and responsible professional psychologists who are able to work collaboratively with other professionals, as well as take on multiple roles, in varied settings and develop attitudes and skills essential for lifelong learning and productivity.

The competencies incorporate attitudes, knowledge and skill attainment in relation to clinical practice, research and professional projects and activities. It is understood that the attitudes need to be addressed before acquisition of knowledge can be attained followed by skill attainment. It is expected that throughout the courses taught at the institutions, multicultural issues are properly integrated into the curriculum across all subject matters.

Competency 1: Research

a. Demonstrate the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to contribute to the scientific, psychological or professional knowledge base.

b. Conduct research or other scholarly activities.

c. Critically evaluate and disseminate research or other scholarly activities via professional presentations and publications at the local, regional, and national level.

Competency 2: Ethical and Legal Standards

a. Be knowledgeable of and act in accordance with the current version of APA Ethical Principles of Psychologists and Code of Conduct.

b. Be knowledgeable of and act in accordance with relevant laws, regulations, rules and policies governing health service psychology at the organizational, state, regional, and federal levels.

c. Be knowledgeable of and act in accordance with relevant professional standards and guidelines.

d. Conduct self in an ethical manner in all professional activities.

Competency 3: Individual and Cultural Diversity

a. An understanding of how their own personal/cultural history may affect how they understand and interact with people different from themselves.

b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity, including research and service.

c. Ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

Competency 4: Professional Values and Attitudes

a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

b. Engage in self-reflection; engage in activities to maintain and improve performance, well-being and professional effectiveness.

c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.

d. Respond professionally in increasingly complex situations with an increasingly greater degree of independence as they progress along levels of training.

Competency 5: Communication and Interpersonal Skills

a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and those receiving professional services.

b. Produce and comprehend oral, nonverbal, and written communications; demonstrate a grasp of professional language and concepts.

c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment

a. Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.

b. Interpret assessment results to inform case conceptualization, classification, and recommendations.

c. Communicate, orally and in written documentation, the findings and implications of an assessment in an accurate and effective manner sensitive to a diverse range of clients and audiences.

Competency 7: Intervention

a. Establish and maintain effective relationships with the recipients of psychological services.

b. Develop evidence-based intervention plans specific to the service delivery goals.

c. Implement interventions informed by the current scientific literature.

d. Apply the relevant research literature to critical decision-making.

e. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

f. Evaluate intervention effectiveness.

Competency 8: Supervision

a. Demonstrate knowledge of supervision models and practices.

b. Demonstrate the ability to integrate supervisor feedback into professional practice

Competency 9: Interdisciplinary skills

a. Demonstrate knowledge and respect for the roles and perspectives of other professions.

b. Demonstrate knowledge of consultation models and practices.

In addition to the integration of multicultural issues specific courses and curriculum offerings, the program embraces the multicultural competencies supported by the University. In this way, CSPP is responsive to the ethical mandates of the American Psychological Association.

Training Model
A Scholar-Practitioner Model
This program features a scholar-practitioner model that educates students both to become broadly trained practitioners and to conduct a broad range of psychological research such that they are capable of being productive scholars who contribute to the body of psychological literature. By infusing social justice concerns and multicultural perspectives throughout the curriculum, the program provides students with the knowledge, skills and professional attitudes necessary to evaluate psychological functioning and provide effective interventions with diverse clients across a range of settings. We infuse multicultural perspectives throughout

our curriculum, offer courses focusing on diverse populations, and provide clinical practica (field placements) that offer exposure to a range of client populations.

Program-Specific Admission Requirements
Credit for Previous Work
Entering students may be eligible to receive credit for previous graduate work from a regionally accredited master's or doctoral program.

The following graduate level courses will be considered for credit for previous work: Social Bases of Behavior; Cognitive and Affective Bases of Behavior; Biological Aspects of Behavior and Psychopharmacology; Lifespan Human Development; History and Systems; Advanced Psychopathology; Observation and Interviewing; Principles of Psychotherapy; Intellectual Assessment; Theory & Technique of Clinical Practice; and elective units. Other courses may be considered.

Students who have completed an empirical master's thesis in psychology may be able to get transfer or waiver credit for the first and second semesters of the Research Seminar and waive the requirement for a First Research Project. To do so, they must submit a copy of their master's thesis (in English) to the Program Director so that it can be evaluated by program faculty.

The program has special collaborative agreements with Teachers College of Columbia University and Fordham University-Lincoln Center Campus for graduates of their Master's-degree program to obtain pre-approved credit for previous work upon being accepted into the program.

Licensure
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practice. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and have taken and passed the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). In addition, they must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care. Continuing education is required to maintain the license. CSPP doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

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For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580
Email: asppb@asppb.org

or

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699
Email: bopmail@dca.ca.gov

or

Practice Directorate American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979
Email: apaaccred@apa.org

Programmatic Accreditation
This program is accredited by the Commission on Accreditation of the American Psychological Association (APA), which requires that we provide data on:

1. Time to Completion
2. Program Costs
3. Internship Placement Rates
4. Attrition
5. Licensure

For more information, see Student Admissions, Outcomes and Other Data.

American Psychological Association
750 First Street NE
Washington, DC 20002-4242
Phone: 202-336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Internship, Practicum, and/or Dissertation Information
Field Training
Students begin their professional clinical training in their second year (Practicum I) in community mental health centers, clinics, inpatient mental health facilities, medical settings, specialized service centers, rehabilitation programs, residential or day programs, forensic/ correctional facilities, and educational programs. In their third year (Practicum II) and often fourth year (Supplemental Practicum), students continue clinical training or a clinical research

practicum experiences. Students typically receive a minimum of 1600 hours of clinical training prior to internship. The Bay Area offers an enormous range of training opportunities, in service of individuals representing diverse populations. Students have conducted field placements in many diverse agencies, including: Veteran's Affairs, Kaiser Permanente, and community mental health clinics.

Practicums offer 20 hours per week on average of training that includes direct clinical service, supervision, and didactic training. A San Francisco's student's practicum placement is facilitated and supervised through our Office of Professional Training. All students in their field practicums are supervised by their onsite supervisor individually at least once per week and also in group supervision usually weekly. Although not required for the degree, some students choose to complete a supplemental practicum in their 4th year while applying for predoctoral internship and completing their dissertation research.

An optional and funded research practicum is also available for students, often with students in their first or third year in the program. Established in conjunction with the San Francisco Department of Public Health, that one year 8-10 hours per week research and evaluation practicum placement provides a fundamental understanding of research and evaluation within a public health context.

The selection of professional training (practicum) placements for each student is guided by:

1. CSPP's requirement for diverse and rigorous professional training experiences,

2. The rules and regulations of the California Board of Psychology, the body charged with the licensing of psychologists in the State of California, and

3. The American Psychological Association's criteria for practicum and internship training.

The primary criteria used in selection and approval of placements are the quality of the training experience and the supervision provided for the student.

The San Francisco campus places students in agencies throughout Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, and Solano counties. Additional placements are in some counties outside the immediate Bay Area, including Napa, Sacramento, Santa Cruz, Sonoma, San Benito, and Yolo counties. Because stipends are modest and relatively scarce, particularly at the practicum level, students should not count on them to finance their studies.

Students typically begin the required pre-doctoral internship in the fifth year. All students are required to attend APA-accredited internships (exceptions to policy can occur via petition to the program director), pursued through the national selection process. We strongly support students in preparing for and applying to APA-accredited internships.

Research

All students must enroll in a research seminar beginning their second semester in the program and remain continuously enrolled in research seminar, followed by dissertation and extension units, until both the First Research Project and dissertation are complete. This intimate, small-group setting, with groups comprised of students in all years of the program, gives students a chance to work with faculty members on areas of shared interest and faculty expertise. Consent of the instructor is required to enter a research seminar, and matching of new students to research seminars is done during the fall semester. Students have an opportunity to meet research seminar faculty during orientation and may visit seminars and have individual

appointments with instructors before making their selections. Assignments are made based on students' interests and preferences and their match with faculty preferences and expertise. In past years, most students have been placed into their first-choice seminar, but we cannot guarantee that this will be the case for all students.

In addition to clinical and teaching practica, students are involved in research practica that are coordinated by our core faculty. Over the course of four years, via two student-led and student-designed research projects students learn how to apply skills they have learned in statistics and research design to actual research projects. These projects involve faculty expertise primarily in the areas of multicultural and community psychology, LGBT psychology, gender studies, program evaluation, social justice, trauma, stress and resilience, and child and family development.

Students often work with researchers in collaborative institutions, including: University of California San Francisco, Veteran's Administration, Stanford University, and San Francisco Department of Public Health.

Because of collaborative work in research practicum and methods courses, students and faculty have presentations at several professional conferences, including the meetings and annual conventions of the following professional associations:

1. American Psychological Association

2. Association for Women in Psychology

3. National Council of School and Programs of Professional Psychology

4. Western Psychological Association

5. National Multicultural Summit

6. Association for the Advancement of Behavioral Therapy

7. California Psychological Association

Credit Units

Total Credit Units: 150

Total Core Credit Units: 144

Total Elective Credit Units: 6

Total Concentration Credit Units: N/A

Degree Requirements

1. Writing Proficiency Assessment: please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

2. Preliminary Examinations (currently in data analysis; article review; ethics; assessment) - given at end of first and second years and required for advancement to candidacy.

3. First Research Project, which must be completed before advancement to candidacy. Note: failure to complete First Research Project (and/or dissertation proposal orals and defense) in a timely manner may result in additional cost and time in program.

4. Clinical Proficiency Progress Review (CPPR), a case-focused report and oral exam given in Year 3, must be passed before graduation.

The program faculty believe that for many clinical students, personal psychotherapy can be an extremely valuable tool through which to better understand oneself, become comfortable with asking for and receiving psychological help, learning about one's emotional vulnerabilities and "triggers," and understanding the impact of one's behavior and affect in the clinical encounter. As a general suggestion, we recommend that students consider seeking personal psychotherapy (individual, group, couple, family, or a combination) on a weekly basis at some point in their graduate training. However, personal psychotherapy is voluntary and not required to complete the program. Students who follow this recommendation arrange and pay for their own therapy, which ideally would be provided by a licensed doctoral-level therapist (psychologist, psychiatrist,

doctorate-holding LPCC, LCSW or LMFT). Upon request, the program can provide a list of psychotherapists in the community who offer sliding-scale services.

Advancement to Candidacy

Before advancing to doctoral candidacy, students must:

1. remain in good academic standing

2. complete a minimum of 60 units including all first and second year courses

3. finish their First Research Project

4. pass all preliminary examination subtests (in assessment, ethics, research methods, and statistics)

Emphasis/Concentration/Track Requirements

Multicultural Community Psychology, Multicultural Program Evaluation and Social Justice, and LGBTQIA/Gender Psychology

Multicultural Community Psychology

In addition to infusing multiculturalism throughout our entire curriculum, the clinical PhD program provides specialized courses that integrate knowledge, research and intervention skills necessary for working with multicultural groups and community organizations. These include Intercultural Awareness (a first-year course) and multiple sections of a course called Sociocultural Diversity, each of which focuses on a different racial/ethnic minority group (e.g., Asian American, African American, and Latino).

In addition, San Francisco has a wealth of multicultural field placements (practicum) and internships, as well as relevant research opportunities that enable students to gain special expertise in working with specific racial/ethnic groups.

1. Assessment, psychotherapy and treatment outcomes in diverse populations (cultural, sexual orientation, gender, size, age, SES, refugee, Veterans, etc.)

2. Impact of social privilege and oppression, especially related to ethnic identity, body size, physical appearance, sexual orientation, gender, gender expression, social class, etc.

3. Anti-racist and other social justice issues, and issues pertaining to therapy, ethics, clinical training, mentoring and supervision

4. Bicultural/Multicultural competence and identity

Five of the PhD Research Seminars are led by instructors with research expertise in multicultural, community, and/or program evaluation topics (Professors Ja, Loewy, Menon, Morales, and Tiet).

Multicultural Program Evaluation and Social Justice

Several of our program faculty have special expertise in the areas of program evaluation and consultation in mental health, juvenile justice, substance abuse, HIV prevention, and other types of community settings. Also, we offer advanced clinical courses in Consultation and in Program Evaluation. Much of the focus of our program evaluation course lies in understanding program efficacy and outcomes in a community based context. Critical components include an understanding of the development of logic models and a theory of change in program interventions.

1. Early childhood and community prevention and intervention

2. Program evaluation in behavioral health systems including managed care systems

3. Organizational systems with a focus on managed behavioral health policy, evaluation, and analysis

4. Cost analysis and studies in Programs for Assertive Community Treatment (PACT)

5. Workforce development and pipeline; Latino health and higher education

6. Juvenile and adult justice systems including drug courts and alternative community approaches in violence intervention

7. Social justice in psychology and psychotherapy

8. Anti-racist and other social justice issues, and issues pertaining to therapy, ethics, clinical training, mentoring and supervision

Three of the PhD Research Seminars are led by instructors with research expertise in program evaluation topics (Professors Ja, Morales, and Tiet).

LGBTQIA/Gender Psychology
The field of Gender Studies as defined here includes the study of gender role socialization processes and norms for males and females across the lifespan, as well as the topics of lesbian, gay, bisexual, transgender, questioning, intersex, and asexual (LGBTQIA) identity development and relationships. Faculty and students who work in this area are particularly interested in the behavioral and mental health consequences of gender-related socialization experiences (for example, in areas such as depression, substance abuse, intimate partner violence, health-related behaviors, and division of household tasks and childcare between parents in families). Areas of faculty interest include:

1. Gay, Lesbian, Bisexual, Transgender, Questioning, Intersex, and Asexual (LGBTQIA) Issues

2. Psychology of women and men

3. International socialization of gender roles

4. Public policy related to LGBTQIA issues

In conjunction with the PsyD program on our campus, courses are offered on topics such as Women's Lifespan Development,

Men in Therapy, Domestic Violence, and Feminist Approaches to Supervision. Also, San Francisco provides unique opportunities for clinical and research projects on these topics.

Students may complete their second or third year clinical practicum at an agency specializing in LGBT issues (for example, the Pacific Center in Berkeley). Students also can enroll in one or as many courses as they wish in the online Rockway Institute Certificate Program in LGBT Human Services & Mental Health.

Three of our PhD Research Seminars are led by faculty members whose areas of research expertise include gender studies (Professors Loewy, Menon and Morales).

Trauma, Stress, and Resilience
Health psychology is concerned with the interrelationships among psychological factors, health, and illness. It deals with psychologists' roles in primary care; psychological aspects of prevention and treatment for specific illnesses (such as cancer, HIV, and cardiovascular disease); families and health; recovery and rehabilitation following illness or physical trauma; psychosocial aspects of disability; health at every size; and neuropsychology. San Francisco has a wide range of research and field placement opportunities for students interested in health psychology.

Stress, Trauma, Post-Traumatic Stress Disorder (PTSD)
1. PTSD treatment

2. Intimate partner violence, child abuse and combat trauma

3. Sexual trauma

4. Neuropsychological functioning in PTSD

5. Impact of trauma on families and parent-child relationship

6. Intergenerational transmission of trauma

7. Treatment factors and patient outcomes

8. Depression and suicide

9. Co-occurring substance use and PTSD dual diagnosis disorders

Resilience
1. Coping

2. Protective factors and resilience

3. Prevention and early intervention

Health Psychology
1. Health at Every Size

2. Traumatic brain injury

3. Chronic illness adherence in adolescence

4. Neuropsychological assessment

Substance Abuse
1. Substance-exposed infants and parents

2. Substance abuse and HIV/AIDS prevention and treatment in multicultural communities

3. Chemical dependency

4. Dual diagnosis of substance use disorders and PTSD

5. Juvenile and adult justice systems including drug courts and alternative community approaches in violence intervention

For understanding and treating individuals in medical settings, we recommend that students take sections of required courses (Clinical & Ethical Issues; Advanced Clinical Seminar) that emphasize skills in cognitive-behavioral therapy and family systems therapy. We also recommend that students take electives in Neuropsychological Assessment, Psychopharmacology, Consultation in Primary Care Settings, and Pediatric Consultation and sections of Advanced Clinical Skills that relate to psychology and medicine. To gain clinical experience in medical settings, it is recommended that students take a one-year practicum (field placement) in a

health psychology setting (such as the San Francisco Veterans Administration Hospital, Children's Hospital and Research Center in Oakland, or other medical settings affiliated with CSPP's field placement office of professional training and BAPIC).

Some PhD faculty members have a strong background in health psychology research and connect our students with opportunities in medical research institutions for the First Research Project and the dissertation. A focus on health psychology research is actualized through signing up for a PhD Research Seminar with one of four faculty members who have expertise in an area of health psychology research (Professors Ja, Loewy, Morales, and Tiet). Students who complete these recommended courses, as well as a clinical practicum and research projects in health psychology, will be well prepared to pursue internships and postdoctoral work in the field of clinical health psychology.

Family/Child/Adolescent Psychology

We provide a wide range of family/child/ adolescent (FCA) courses and practica. For treating FCA problems, we emphasize the acquisition of both traditional child-clinical skills (assessment, individual therapy) and family intervention skills (family therapy, couple therapy, child custody evaluation).

Family
1. Couple/family therapy
2. Father involvement
3. Multicultural influences in family therapy
4. Family functioning in trauma-exposed families
5. Personality and family assessment

Child
1. Early childhood prevention and intervention
2. Substance-exposed infants and parents

3. High-functioning children and adolescents
4. Assessment of pervasive developmental disorders, ADHD

Adolescent
1. Adolescent development within diverse family and school contexts
2. Anti-racist and social justice issues pertaining to child, adolescent, and women's development, and to therapy, ethics, clinical training, mentoring and supervision
3. Intervention for adolescents

For students interested in pursuing FCA careers after graduation, we recommend that they take advantage of specific program offerings. The core of these learning experiences includes: (1) basic coursework (child psychopathology, child assessment, child psychotherapy, family therapy); (2) a one-year practicum (field placement) in an FCA setting; (3) PhD Research Seminar with a focus on FCA research; (4) dissertation research on an FCA topic; and (5) an internship focusing on FCA populations. We also offer varying electives. Three of the clinical PhD Research Seminars are led by faculty members with expertise in various FCA psychology topics (Professors Ja, Menon, and Morales). Students have the option to take as few or as many of these extensive FCA offerings as fit their career goals.

Elective Requirements

In addition to the required coursework, the program is committed to offering a broad array of elective courses reflecting theory, assessment, and intervention across a variety of systems, with emphasis on multicultural and diversity issues to prepare students for professional practice in a pluralistic society. Students may select from a diverse range of elective units. Many students elect Neuropsychology courses.

Curriculum Plan
Semester Calendar

Academic Year 1- Semester 1 (16.5 units)
- PSY6121 - Intercultural Awareness Development (1.5 units)
- PSY6021 - Advanced Statistics I (3 units)
- PSY6026 - Psychometrics and Research Design (3 units)
- PSY6518 - Principles of Psychotherapy (3 units)
- PSY6528 - Observation and Interviewing (3 units)
- PSY6102 - Cognitive & Affective Bases (3 units)

Academic Year 1- Semester 2 (16.5 units)
- PSY6122 - Intercultural Awareness Development (1.5 units)
- PSY6022 - Advanced Statistics II (3 units)
- PSY6016 - PhD Research Seminar I (1st Year) (3 units)
- PSY6109 - Human Development/Lifespan (2 to 3 units) - take for 3 units
- PSY6112 - Social Basis of Behavior (2 to 3 units) - take for 3 units
- PSY6523 - Advanced Psychopathology (3 units)

Academic Year 2- Semester 1 (14 units)
- PSY7013 - PhD Research Seminar I (2nd Year) (3 units)
- PSY7505 - Clinical and Ethical Issues (2 to 3 units) - take for 3 units
- PSY6512 - Psychological Assessment I: Cognitive Personality (3 units)
- PSY7525 - PhD Practicum I (2 to 3 units) - take for 2 units
- PSY7504 - Theory and Technique of Clinical Practice (3 units) *

Academic Year 2- Semester 2 (14 units)
- PSY7014 - PhD Research Seminar II (2nd Year) (3 units)
- PSY7506 - Clinical and Ethical Issues (2 to 3 units) - take for 3 units

- PSY6512a - Psychological Assessment II: Personality (3 units)

- PSY7526 - PhD Practicum I (2 to 3 units) - take for 2 units

- PSY7504 - Theory and Technique of Clinical Practice (3 units) *

Academic Year 2- Semester 3 (6 units)

- PSY7521 - Psychological Assessment III: Integration (2 to 3 units) - take for 3 units

- PSY6105 - Biological Aspects of Behavior (3 units)

Academic Year 3- Semester 1 (15 units)

- PSY8005 - PhD Research Seminar (3rd Year) (3 units)

- PSY8531 - Advanced Clinical Seminar (3 units) *

- PSY8535 - PhD Practicum II (3 units)

- PSY7502 - Sociocultural Diversity (3 units)

- PSY8007 - Advanced Research Methodology (3 units)

Academic Year 3- Semester 2 (14 units)

- PSY8006 - PhD Research Seminar (3rd Year) (3 units)

- PSY8532 - Advanced Clinical Seminar (3 units) *

- PSY8536 - PhD Practicum II (3 units)

- PSY7112 - History & Systems of Psychology (2 to 3 units) - take for 3 units

- PSY8561 - Consultation (1 to 2 units) - take for 2 units

Academic Year 4- Semester 1 (10 units)

- PSY9927 - Ph.D. Research Seminar IV (4th Year) (1 unit)

- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) - take for 4 units

- PSY8564 - Supervision (1 to 2 units) - take for 2 units

- Elective (3 units)

Academic Year 4- Semester 2 (8 units)

- PSY9928 - Ph.D. Research Seminar IV (4th Year) (1 unit)

- PSY9926 - PhD Doctoral Dissertation (1 to 7 units) - take for 4 units

- Elective (3 units)

Academic Year 5- Semester 1 (14 units)

- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units) **

- PSY9925 - Ph.D. Doctoral Dissertation (1 to 7 units) - take for 3 units

Academic Year 5- Semester 2 (14 units)

- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

- PSY9926 - PhD Doctoral Dissertation (1 to 7 units) - take for 3 units

Academic Year 5- Semester 3 (8 units)

- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units)

Notes

*Choose among cognitive-behavioral, family systems, and psychodynamic. A third Theory & Technique course may be taken as an elective.

**Two years of half-time internship rotations may be substituted beginning in the G5 year with consent of the advisor and Program Director.

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Philosophy_Clinical_Psychology.html.

Doctor of Philosophy in Organizational Psychology

School: California School of Professional Psychology

Modality(ies): On-ground, hybrid

Calendar(s): Semester

Program Description/Overview

The program combines coursework in psychology and organizational theory with specialized courses in organization development and change, industrial-organizational psychology, consulting to organizations, and human resources management. The curriculum includes two half-time academic year (or equivalent) applied practice internships, which students can complete across a variety of settings, including consulting firms, major corporations and other businesses, government agencies, and not-for-profit community organizations.

Completing the curriculum is designed to take four years if students attend full-time. The program will take longer to complete if students attend part-time. Also, students sometimes take longer to complete the dissertation, especially for those working full-time. New enrollment occurs twice per year: Fall and Spring. However, beginning in Spring may require part-time enrollment due to the required sequencing of some courses.

Emphasis/Concentration/Tracks

Students choose either one of two concentrations or the consulting psychology specialization as a required part of the curriculum. The two concentration areas are Strategic Human Resource Management and Executive Coaching. The three courses making up each of the concentrations are part of the program. In addition, there is an optional specialization in the field of Consulting Psychology. Students in Consulting Psychology receive guidance from faculty on how to prepare for licensure, as do all students who inquire.

Program Learning Outcomes/ Goals

1. Understand and critically evaluate the organizational and consulting psychology literature.

2. Ability to apply evidence-based professional practice of organizational and consulting psychology to assess and intervene at the individual, group, and organizational levels.

3. Knowledge of research design, measurement, and statistical tools appropriate for basic research as well as for applied research in such areas as organizational consulting, selection testing, surveys, and program evaluations.

4. Ability to integrate knowledge of ethical and legal behavior in organizational studies and professional practice.

5. Development of a positive, pro-active and non-judgmental attitude towards diverse cultural and international identities and in interpersonal and professional interactions.

6. Ability to deliver culturally competent professional services in their respective areas to diverse populations.

7. Skills in applying psychometric concepts to problems in industrial-organizational psychology.

Training Model

The program combines coursework, professional practice, and research in industrial-organizational and consulting psychology. Academic studies are integrated with the equivalent of one academic year of full-time internship. Since most internships are completed in business organizations, not-for-profit organizations, or public sector agencies, they provide good opportunities to build relationships with experts in the field outside of the university. Underlying this program is the belief that effective organizational change is founded on a thorough understanding of scientific research and experience about human behavior in the workplace. Change is also based on practitioners' ability to develop relationships with their clients and coworkers to work jointly on issues relating to organizational effectiveness.

Graduates are prepared for careers in a wide variety of practice areas, including consulting to managers and leaders, team development and consultation, organizational assessment and design, coaching, human resources management, organization development and change, diversity and inclusion work, and talent management.

Coursework in the program covers three primary areas: theory, research, and professional practice. In addition, courses focus on multicultural and international applications of behavioral science and management-related knowledge and skills. Students in the program first complete the required coursework and electives in areas such as organizational theory, scientific foundations of organizational psychology, group development, consulting skills, intervention skills, leading/facilitating organization change, as well as research design and research methods. After passing the qualifying/comprehensive examination, students continue with advanced coursework that includes additional required courses, supervised internship hours, and completion of the dissertation research. Students' professional internship training is completed under the supervision of field-based professionals and faculty, while the design, conduct, and write-up of a research-based dissertation occurs under the guidance of a faculty advisor.

Within the structure of the curriculum, students have opportunities to customize their education and training based on their professional career goals, through elective coursework, professional fieldwork training, and dissertation research. Students work closely with faculty, the Internship Coordinator, and the Program Director to determine areas of specific professional and academic focus. The coursework during the first two years of study for full-time students (three or more years for part-time students) is intended to develop the foundational competencies required

for future professional careers. The two concentrations and one specialization provide students with the opportunity to pursue specific areas in greater depth. Elective courses may also be taken. The internship experiences and the dissertation research also allow students to develop expertise and experience in specific areas of professional interest.

Professional Behavior Expectations/Ethical Guidelines

As professionals-in-training, students in the program are required, in addition to any university-wide behavioral requirements, to comply with the ethics code of the American Psychological Association (see apa.org). Any ethical or professional behavior problems may be referred to the SERC and Program Director for action.

Program-Specific Admission Requirements

Students enter the program with a bachelor's degree in psychology or a related field.

Credit for Previous Work

Students who have completed a research based master's thesis may be able to receive credit for one or both of the required Organizational Psychology Research Project courses. A copy of the thesis must be submitted to the Program Director so that it can be evaluated by the Program Faculty.

Licensure

Organizational Psychologists may or may not require licensure as a psychologist to practice their profession. Only the Consulting Psychology specialization offered in San Diego builds into the curriculum the necessary courses to prepare for licensure. Students anticipating seeking licensure are advised to consider the specialization. The internships for the CP specialization generally require supervision by a licensed psychologist approved by the Program Director. Students in the CP specialization may seek registration as

a CA psychological assistant to enable some of their internship hours to count for the CA licensure supervised experience requirement. Although this specialization helps students prepare for psychology licensure, other OP PhD students may seek licensure by taking additional courses and supervised experiences that have been built into the CP specialization (see http://www.psychboard.ca.gov/ for licensure requirements in CA or the psychology licensure board websites of other states, provinces or other jurisdictions in which psychologist licensure is being considered.

Internship, Practicum, and/or Dissertation Information

Students develop professional practice related skills in organizational psychology and organizational consulting through a variety of professional training experiences, including class projects, case studies, in-class simulations, and internship. The internship is designed to provide students with in-depth supervised professional practice learning experiences. In their third or fourth year of a full-time program, students participate in 1,280 hours of supervised professional internships in the business community, non-profit or public sector - for a total of 8 units.

Credit Units

Total Credit Units: 98*
Total Core Credit Units: 83
Total Elective Credit Units: 6
Total Concentration Credit Units: 9*

*Additional units are required for students completing the Consulting Psychology specialization.

Degree Requirements

At the beginning of their third year, students demonstrate mastery of the program competencies through comprehensive examinations.

Prerequisite Courses

Two approaches are possible for completion of program pre-requisites:

1. An undergraduate or graduate degree in psychology from a regionally accredited university or equivalent;

2. Completion of the following three courses in psychology from a regionally accredited university or equivalent:

    a. Introduction to Psychology;

    b. Statistics course with a grade of B or better;

    c. One other course in psychology.

Emphasis/Concentration/Track Requirements

Executive Coaching Concentration (9 units)

- PSY7435 - Individual and Leadership Assessment (3 units)

- ORG7408 - Conflict Management (3 units)

- PSY7429 - Individual and Executive Coaching (3 units)

Strategic Human Resource Management Concentration (9 units)

- ORG8220 - Human Resource Management (3 units)

- ORG7215 - Training and Development (3 units)

- BUS6020 - Strategic Management (3 units)

Consulting Psychology Specialization (23 units)

- PSY7429 - Individual and Executive Coaching (3 units)

- PSY7430 - Individual and Executive Coaching Lab (1 unit)

- PSY7435 - Individual and Leadership Assessment (3 units)

- PSY7436 - Individual and Leadership Assessment Lab (1 unit)

- PSY7417 - Adult and Career Development (3 units)

- PSY7250 - Counseling in an Organizational Setting (3 units)

- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units) - take for 3 units

- PSY6105 - Biological Aspects of Behavior (3 units)

- ORG7408 - Conflict Management (3 units)

Note that the CP Specialization students are required to complete the following internship courses rather than the ones specified for the OP students:

- PSY9421 - Consulting Psychology Internship: Individuals and Groups (3 units)

- PSY9422 - Consulting Psychology Internship: Individuals and Groups (3 units)

Elective Requirements

Elective options for students must be approved by the site Program Director but generally can be chosen from among courses in the following areas: Organizational, Clinical, or Forensic Psychology; Business, Management, or Leadership. Note that students must have completed the prerequisites for the courses submitted to the site PD for approval.

The availability of these elective courses will vary from semester to semester and from campus to campus.

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (15.5 units)
- ORG6003A - Professional Practice Meetings (0.5 units)

- ORG6005 - Introduction to Scholar Practitioner Model (2 units)

- ORG6435 - I/O and Consulting Psychology: Theory, Research, and Practice (3 units)

- ORG7440 - Business Principles (3 units)

- PSY6021 - Advanced Statistics I (3 units)

- PSY6700 - Data Analysis (1 unit)
- PSY8412 - Social and Personality Psychology (3 units)

Academic Year 1 - Semester 2 (14.5 units)
- ORG6003B - Professional Practice Meetings (0.5 units)
- ORG6004 - Survey Methods (2 units)
- ORG6016 - Principles of Research Methods and Design (3 units)
- ORG7330 - Cultural Diversity in Organizations (3 units)
- ORG7503 - Leadership (3 units)
- PSY6022 - Advanced Statistics II (3 units)

Academic Year 2 - Semester 1 (15 units)
- ORG6031 - Qualitative Research Methods (3 units)
- ORG6330 - Work Motivation and Productivity (3 units)
- ORG6410 - Group Processes and Team Interventions (3 units)
- ORG7863 - Org Psych Research Project I (3 units)
- ORG7350 - Organization Theory and Systems (3 units)

Academic Year 2 - Semester 2 (12 units)
- ORG7020 - Psychological Measurement (3 units)
- ORG7100 - Consultation and Facilitation Skills (3 units)
- ORG7525 - Organizational Change and Development (3 units)
- ORG7864 - Org Psych Research Project II (3 units)

Academic Year 3 - Semester 1 (14 units)
- ORG8120 - Talent Staffing and Selection (3 units)
- ORG8990 - Ph.D. Dissertation I (3 units)
- Concentration Course (3 units)
- Elective (3 units)
- ORG9430B - Internship in Organizational Psychology with Supervision (2 units) *

Academic Year 3 - Semester 2 (8 units)
- ORG8991 - Ph.D. Dissertation II (1-4 units) - take for 3 units
- Concentration Course (3 units)
- ORG9430B - Internship in Organizational Psychology with Supervision (2 units) *

Academic Year 4 - Semester 1 (8 units)
- ORG9931 - Ph.D. Dissertation III (3 to 4 units) - take for 3 units
- Concentration Course (3 units)
- ORG9430B - Internship in Organizational Psychology with Supervision (2 units) *

Academic Year 4 - Semester 2 (11 units)
- Elective (3 units)
- ORG9932 - Ph.D. Dissertation IV (3 units)
- PSY7437 - Ethical, Legal, and Professional Issues in Organizational Psychology (3 units)
- ORG9430B - Internship in Organizational Psychology with Supervision (2 units) *

Notes:

*Internship course options are: ORG9430A (1 unit), ORG9430B (2 units), ORG9430C (3 units), ORG9430D (4 units), or ORG9430E (5 units).

Students in the Consulting Psychology Specialization register instead for PSY9421 - Consulting Psychology Internship: Individuals and Groups.

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Philosophy_Organizational_Psychology.html.

Doctor of Psychology in Clinical Psychology (Fresno)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview
This program is designed primarily for students interested in clinical practice. The program emphasizes clinical skills and the application of research knowledge with diverse populations in a wide range of settings.

The program prepares students to function as multifaceted clinical psychologists through curricula based on an integration of psychological theory, research and practice. This is a practitioner-oriented program. The PsyD curriculum has four major areas of study: foundations of psychology, clinical and professional theory and skills, applied clinical research and professional growth. Students can follow their own clinical interests and further their individual career goals by selecting a specialized series of courses, research and field placements related to a particular area.

The program requires a minimum of 90 academic units and 30 internship units.

Emphasis/Concentration/Tracks
In addition to their basic education in clinical psychology, students in the program may focus their study and clinical expertise by selecting an emphasis area to their degree. Emphasis areas offered in the program include:

1. Clinical Forensic Psychology
2. Self-Designed Emphasis

To obtain an emphasis in Forensic psychology or a self-designed emphasis, students must complete 12 units of coursework as designated by the emphasis area, complete the requirements for clinical

training as defined by the emphasis area, and complete a dissertation with a topic that focuses on that emphasis area.

In addition to the Forensic emphasis, students may create a program of study emphasizing their own area(s) of interest. For example, a student might create a program emphasizing "Family Advocacy" by combining topics such as family therapy, play therapy, juvenile justice, education law as it applies to the rights of emotionally disturbed children, pediatric psychology, child custody evaluation, divorce mediation, and so forth.

Clinical Forensic Psychology Emphasis

The field of clinical forensic psychology includes clinical services provided to clients with criminal and non-criminal contact with the legal system, covering diverse needs related to divorce, custody mediation, worker's compensation evaluations, disability evaluations, child abuse, and adoption, in addition to work in prisons and jails. The Clinical Forensic Emphasis in Fresno aims to prepare students to work with clients in these diverse settings.

Multicultural Facilitated Learning

In addition to the primary emphases, the faculty is committed to offering a broad array of elective courses reflecting theory, assessment, and intervention across a variety of systems, especially across cultural systems. The importance of the cultural system is emphasized throughout students' academic and clinical training. This focus on cultural issues ensures students will be prepared for professional practice in a pluralistic society.

Program Learning Outcomes/ Goals

Program Aims and Competencies

Aim 1: Provide students with discipline-specific scientific knowledge to support the effective entry-level practice of clinical psychology.

Aim 2: Train competent health service psychologists (HSPs) to deliver scientifically-informed psychological services to diverse individuals and groups.

Aim 3: Provide students with strong professional identities as licensed psychologists and the clinical skills, professional behaviors, and attitudes that reflect the highest ethical and professional standards in the entry-level practice of clinical psychology.

Program Competencies

All students are expected to acquire and demonstrate substantial understanding of and competence in the following nine profession-wide competency areas:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/ Interdisciplinary Skills

In addition, students are expected to possess discipline-specific knowledge in the following four areas:

1. History and Systems of Psychology
2. The basic content areas of scientific psychology, including affective, biological cognitive, developmental, and social aspects of behavior
3. Advanced integrative knowledge in scientific psychology
4. Research Methods, Statistical Analysis, and Psychometrics

Training Model
A Practitioner-Scholar Program

This program emphasizes clinical skills and the application of research knowledge. The program takes a minimum of four years to complete, with the fourth year typically spent in a full-time internship.

The clinical program trains students to consider the role of diverse systems in creating and/or remedying individual and social problems. While students receive an exceptional grounding in traditional clinical assessment and intervention, they also are taught to consider the potential value of advocacy, consultation, or public policy work in helping both individuals and entire groups of clients with similar problems.

In addition to their basic education in clinical psychology, students have the opportunity to select an emphasis area (forensic or self-determined) in which to develop focused study and clinical expertise. During the program students are evaluated on progressive developmental stages of their training. The evaluation includes evaluation of a student's readiness for practicum training and readiness for internship.

Professional Behavior Expectations/ Ethical Guidelines

At matriculation, students are required to sign a form indicating that they have read the Program Handbook and APA code of ethics, and that they agree to abide by all Alliant, CSPP and Program Policies as well as the APA Code of Ethics.

Program-Specific Admission Requirements
Credit for Previous Work

The syllabi of courses for which a transfer student is seeking credit must be submitted to the Program Director by the end of the fall semester of the G1 year. These are reviewed by the Program Director and an Alliant faculty member who is a content expert regarding the subject matter. In

addition, in some cases, the professional qualifications of the instructor are reviewed as well. An Alliant admissions officer can assist students in facilitating this review process. Regardless of the number of transfer units allowed, a student must complete all requirements remaining in both the core and emphasis areas for which transfer credit was not allowed.

Students who wish to transfer into the program from any other Alliant- CSPP program must meet the residency requirement and all program specific training requirements (including passing the Clinical Competency Exam (CPPR), Foundational Science Exams, and the Diversity Competency Exam (MAP-R).

Given the program is four years in length including a one year internship, students are all in residence for a minimum of three years. Students transferring into the program from any other Alliant school or college or those transferring from another university must apply through the Admissions office.

Transfer credit awards can have implications on students' financial aid eligibility if they become short of registration units for an academic semester (including summer). The program is not responsible for ensuring financial aid eligibility for students in all semesters.

Courses in ethics, practicum and internship are not eligible for transfer credit. Listed below are courses that are not eligible for transfer credit:

1. PSY6530A - Introduction to Ethical Practice and Law

2. PSY7566 - Ethical Foundations of Clinical Practice

3. PSY6571, PSY7571, PSY7572, PSY8577, PSY8578 (Practicum courses)

4. PSY9531, PSY9532, PSY9533 (Internship)

The following assessment courses are only eligible for transfer credit review if the comparable courses were taken in an APA-accredited doctoral program in clinical psychology:

1. PSY6501 - Intellectual Assessment

2. PSY6505 - Personality Assessment: Objective

3. PSY6506 - Personality Assessment: Projective

Licensure

All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and have taken and passed the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). In addition, they must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care. Continuing education is required to maintain the license. Doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

Every state has its own requirements for licensure. Therefore, it is essential that all students who plan to apply for licensure in states other than California contact the licensing board in those states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, or nature of the doctoral project or dissertation). Students seeking

licensure in other states should plan ahead to ensure they meet all of those states' requirements.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580
Email: asppb@asppb.org

or

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699
Email: bopmail@dca.ca.gov

Programmatic Accreditation

This program is a practitioner-scholar program accredited by the Commission on Accreditation of the American Psychological Association (APA), which requires that we provide data on:

1. Time to Completion

2. Program Costs

3. Internship Placement Rates

4. Attrition

5. Licensure

This data may be reviewed on our website.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, N.E.,
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Internus, Practicum, and/or Dissertation Information

Clinical Training

The program emphasizes the integration of academic coursework with clinical practice. To integrate clinical skills with material learned in the classroom, students participate in a professional training placement beginning in the first year. Clinical training placements completed prior to the full-time predoctoral internship are known as practicum experiences. Students train in diverse settings, gaining experience with different populations to ensure a broad base of training.

Students typically are placed in the Alliant Psychological Services Center for a 10-15 hour/week practicum in the second semester of their first year. Second-year clinical PsyD students spend 20 hours per week in a practicum at the Psychological Services Center on the Fresno campus. PsyD students spend twenty hours per week in a community practicum in their third year. Clinical training coursework is graded on a CR/NC basis.

Assignments to the practica are accomplished with guidance from the Office of Professional Training. Each practicum agency is screened prior to being presented to the student as a placement. The student and his/her Professional Training Liaison make the final placement decisions jointly. Each site is evaluated annually by the students and the OPT staff.

Fourth year students are responsible for obtaining an appropriate yearlong, full-time internship (2,000 hours) and are assisted in this process by the Office of Professional Training. For many students in the fourth year, the internship stipend covers the costs of tuition and living expenses. The California Psychology Internship Consortium, housed in Fresno provides local APA-Accredited internship sites. All policies and procedures for completing the appropriate field placement/practicum

and internship hours are delineated in The Clinical Practicum and Internship Manual available in the Office of Professional Training.

Beginning G1 and G2 Practicums: Faculty must endorse the G1 student as "ready" to begin practicum and the student must also complete each of the following courses with grades of B- or better to be endorsed to begin the G1 practicum:

1. Intellectual Assessment, PSY6501
2. Introduction to Ethical Practice and Law, PSY6530A
3. Cultural Diversity Training I, PSY6123
4. Basic Foundations of Clinical Practice I, PSY6507

To begin the G2 practicum, students must have successfully completed the G1 practicum and the following courses with a grade of B- (CR) or better:

1. Basic Foundations II, PSY6508
2. Personality assessment: Objective, PSY6505
3. Cultural Diversity Training II, PSY6124
4. First Year Clinical Practicum, PSY6570

G3 Practicum: G-3 PsyD students will choose their location for practicum in consultation with the Program Director and the Director of the Office of Professional Training.

Internship Application Policy: During Phase I of APPIC match, students may only apply to APA-accredited internships. During Phase II of APPIC match, students may apply to both APA-accredited and APPIC (non-APA accredited) internships. PsyD students who do not match in APPIC match Phase I or II may apply for APA, APPIC or CAPIC post-match vacancies.

Full-Time Internship: It is the faculty's expectation that the predoctoral internship is a full-time year-long training experience.

Research Training

One of the unique aspects of the PsyD program is the class format in which the dissertation is completed. During their second and third years in the program, students complete their dissertation while taking the PsyD Dissertation course series. This four semester intensive structure has proven extremely successful in facilitating students completing the program on time.

Dissertations

All procedures for completing a Dissertation are delineated in The Fresno Clinical PsyD Program Dissertation Policies and Procedures Manual available on the PsyD Program Moodle website.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 108
Total Elective Credit Units: 12
Total Concentration Credit Units: 12*

*Emphasis area units are elective units.

Degree Requirements

Writing Proficiency Assessment

Students enrolled in CSPP Clinical Doctoral programs are required to demonstrate their writing proficiency at the beginning of their graduate studies. Please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

Professional Development - Personal Psychotherapy Requirement

All students in this program are required to complete 30 hours of personal psychotherapy by the time they graduate. Some of the reasons for this requirement are as follows:

1. To reap the benefits of professional modeling provided by the psychotherapist
2. To observe how theory is applied to practice,

3. To learn about what it is like to be a psychotherapy client,

4. To provide the student with a source of support in the face of the stresses graduate school can produce,

5. To gain self-knowledge and work on any issues that might be impediments to effective clinical practice,

6. As an opportunity for self-growth in which students can determine if they are truly well-suited to the field of clinical psychology and/or to work with certain populations or in certain settings

Personal Psychotherapy Policies

1. The therapy must be individual psychotherapy. The psychotherapist must be a licensed doctoral-level psychologist.

2. The psychotherapist must not be a faculty member at CSPP or otherwise hold a role that would constitute a dual relationship.

3. All 30 hours must be completed with one psychologist.

Students may begin their hours at any time. It is strongly advised students complete these hours during their first two years in the program as these tend to be both the most stressful years and those in which students are learning the most about themselves as clinicians.

Students are solely responsible for submitting documentation indicating they have completed this requirement.

Comprehensive Examinations

Three sets of examinations are completed by students: Foundational Science Exams, the Diversity Competency Exam, and the Clinical Proficiency Progress Review (CPPR).

1. Foundational Science Exams

Students are required to take a two-part examination after the successful completion of five (5) foundational science classes (Data Analysis, Research Design and Program Evaluation II, Human Development/Lifespan, Cognitive and Affective Bases of Behavior, Social Bases of Behavior and Biological Bases of Behavior). Students who receive transfer credit for one of these courses are required to take these examinations nonetheless.

Each exam consists of basic knowledge and applied components with 50% being advanced multiple-choice items like those on the EPPP (national licensure exam in psychology) and 50% being essay exam questions requiring complex understanding of multiple topics that are integrated, synthesized and applied. Students must pass the exam in each domain at 70% to receive credit in that domain. All five exams must be passed as one of several requirements to be advanced to candidacy.

2. Multicultural Assessment of Practice - Revised

The Multicultural Assessment of Practice Exam-Revised (MAP- R) is distributed on the Friday prior to spring break of the G2 year and it is due two weeks later. This exam must be passed for a student to be advanced to candidacy. This assessment requires students to demonstrate learning outcomes associated with the integration of diversity-related content into clinical practice. All students completing their G2 practicum are given a redacted case study with at least two diversity components, and are asked to answer five essay questions. The questions address diagnosis, treatment planning, therapeutic relationship, available resources, and consequences/benefits of the student's theoretical orientation. Each essay answer is scored using a rubric designed to assess the student's progress with regard to multicultural competency in accordance with the CSPP, APA and NCSPP developmental criteria.

Students who fail a Foundational Science or Multicultural Competency Exam may re-take each exam one time. If a student fails an exam a second time, remedial support will be offered. If a student fails one of these exams a third time, s/he must audit the course(s) for which competency was not established and a referral to SERC will occur to develop a remediation plan. Students who fail one of these exams a fourth time will be dismissed from the program.

3. Clinical Proficiency Progress Review (CPPR)

The Clinical Proficiency Progress Review (CPPR) is a standardized oral examination of students' clinical skill that is administered in May of the G2 year and in August prior to the start of the G3 year. Students are rated by two faculty members during an oral examination based on a written case report. Ratings are completed relative to the 'Ready to Apply to Internship' level with strengths and weaknesses articulated in six domains (Professional Communication, Assessment, Formulation, Intervention, Relationship and Self-Examination and Diversity Integration). This standardized process serves multiple functions within the program. Results from the CPPR provide the faculty with information about internship readiness and clinical competency as the student begins the final year of practicum training.

Students must achieve a passing score in each domain of the CPPR exam. Students who fail the May G2 CPPR exam, will have an opportunity to retake the exam in August at the beginning of the G3 year. CPPR Exams are offered each May and August. Students who fail the exam a third time will be required to attend case conceptualization training for an additional year to provide further opportunities to develop domain-specific skills. In addition, students who fail the exam a third time will be referred to SERC to develop a remediation plan. Students who fail the CPPR exam a fourth time will be dismissed from the program.

In addition to giving faculty enough information to complete meaningful global evaluations of students, these exams allow students the opportunity for greater self-awareness, assessment and academic planning.

Advancement to Candidacy

Students may not apply for internship until they have met all requirements noted below and have been advanced to candidacy. Requirements for advancement to candidacy include:

1. In Good Academic Standing

2. No outstanding tuition/fee balances

3. Successful completion of 60 units of graduate study

4. Completed the academic and practicum requirements for the first two years of the program.

5. Successful defense of the dissertation proposal at the Preliminary Oral Examination by September 15th of the third year.

6. Successful completion of all five Foundational Science Examinations and the Multicultural Assessment of Practice Exam - Revised (MAP-R).

7. A score of 3 or greater in each domain of the Clinical Proficiency Progress Review (CPPR).

8. A "Credit" grade for the spring semester practicum of the G2 year.

Prerequisite Courses

Students applying to the program who were not undergraduate psychology majors must meet the prerequisite coursework requirements for preparation in the discipline. While an applicant may not have completed these undergraduate course requirements at the time of application, these requirements must be satisfied before the admitted student can enroll.

Emphasis/Concentration/Track Requirements

Clinical Forensic Psychology Emphasis

All students must take:

- PSY6636 - Introduction to Clinical Forensic Psychology and Forensic Ethics

Elective offerings may include some of the following:

- PSY8500 - Clinical Elective: Forensic Report Writing /Expert Testimony

- PSY8500 - Clinical Elective: Advanced Psychological Assessment: FAIs Risk/Adult

- PSY8500 - Clinical Elective: Mental Health Collaboration and the Courts

- PSY8500 - Clinical Elective: Victimology

- PSY8500 - Clinical Elective: Advanced Psychological Assessment: FAIs Juvenile

- PSY8500 - Clinical Elective: Competency Assessment

- PSY8500 - Clinical Elective: Assessment, Diagnosis and Treatment of Sexual Offenders

- PSY8500 - Clinical Elective: Working with Offender Populations

Students must complete 1000 hours of clinical training in at least two different forensic practicum placements. A pre-doctoral internship in a forensic psychology setting is strongly recommended as well. Dissertations must be completed in a forensic psychology related area.

Curriculum Plan

The curriculum is designed as a series of sequential courses providing cumulative learning for students.

Cautions:

1. Students may not take more than 16 units in a semester without obtaining permission from their advisor. While taking a larger load may seem like a good idea initially, it often causes students to have too few units left at the end of their program to qualify for financial aid.

2. Students should not take courses out of sequence without consulting with their advisor as doing so may affect their ability to take later courses or qualify to register for practicum units when needed.

Note: First and second year coursework require enrollment for the Fall, Spring and Summer semesters.

Semester Calendar

Academic Year 1- Semester 1 (11 units)^

- PSY6051 - Data Analysis, Research Design and Program Evaluation (3 units)

- PSY6123 - Cultural Diversity Training (1 unit)

- PSY6501 - Intellectual Assessment (3 units) *

- PSY6507 - Basic Foundations of Clinical Practice (3 units)

- PSY6530A - Introduction to Ethical Practice and Law (1 unit)

Academic Year 1- Semester 2 (15 units)^

- PSY6052 - Data Analysis, Research Design and Program Evaluation (3 units)

- PSY6124 - Cultural Diversity Training (1 to 2 units) - take for 2 units

- PSY6505 - Personality Assessment: (3 units) *

- PSY6508 - Basic Foundations of Clinical Practice (3 units)

- PSY6571 - Clinical PsyD First-Year Practicum (1 unit)

- PSY7112 - History & Systems of Psychology (2 to 3 units) - take for 3 units

Academic Year 1- Semester 3 (6 units)

- PSY6109 - Human Development/Lifespan (2 to 3 units) - take for 3 units

- PSY6506 - Personality Assessment: (3 units) * - take for 3 units

Academic Year 2- Semester 1 (13 units)

- PSY6105 - Biological Aspects of Behavior (3 units)
- PSY7571 - Second Year Clinical Practicum (2 units)
- PSY7911 - PsyD Proposal Development (2 to 3 units) - take for 3 units
- 1 of 4 Required Intervention Courses (2 units)**
- Elective (3 units)

Academic Year 2- Semester 2 (13 units)

- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units) - take for 3 units
- PSY7572 - Second Year Clinical Practicum (2 units)
- PSY7912 - PsyD Proposal Development (2 to 3 units) - take for 3 units
- 1 of 4 Required Intervention Courses (2 units)**
- Elective (3 units)

Academic Year 2- Semester 3 (5 units)

- PSY6112 - Social Basis of Behavior (2 to 3 units) - take for 3 units
- PSY8568 - Education, Consultation and Advocacy (2 units)

Academic Year 3- Semester 1 (15 units)

- PSY8509 - Supervision Seminar (1 to 3 units) - take for 1 unit
- PSY8015 - Clinical Administration and Practice Management (2 units)
- PSY8577 - Third Year Clinical Practicum (2 units)
- PSY8913 - PsyD Clinical Dissertation (3 units)
- PSY7566 - Ethical Foundations of Clinical Practice (2 units)
- 1 of 4 Required Intervention Courses (2 units)**
- Elective (3 units)

Academic Year 3- Semester 2 (12 units)

- PSY8510 - Supervision Seminar (1 to 3 units) - take for 2 units
- PSY8578 - Third Year Clinical Practicum (2 units)
- PSY8914 - PsyD Clinical Dissertation (2 to 3 units) - take for 3 units
- 1 of 4 Required Intervention Courses (2 units)**
- Elective (3 units)

Academic Year 4- Semester 1 (11 units)

- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4- Semester 2 (11 units)

- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4- Semester 3 (8 units)

- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units)

Notes

^First year students attend a required, non-credit Professional Development seminar on a weekly basis during the fall and spring semesters of the G1 year. These meetings continue the facilitation of professional development with presentations on topics that include academic advisement and course selection, career-relevant activities such as preparing a CV, attending professional conferences, publishing and presenting research, applying for grants, defending dissertation proposals, plagiarism, etc.

*PSY6501, PSY6505 and PSY6506 also require weekly participation in a one to two hour lab (scheduled separately).

First year students participate in a reciprocal learning experience with a third year student, who has been assigned by the Supervision Seminar instructors. The

first year student meets with the faculty instructors of the Supervision Seminar class during the fall semester to accomplish the match of first and third year students. During the second semester, the matched supervisor-supervisee meet weekly to examine clinical material as an adjunct to the supervision provided by the first year student's field placement agency.

** Intervention Courses (students must take four of the following):

- PSY7546 - Cognitive Behavioral Approaches to Interventions (2 units)
- PSY7547 - Psychodynamic Approaches to Intervention (2 units)
- PSY7548 - Systems Approaches to Interventions (2 units)
- PSY7549 - Group Psychotherapy (2 units)
- PSY7580 - Play Therapy (2 units)

Online Course Limits: Several courses are offered online. Students may complete up to ten units of electives that meet program requirements in an online/distributed learning format. No other courses may be taken online.

Course Expectations: The Western Association of Schools and Colleges expects students to engage in at least three hours of work outside of the classroom for every hour they spend in the classroom. This means a faculty member has a right to expect students to engage in at least 12 hours of work per week for each 3-unit course. Students and faculty should also note that an outside assignment is required for all 1-unit courses in order to ensure compliance with WASC standards.

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Psychology_Clinical_Psychology.html.

Doctor of Psychology in Clinical Psychology (Los Angeles)

School: California School of Professional Psychology

Modality(ies): Hybrid

Calendar(s): Semester

Program Description/Overview

This program provides advanced education and training for practitioners of health service psychology, with a focus in clinical psychology. The program addresses the societal need for multiculturally competent psychology professional practitioners who effectively integrate scientific evidence with practice to respond to human problems of developmental deprivation, dysfunction, and trauma. Students can follow their own clinical interests and further their individual career goals by selecting an emphasis area and taking a specialized series of courses, research and field placements related to their chosen emphasis area.

Emphasis/Concentration/Tracks
Clinical Health Psychology Emphasis

Clinical health psychology combines the fields of clinical psychology, behavioral medicine, public health, social psychology, disease prevention and health promotion into an applied discipline that investigates underlying mechanisms that connect the mind and body and explain the dynamic interaction between physical and mental health. Clinical health psychologists integrate biomedical, psychological, social and spiritual modalities to detect and treat psychological distress, foster behavior change, increase adjustment to acute and chronic illnesses, reduce health and health care disparities, and to promote psychological growth and wellness. Health emphasis receive the same thorough preparation for clinical and community practice as students in the other emphasis areas, while in addition gaining a foundation of theoretical knowledge and skills necessary to serve in various professional roles across diverse community-based, medical and behavioral health care settings.

In addition to developing the diagnostic, assessment and treatment skills required of all clinical psychologists, Health students learn practical techniques in the areas of cognitive-behavioral, existential, and community-based interventions from faculty with expertise in areas ranging from neuropsychological assessment and treatment of autism spectrum; neurodevelopmental disorders; child/pediatric psychology; LGBT health; body image issues and disordered eating; women's health; global health and racial disparities; substance abuse treatment and addictions; adjustment to chronic illness; pain management; loss, grief and bereavement; and resiliency, strength and wellness. Within and beyond these areas of focus, Health students learn about the sociocultural, demographic, political, and economic forces that underlie health and health-care disparities; and influence risk-taking and health-promoting behaviors and practices within diverse and often underserved communities.

Training in the areas of behavioral medicine and health psychology prepare students to explore a variety of opportunities in the rapidly evolving health care system. Early career positions for Health graduates have ranged from entering post-doctoral fellowships in various behavioral medicine settings to serving as members of interdisciplinary teams of health care professionals to working in private practice and community mental health settings using a biopsychosocial framework. Regardless of professional role, Health emphasis graduates remain dedicated to promoting the mind-body health of children, adolescents, adults, families, and communities within a multicultural and international context.

Family/Child and Couple Emphasis (FACE)

Designed for students who are dedicated to learning family and couple psychology intervention, the goal of the Family/child and Couple Emphasis (FACE) is to introduce graduate students to the theory, research, and clinical practice of family and couple psychology. This is accomplished through coursework in which students learn about families, couples, adults, and children from diverse backgrounds. Students are taught to work with families, couples, and individuals from a systemic perspective. Through development of skills in the assessment, diagnosis, and treatment of relationship systems, FACE students learn how to conceptualize, assess, and interview families and couples. The FACE emphasis area assists students in developing their professional identity through coursework, lectures, networking opportunities. FACE also offers clinical training and volunteer opportunities with the Los Angeles Ronald McDonald House, where trainees provide evidence- and strength-based culturally-sensitive services to children with serious illnesses and their families and receive special training in personal development of the therapist.

Multicultural Community-Clinical Psychology Emphasis (MCCP)

The Multicultural Community-Clinical Psychology (MCCP) emphasis area reflects state-of-the-art in training philosophy, curriculum, and applied experiences relevant to training clinical psychologists with special competence in multicultural and community psychology. MCCP's goal is to nurture the development of clinical psychologists who will work to understand, prevent, and reduce psychological and community distress, as well as enhance the psychological well-being of historically underserved, stigmatized, and oppressed groups. In doing this, special attention is paid to the cultural and sociopolitical context of the individuals, families, and

communities we serve. Faculty members in the emphasis area are committed to fostering a climate of inclusion, respect for differences, and a sense of community both within and outside of CSPP. Ultimately, faculty members strive to empower individuals and communities and to facilitate personal and social healing.

Through coursework, field experiences and mentorship by our faculty, students learn theory, research, and intervention strategies applicable to working with adults, adolescents, children, families, groups, and communities. Students share the core curriculum in clinical psychology with students from all emphasis areas. MCCP students practice intervention with communities, institutional systems and specific multicultural groups. Faculty focuses on training clinical psychologists who are critical thinkers about the etiology of psychological distress and who can conceptualize the multiple pathways to healing individuals, families, and communities.

Multi-Interest Option (MIO)

Students who do not opt into an emphasis area at the time of application participate in the Multi-Interest Option (MIO). The MIO faculty includes practitioners and researchers who have multiple professional interests and are involved in various aspects of clinical psychology. Instead of focusing on a particular clinical emphasis or expertise, MIO provides a solid base in the field of clinical psychology as well as flexibility for students who are interested in multiple facets of the profession. From the diversity that it offers, MIO faculty members bring to students a broad spectrum of what clinical psychology offers and the various professional opportunities and potential career goals students can pursue as future psychologists. MIO offers students flexibility in their choice of elective courses and topics for their clinical dissertations and other scholarly and field training interests.

The faculty and students affiliated with MIO provide colloquia and social gatherings that, like those sponsored by the emphasis areas, are open to all members of the Los Angeles campus community. For example, MIO has sponsored presentations that promote awareness of diverse roles in professional psychology by MIO faculty sharing their clinical expertise (as lunch colloquia or formal workshop), enlisting alumni to discuss their career trajectories, an introduction to grant writing and publications, and hosting a panel discussion on professional consultation as a professional activity. The MIO faculty seeks to encourage students' scholarly and professional growth in a wide range of interest areas.

Program Learning Outcomes/ Goals

The program's overarching goal is to educate new generations of clinical psychologists who bring critical thinking and active problem-solving skills to bear on human problems, and who are able to intervene effectively, using multiple methods of evidence-based assessment and intervention with diverse populations, across many settings, in changing and evolving contexts. This goal is supported by the development of nine professional competencies as delineated by the Commission on Accreditation of the American Psychological Association.

Competencies and Learning Outcomes

In all competency areas, students are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Competency 1: Research. Students must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of

competence requires substantial knowledge of scientific methods, procedures, and practices.

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Formulate research or other scholarly activities, on a substantially independent level, that are of sufficient quality and rigor to contribute to the scientific, psychological or professional knowledge base.

2. Conduct research or other scholarly activities.

3. Critically evaluate and disseminate research or other scholarly activities via professional presentations and publications at the local, regional, and national level.

Competency 2: Ethical and Legal Standards.

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Demonstrate knowledge of and act in accordance with

    a. the current version of the APA's Ethical Principles of Psychologists and Code of Conduct.

    b. relevant laws, regulations, rules and policies governing health service psychology at the organizational, state, regional, and federal levels.

    c. relevant professional standards and guidelines.

2. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

3. Conduct themselves in an ethical manner in all professional activities.

Competency 3: Individual and Cultural Diversity. Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, students must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. Cultural and individual differences and diversity include, but are not limited to: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Understand how one's own personal/cultural history may affect understanding of and interaction with people different from themselves

2. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity, including research and service.

3. Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

Competency 4: Professional Values and Attitudes.

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

2. Engage in self-reflection; engage in activities to maintain and improve performance, well-being and professional effectiveness.

3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Competency 5: Communication and Interpersonal Skills. Communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction and are evident across the program's expected competencies.

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and those receiving professional services.

2. Produce and comprehend oral, nonverbal, and written communications that demonstrate a grasp of professional language and concepts.

3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment. Students are expected to demonstrate competence in conducting evidence-based assessment consistent with the scope of health service psychology.

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Use multiple methods of information gathering to inform diagnostic decisions, including consideration of alternative diagnoses and selection of appropriate diagnoses.

2. Support diagnostic decisions with clinical information gathered via evidence-based practices and knowledge of diagnostic taxonomies (i.e., DSM-5; ICD-10).

3. Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.

4. Interpret assessment results to inform case conceptualization, classification, and recommendations.

5. Communicate, orally and in written documentation, the findings and implications of an assessment in an accurate and effective manner sensitive to a diverse range of clients and audiences.

Competency 7: Intervention. Students are expected to demonstrate competence in evidence-based interventions consistent with the scope of health service psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Establish and maintain effective relationships with the recipients of psychological services.

2. Develop evidence-based intervention plans specific to the service delivery goals.

3. Implement interventions informed by the current scientific literature.

4. Apply the relevant research literature to critical decision-making.

5. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8. Supervision. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Demonstrate knowledge of supervision models and practices.

2. Integrate supervisor feedback into professional practice.

Competency 9: Consultation and Interdisciplinary/Interprofessional Skills. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Learning Outcomes: Students will acquire the knowledge, attitudes, and skills needed to:

1. Demonstrate knowledge and respect for the roles and perspectives of other professions.

2. Demonstrate knowledge of consultation models and practices.

Training Model
The program's educational philosophy incorporates the values of the practitioner model of graduate education for professional clinical psychologists. It is grounded in the application of evidence-based methods to professional practice within a multicultural society. The program provides a strong generalist foundation in clinical psychology, emphasizing the applications of theory and research to practice. This foundation, along with the belief that scholarship is fundamental to

effective psychological practice (including professional engagement and advocacy) maximizes clinical competencies and enables graduates to adapt to future changes in both service delivery and psychological knowledge.

Professional Behavior Expectations/Ethical Guidelines
Students are held to the APA Ethical Principles of Psychologists and Code of Conduct (www.apa.org/ethics/code/) from the time of acceptance of admission.

Licensure
All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and have taken and passed the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Law and Ethics Examination (CPLEE). In addition, they must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care. Continuing education is required to maintain the license. CSPP doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

Every state has its own requirements for licensure. Therefore, it is essential that all Clinical PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in those states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, or nature

of the doctoral project or dissertation). Students seeking licensure in other states should proactively seek out information on licensure requirements in those states to ensure that all requirements are met.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580, asppb@asppb.org

or

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699, bopmail@dca.ca.gov

or

Practice Directorate American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979, apaaccred@apa.org

Programmatic Accreditation
The program is accredited by the Commission on Accreditation of the American Psychological Association (APA) and publishes the following outcome data as required by APA:

1. Time to Completion

2. Program Costs

3. Internship Placement Rates

4. Attrition

5. Licensure

Please visit our website to view the data.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association
750 1st Street NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Internship, Practicum, and/or Dissertation Information
Clinical Field Training
The program requires all students to complete three years of practica and a full-time pre-doctoral internship. Every student receives guidance and support through the clinical training placement selection and application process from the Practicum and Internship Training Directors, licensed professionals who work with students to develop and implement individualized training plans that expose students to a variety of clientele and professional role models. This intensive mentorship also supports students' abilities to obtain clinical placements that are well-suited to each student's skill level, clinical interests, and longer-term professional goals (including the successful acquisition of a full-time APA-accredited internship placement).

Practicum
Students obtain part-time professional training placements (8-10 hours per week in the first year, 15-20 hours per week in the second and third years) at diverse agencies throughout the Los Angeles area. In these settings, students assume greater clinical responsibility for assessment and intervention while continuing to receive close supervision, appropriate to their training level and abilities. All training sites and placement are carefully reviewed and continually monitored on an ongoing basis by the Practicum Training Director, to ensure consistency and quality of training.

For all practicum placements, students are required to participate in a minimum of one hour of weekly supervision provided by a licensed psychologist; many practicum sites also require group supervision. Practicum

supervision requirements also include a minimum of two hours per week spent in didactic training.

Internship
Prior to graduation, students are required to complete a full-time internship. Students become eligible to apply for internship only after achieving post-proposal status on their clinical dissertation and are required to pass the proposal meeting by the end of finals week in the spring semester of their second year to apply to internship in the fall of the third year. In special cases via faculty advisement and with Program Director approval, students may be allowed to modify their program to five years by adding an extra practicum experience in their fourth year and complete the required full-time internship in their fifth year.

The culminating internship experience integrates academic and clinical experiences and prepares students for future professional roles in the field of health service psychology. While the completion of an APA-accredited internship is not required to complete the program, students should be aware that various postdoctoral training positions and some employers (e.g., the Veterans Administration) require that successful applicants have completed APA-accredited internships. The program's commitment to helping students obtain an APA-accredited internship requires that all students apply to a minimum number of APA-accredited internship sites and participate in Phases I and II of the APPIC Match process. Many students leave the Los Angeles area to gain specialized training at APA-accredited/APPIC internship sites; prospective students should be prepared to consider leaving Southern California for internship. Full-time APA-accredited/APPIC internships provide a stipend to students during their internship year. Most other internships (e.g., CAPIC) and practicum sites do not offer stipends. Students should not count on training

stipends as a means of financing their education. For all internship placements, students are required to participate in a minimum of one hour of weekly supervision provided by a licensed psychologist who serves as primary supervisor, who is available to the intern 100% of the time that the student is at the agency, and who is employed by the agency at least 50% of the duration of the student's internship. A minimum of two hours of weekly didactic training is also required. At least two psychologists must be involved in internship training.

Internship units are charged at a lower tuition rate than regular coursework, please refer to the current tuition fee schedule for details.

The three semester (Fall/Spring/Summer) enrollment requirement for internship is intended to provide students with financial aid over the summer.

If a student's internship has an end date in May, the student should request enrollment in a two-semester internship unit model. If a student's internship has a start date in June, the student should request enrollment in a Summer/Fall/Spring internship unit model. Please contact the Clinical PsyD Student Advisor for information.

Clinical Dissertation
In support of developing competencies in research, students are required to complete a clinical dissertation under the mentorship and supervision of a clinical dissertation chair (a core faculty member of the Clinical Psychology PsyD program) and at least one dissertation committee member.

Clinical dissertations involving empirical research include quantitative and/or mixed-method data collection and analysis; other types of clinical dissertation require collection of qualitative information from field consultants who are professionals with clinical and/or research expertise in

the dissertation topic. This process provides students with information on current clinical practices related to their dissertation, and allows them to address identified gaps in existing research on their dissertation topic. The culminating activity of clinical dissertation development is the professional application and dissemination of dissertation findings to the professional mental health community (e.g., via manuscript publication, presentation at a professional meeting, etc.).

Students identify or are matched with their clinical dissertation chair at the end of the spring semester of their first year and begin formal clinical dissertation development work in fall of the second year. Students are expected to defend and complete their dissertation by the end of their third year, before the commencement of full-time internship training. Once begun, continuous enrollment in dissertation or dissertation extension courses is required, up to and including the semester in which the final dissertation is accepted for submission to the ProQuest Electronic Theses & Dissertations database. Students who do not complete their clinical dissertations by the end of the required dissertation course sequence will be required to enroll in dissertation extension.

Minimum Levels of Achievement
Students are expected to meet or exceed established minimum levels of achievement (MLAs) in their coursework, field training evaluations, and dissertation work.

Field Training Evaluation/MLAs
Students receive mid-year and final evaluations of their clinical performance from their primary supervisor. Evaluations are submitted to and reviewed by the Office of Professional Training and the student's faculty advisor.

To receive credit for successful completion of a field training placement, students' evaluation scores must meet or exceed the following level-appropriate MLAs:

	Prac. I		Prac. II		Prac. III		Internship	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Ethical & Legal Standards	2	2	2	3	3	4	3	4
Assessment	2	2	2	3	3	4	3	4
Intervention	2	2	2	3	3	4	3	4
Individual & Cultural Diversity	2	2	2	3	3	4	3	4
Supervision	n/a	n/a	n/a	n/a	3	4	3	4
Communication & Interpersonal Skills	2	2	2	3	3	4	3	4
Consultation & Interprofessional/ Interdisciplinary Skills	2	2	2	3	3	4	3	4
Professional Values & Attitudes	2	2	2	3	3	4	3	4

1 = Inadequate: Student knowledge and skills in this area are deficient; remediation and close monitoring required.

2 = Developing: Student demonstrates introductory knowledge and skills in this area, but is not yet ready to take the responsibility required to perform in this area without significant supervision.

3 = Emerging Competence: Student demonstrates effective knowledge and skills in this area in most situations, and is approaching competency.

4 = Competent: Student demonstrates competent knowledge and skills in this area that are typical of a trainee ready to proceed to pre-doctoral internship.

5 = Advanced: Student demonstrates advanced knowledge and skills in this area that are typical of a highly experienced trainee.

If a student fails to attain an MLA for one or more competencies on a mid-year or final evaluation, he or she may be required to complete remediation to demonstrate achievement of competency. Required remediation varies by the severity of the student's difficulties and may include repeating a training year. Occasionally, students are dismissed from the program for egregious unethical or unprofessional behavior or for not completing required remediation and attaining required MLAs.

Dissertation Evaluation/MLAs

Acquisition of competencies related to dissertation development and completion are formally evaluated by the dissertation chair and committee members at the proposal and final oral defense stages. Students must earn scores of 3 ("Meets expectations") on proposal and final oral defense evaluation forms to demonstrate competency. Students who earn scores of 2 ("Partially meets expectations") are required to complete remediation prior to proceeding with dissertation development/ completion. Students who earn scores of 1 ("Does not meet expectations") are required to complete significant remediation before scheduling another proposal/final oral defense meeting. Students unable to meet minimum levels of achievement related to dissertation development/completion may be terminated from the program.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 108
Total Elective Credit Units: 12
Total Concentration Credit Units: Varies

Degree Requirements

Writing Proficiency Assessment

Please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

Comprehensive Exams

Students are required to pass three comprehensive exams during their time in the program:

1. The Assessment Comprehensive Exam (administered at the end of the first-year spring semester) assesses student competencies in test measurement, ethical and cultural considerations in assessment, basic diagnostic skills, and integration and interpretation of test data to inform possible diagnoses and treatment planning. A score of 80% or higher is required to pass this exam.

2. The Research Comprehensive Exam (administered at the end of the second-year fall semester) assesses basic competency in research design and statistical concepts, as well as the ability to critically assess research. A score of 80% or higher is required to pass this exam.

3. The two-part Clinical Proficiency Assessment (CPA) assesses clinical competencies in diagnostic formulation, psychological assessment, case conceptualization, treatment planning and intervention strategy, legal and ethical issues, therapeutic relationships, self-examination, and multicultural competency. At the end of the second-year spring semester, students submit the CPA Case Report, a written case conceptualization and treatment plan for a current practicum client. At the beginning of the third-year fall semester, students take the CPA Oral Vignette Exam, during which they conceptualize a client and develop diagnoses, treatment plans, and interventions based on review of a clinical vignette. To pass the CPA Case Report and Oral Vignette Exam and demonstrate related competencies, scores of "Adequate" or "Strong" must be earned in all areas of evaluation.

Note: Students who do not pass any comprehensive exam on their initial attempt have a maximum of two additional opportunities to retake and pass the exam. Students who do not pass any comprehensive exam on the third attempt will be terminated from the program.

Psychotherapy Requirement

A total of 45 hours of individual psychotherapy with a licensed psychologist are required prior to graduation. This requirement supports student acquisition of competency in Professional Values and Attitudes by providing students with the opportunity to engage in self-reflection regarding personal and professional functioning and engaging in activities to maintain and Improve performance, well-being, and professional effectiveness.

Students are expected to engage in individual therapy with one licensed psychologist. The Program Director must approve all exceptions (e.g., therapists who are not licensed psychologists: group, conjoint marital, or family therapy; a compelling demonstrated need to switch therapists). Students who have previously completed psychotherapy hours with a licensed psychologist within two years of matriculation to the program may fulfil all or some of this requirement by submitting documentation of hours (up to 45) to the Program Director for approval. Students are responsible for meeting the cost of personal psychotherapy; a list of therapists who have agreed to provide sliding-scale fees to CSPP students may be obtained from the Clinical PsyD Student Advisor.

Prerequisite Courses

Four (4) prerequisite courses are required for students without an undergraduate degree in psychology.

1. Statistics

2. Abnormal Psychology OR Psychopathology

3. Experimental Psychology OR Research Methods in Psychology

4. Physiological Psychology OR Learning/Memory OR Cognitive Psychology OR Sensation/Perception

Prerequisite courses must be completed with a grade of B- or higher and official transcripts must be received no later than mid-August of the year of planned matriculation.

Emphasis/Concentration/Track Requirements

Clinical Health Psychology Emphasis (9 units)

The following courses are required for all Health emphasis students.

1. PSY7627 - Psychology of Health and Illness (3 units)

2. Two 3-unit elective courses offered from the Health emphasis

Family/Child and Couple (FACE) Emphasis (13 units)

The following courses are required for all FACE emphasis students.

1. PSY6607 - Family Psychology (3 units)

2. PSY7290 - Clinical Interventions: Family/Child A (2 units)

3. PSY7291 - Clinical Interventions: Family/Child B (2 units)

4. Two 3-unit elective courses or one 6-unit elective course offered from the FACE emphasis

Multicultural Community-Clinical Psychology (MCCP) Emphasis (9 units)

The following courses are required for all MCCP emphasis students.

1. PSY6608 - Community Clinical Issues (MCCP Emphasis) (3 units)

2. Two 3-unit elective courses offered from the MCCP emphasis

Multi-Interest Option (MIO) (3 units)

The following course is required for all MIO students.

1. PSY6522 - Introduction to MIO (3 units)

Elective Requirements

12 elective units are required for completion of the program. Please select from the following courses.

1. PSY7605 Clinical Elective-Practice Seminar (3 units; semester-long course)

Recent PSY7605 elective courses include:

a. Geropsychology (Health)

b. Pediatric Psychology (Health)

c. Couple Therapy (FACE)

d. Family Violence (FACE)

e. Multicultural Men and Women (MCCP)

f. Psychology of Immigrants: Trauma and Treatment (MCCP)

g. Spirituality and Mindfulness

h. Dissociation in Clinical Practice

2. PSY9500 Advanced Clinical Elective (6 units; year-long course)

Recent PSY9500 elective courses include:

a. Systemic Group Psychotherapy: Supervision & Training (FACE)

b. Integrated Approach to Sex, Intimacy, & Relationships (FACE)

Students must complete both Intervention course sequences prior to enrolling in electives.

Curriculum Plan

All coursework is taken during the first three years with concurrent practicum training leading up to the required full-time internship. Any modification in the student's schedule can have implications on tuition units, financial aid eligibility, and/or duration of their program. Coursework is sequential, cumulative, and graded in complexity to promote the achievement of educational and training goals, and therefore may not be taken out of sequence unless expressly permitted by the Program Director.

Semester Calendar

Academic Year 1 - Semester 1 (17 units)

- PSY6119 - Intercultural Processes/Human Diversity A (3 units)
- PSY6523 - Advanced Psychopathology (3 units)
- PSY6529 - Clinical Interviewing I (3 units) *
- PSY6531 - Ethics and Professional Development A (1 unit) *
- PSY6541 - First Year Practicum (1 unit)
- PSY7515 - Psychodiagnostic Assessment (3 units, includes 1 hr/wk mandatory lab)
- Intro to Emphasis Area (choose one as required by emphasis area):

PSY6522 - Introduction to Emphasis Area: (3 units) (MIO emphasis)

PSY6607 - Family Psychology (3 units) (FACE emphasis)

PSY6608 - Community Clinical Issues (MCCP Emphasis) (3 units)

PSY7627 - Psychology of Health and Illness (3 units) (CHP Emphasis)

Academic Year 1 - Semester 2 (17 units)

- PSY6027 - Introduction to Professional Writing (1 unit) *
- PSY6042 - Research & Test Design (PsyD) (3 units) **
- PSY6120 - Intercultural Processes/Human Diversity B (3 units)
- PSY6450 - Theories of Personality and Psychotherapy (2 units) *
- PSY6532 - Ethics and Professional Development B (1 unit) *
- PSY6534 - Advanced Psychopathology B (3 units)
- PSY6542 - Practicum I (1 unit)
- PSY7516 - Psychodiagnostic Assessment (3 units, includes 1 hr/wk mandatory lab)

Academic Year 1 - Semester 3 (6 units)

- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units) * - take for 2 units

- PSY6109 - Human Development/Lifespan (2 to 3 units) * - take for 2 units

- PSY6112 - Social Basis of Behavior (2 to 3 units) * - take for 2 units

Academic Year 2 - Semester 1 (11 units)

- PSY6041 - Statistics (PsyD) (3 units) **

- PSY7294 - Clinical Interventions: Adults A (2 units)

- PSY7553 - Field Based Practicum (1.5 to 2 units) - take for 2 units

- PSY7911 - PsyD Proposal Development (2 to 3 units) - take for 2 units

- Additional Intervention sequence (choose one; FACE students must choose Family/Child):

PSY7290 - Clinical Interventions: Family/Child A (2 units)

PSY7292 - Clinical Interventions: Child/Adolescent A (2 units)

Academic Year 2 - Semester 2 (11 units)

- PSY6105 - Biological Aspects of Behavior (3 units) **

- PSY7295 - Clinical Interventions: Adults B (2 units)

- PSY7554 - Field Based Practicum (1.5 to 2 units) - take for 2 units

- PSY7912 - PsyD Proposal Development (2 to 3 units) - take for 2 units

- Continue additional Intervention sequence from Year 2, Semester 1:

PSY7291 - Clinical Interventions: Family/Child B (2 units)

PSY7293 - Clinical Interventions: Child/Adolescent B (2 units)

Academic Year 2 - Semester 3 (6 units)

- PSY7002 - Program Development & Evaluation (2 units)

- PSY7112 - History & Systems of Psychology (2 to 3 units) * - take for 2 units

- PSY7115 - Psychopharmacology (2 units)

Academic Year 3 - Semester 1 (11 units)

- PSY7605 - Clinical Elective - Practice Seminars (1 to 3 units) - take for 3 units

- PSY8453 - Field-Based Practicum III (2 units)

- PSY8911 - Clinical Dissertation (1 unit)

- PSY8119 - Professional Roles (2 units)

- Choose one additional semester-long PSY7605 course for Semester 1 or one yearlong PSY9500 for Semester 1 and 2:

PSY7605 - Clinical Elective - Practice Seminars (3 units)

PSY9500 - Advanced Clinical Elective (3 units)

Academic Year 3 - Semester 2 (11 units)

- PSY7605 - Clinical Elective - Practice Seminars (1 to 3 units) - take for 3 units

- PSY8120 - Clinical Supervision and Consultation (2 units)

- PSY8454 - Field-Based Practicum III (2 units)

- PSY8912 - Clinical Dissertation (1 unit)

- Choose one additional semester-long PSY7605 course for Semester 2 or one yearlong PSY9500 started in Semester 1:

PSY7605 - Clinical Elective - Practice Seminars (3 units)

PSY9500 - Advanced Clinical Elective (3 units)

Academic Year 4 - Semester 1 (11 units)

- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4 - Semester 2 (11 units)

- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4 - Semester 3 (8 units)

- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units)

Notes:

* courses eligible for transfer credit

** courses eligible for challenge by examination

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Psychology_Clinical_Psychology.html.

Doctor of Psychology in Clinical Psychology (Sacramento)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview

This program prepares students to function as multifaceted clinical psychologists through curricula based on an integration of psychological theory, research and practice. This program is a practitioner oriented program. The curricula have four major areas of study: foundations of psychology, clinical and professional theory and skills, applied clinical research and professional growth. Students can follow their own clinical interests and further their individual career goals by selecting a specialized series of elective courses, research and field placements related to a particular area.

Emphasis/Concentration/Tracks

This program currently offers a course-based emphasis in Correctional Psychology which is the application of foundational

knowledge in clinical psychology to clinical work with offender populations. Correctional psychologists work as members of treatment teams in challenging environments, often assuming leadership and management roles in the mental health programs in these settings. Correctional settings offer a number of APA and APPIC pre-doctoral internships, as well as less formal training opportunities to complete post-doctoral supervised professional experience.

Designed for students whose educational goals include pursuing a professional career in correctional or forensic psychology, this emphasis supplements strong training in clinical psychology with eight units of elective coursework.

Emphasis Learning Outcomes

Students will demonstrate:

1. An understanding of the roles of clinical psychologists in correctional settings.

2. An understanding of ethical and legal practice of clinical psychologists in corrections.

3. An understanding of criminogenic factors and psychopathology in offender populations.

4. An understanding of goals and strategies of psychological assessment in correctional settings.

5. Knowledge of evidence-based interventions for multicultural offender populations.

6. An understanding of prison culture and development of effective self-care skills in these settings.

Program Learning Outcomes/ Goals

This program is designed to train students to be proficient in nine areas of clinical competence.

1. Research prepares students to generate new knowledge, to critically evaluate the research literature, to use existing knowledge to solve problems, and to disseminate research findings.

2. Ethical and Legal Standards familiarizes students with legal and ethical principles relevant to their scope of practice and teaches students how to recognize and resolve ethical dilemmas.

3. Individual and Cultural Diversity informs students of the current theoretical and empirical knowledges bases in dealing with diversity, facilitates understanding of their own personal history/biases, and their own culture and the cultures of others serve as mediators in all professional roles.

4. Professional Values and Attitudes teaches students to act with integrity, to engage in self-evaluation, be open to feedback and supervision, and pursue life-long learning in the service of ongoing professional development.

5. Communication and Interpersonal Skills enable students to develop and maintain constructive and collaborative relationships with clients, colleagues, supervisors, communities, consumers of services, and community organizations.

6. Assessment enable students to conduct multi-dimensional assessment in a range of contexts including; measure selection, interpretation, and the written and/or oral communication of findings according to the best available empirical literature.

7. Intervention skills allow students to plan and implement evidence-based interventions according to client needs, to evaluate their therapeutic endeavors, and to adopt their interventions based on their evaluations.

8. Supervision educates students on supervision models and to provide quality clinical and professional feedback to others.

9. Consultation and Interprofessional/Interdisciplinary skills teach students how to collaborate with other individuals or groups to resolve a problem, seek or share knowledge, and promote effectiveness with outside professions.

Training Model

This program offers education and training in clinical psychology consistent with a Practitioner-Scholar model. The program, designed primarily for students interested in the professional practice of clinical psychology, emphasizes clinical skills and the application of research knowledge with diverse populations in a wide range of settings.

Systemically oriented, the program trains students to consider the role of diverse systems in creating and/or remedying individual and social problems. While students receive an exceptional grounding in traditional clinical assessment and intervention, they also are taught to consider the potential value of advocacy, consultation, or public policy work in helping both individuals and entire groups of clients with similar problems. The program faculty is committed to offering a broad array of elective courses reflecting theory, assessment, and intervention across a variety of systems, especially across cultural systems. The importance of the cultural system is emphasized throughout students' academic and clinical training. An integral part of the mission and structure of CSPP, the program's competencies are well aligned with the University's mission to prepare "students for professional careers of service and leadership" and to promote "the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world."

Program-Specific Admission Requirements

Students applying to the program must meet the graduate level requirements for preparation in psychology. While an applicant may not have completed the graduate level requirements at the time of application, these requirements must be satisfied before the admitted student can enroll.

Credit for Previous Work

Graduate coursework taken at an accredited institution can be considered for transfer credit. Transfer credits reduce the total number of units a student must complete to obtain the degree. Although it is sometimes possible for a student to reduce a four-year program to three years, students should consult with their Academic Advisor immediately if they believe they can reduce their time to completion, as specific course sequences are necessary for this to occur. Regardless of the number of transfer units allowed, a student must complete all requirements remaining in the core areas for which transfer credit was not allowed.

Graduate level transfer credits meeting the requirements are allowed even if the master's degree has not been awarded. Any single course can only be used to fulfill one course requirement.

For all transfers: Materials for consideration should be submitted no later than mid-August (submission process can be discussed with the admissions counselor). The student must sign up for the course during registration, and if the transfer is granted the course may be dropped. If the course is not approved for transfer, the student remains in the course. A decision will be made prior to the Add/Drop deadline. In special circumstances, the program may grant exception to this transfer policy to students transferring within the University.

Approval of the course syllabus is required for every course requested for transfer. It is the student's responsibility to obtain this documentation, as well as any additional material requested (e.g., a sample work product). Requests for transfer that require additional material include:

1. Introduction to Psychotherapy: in order apply for transfer credit, students should submit 1) syllabi of graduate level coursework in basic counseling skills, and 2) a 30-minute videotaped role play therapy session so the student's basic counseling skills can be assessed. Submitted materials will be reviewed by the instructor of Introduction to Psychotherapy and a recommendation forwarded to the Program Director.

2. Any required assessment course: to apply for transfer credit, students should submit 1) syllabi of graduate level coursework in assessment and 2) a sample report (with all identifying information removed) reflecting the student's ability to integrate assessments specific to the course requested for waiver (submission process can be discussed with the admissions counselor). Requests to waive Intellectual Assessment should include documentation of coursework in both cognitive and achievement assessment. Requests to waive Personality Assessment should include documentation of coursework in both self-report and projective assessment. Submitted materials will be reviewed by an assessment instructor and a recommendation forwarded to the Program Director.

The following courses are not eligible for transfer credit:

1. PSY7911 PsyD Proposal Development

2. PSY7912 PsyD Proposal Development

3. PSY8913 PsyD Clinical Dissertation

4. PSY8914 PsyD Clinical Dissertation

5. Any required ethics course

6. Any clinical practicum

7. Any required intervention course

8. Any required cultural diversity course

Licensure

All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and have taken and passed the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). In addition, they must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care. Although students are exposed to these topics during their time in the program, specific courses in these areas are not part of the required curriculum. Continuing education is required to maintain the license. The doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

Every state has its own requirements for licensure. Therefore, it is essential that all Clinical PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in those states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, or nature of the doctoral project or dissertation). Students seeking licensure in other states

should plan ahead to ensure they meet all of those states' requirements.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580, asppb@asppb.org

or

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699, bopmail@dca.ca.gov

or

Practice Directorate American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979, apaaccred@apa.org

Programmatic Accreditation

The program is accredited by the Commission on Accreditation of the American Psychological Association (APA) and publishes the following outcome data as required by APA:

1. Time to Completion
2. Program Costs
3. Internship Placement Rates
4. Attrition
5. Licensure

Please visit our website to view the data.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

**Office of Program Consultation and Accreditation
American Psychological Association**
750 1st Street, NE
Washington, DC 20002

Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Internship, Practicum, and/or Dissertation Information
Field Training

The program emphasizes the integration of academic coursework with clinical practice. Skills learned in the classroom are quickly put to practice as students participate in their professional training experiences (or practica). Students receive supervised clinical training through five semesters of practicum and one year of full-time pre-doctoral internship.

Students begin practicum during the 2nd semester of their first year. This first-year practicum requires 15 hours per week for 15 weeks (approximately 200 hours) and draws on the skills learned during the first term in courses designed to prepare students for practice (such as Introduction to Psychotherapy, Advanced Psychopathology, Introduction to Ethical Practice & Law, and Intellectual Assessment). In the second and third years, practica are typically 20 hours per week for 40 weeks (approximately 800 hours each year), utilizing psychotherapy and assessment skills in a variety of settings. Practicum placements are available in agencies with a variety of theoretical approaches and serving demographically and culturally diverse populations. Students are required to train in different settings each year, gaining experience with different populations to ensure a broad base of training. In addition to onsite supervision, students participate in campus-based supervision with core faculty.

The Office of Professional Training (OPT) Liaison assigns students to agencies based how the available training experiences match individual practicum learning plans, developed for each student to provide a breadth of experiences in keeping with the student's level of experience and career

goals. Each practicum agency is screened prior to being presented to the student as a placement and evaluated annually by the student and the OPT staff.

Internship

Fourth year students are responsible for obtaining an appropriate 1-year, full-time internship (approximately 2,080 hours) and are strongly encouraged to seek an APA-accredited internship, although APPIC, or CAPIC member internships are permissible. Prior to submitting applications, student will submit the list of sites to which they intend to apply to faculty for review and approval. Students may request an exception to participate in a 2-year, half-time internship (PSY9561-PSY9566) in place of a 1-year, full-time internship, but these requests must be made in advance and approved before students can seek placement at a part-time site. The OPT and faculty advisors assist students as they negotiate the internship placement application process.

Research Training

One of the unique aspects of the program is the design of its dissertation sequence. The 4-semester course sequence begins in the Fall of 2nd year and is completed in the Spring of the 3rd year, before students leave for internship. Utilizing a cohort model, students in the class are integrally involved in each other's dissertations, supporting each other under the supervision of the instructor, a core faculty member who serves as dissertation chair. The seminar format draws on the expertise of other students to stimulate new ideas and to offer and receive critical feedback as students progress through the dissertation process. This intensive structure has proven extremely successful in facilitating students completing the program on time.

In addition to course offerings, several faculty members lead voluntary research groups, providing opportunity for students to engage in hands on research endeavors

including generating hypotheses, literature reviews, data collection/analysis, and scientific writing. Many students involved in a research team often present their work at state and national conferences, and work with the research mentor to publish their findings.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 111
Total Elective Credit Units: 9
Total Concentration Credit Units: 8*

*Counts towards fulfillment of the elective requirement

Degree Requirements
Writing Proficiency Assessment

Please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

Therapy

Thirty (30) hours of individual supervision with a licensed psychologist in California are required for the degree.

Advancement to Candidacy

In order to advance to candidacy and be eligible to apply for internship, students must be in good academic standing and demonstrate:

1. Successful completion of 60 units of graduate study, including demonstration of the following key competencies through the successful completion of the associated courses: assessment (Intellectual Assessment, Personality Assessment I & II); diagnosis (Advanced Psychopathology), psychological theory (Theories of Personality & Psychotherapy), intervention (Introduction to Psychotherapy and 1 of the required psychotherapy courses); and law and ethics (Introduction to Ethical Practice & Law);

2. Competency in Discipline-Specific Knowledge (DSK) integration through successful completion of a written exam synthesizing information from at least two DSK areas (Cognitive and Affective Bases of Behavior, Biological Foundations, Developmental, Social Bases of Behavior)

3. Research competency through successful defense of the dissertation proposal at the Preliminary Oral Examination

4. Integrated clinical competency by successful completion of the Clinical Competency Progress Review (CPPR)

The DSK Integration exam is offered to students at the end of the Fall term of their second year. The CPPR is offered annually and is intended to be taken as the student completes the 2nd year of study. Failure to pass these exams will lead to remediation. Repeated failure may lead to dismissal. Students may not apply for internship until they have met all requirements for advancement to candidacy.

Emphasis/Concentration/Track Requirements
Correctional Psychology (8 units)

Note: Courses are listed as PSY8500 and are differentiated every semester by the section number.

- PSY8500 Introduction to Correctional Psychology (2 units)

- PSY8500 Psychological Assessment in Corrections (2 units)- requires completion of PSY6501, PSY6505 and PSY6506 prior to enrollment

- PSY8500 Evidence-based Interventions for Offenders (2 units)- requires completion of PSY6520 prior to enrollment

- PSY8500 Development and Criminal Behavior (2 units)- requires completion of and/or current enrollment in PSY6112, PSY6101, PSY7106, and PSY6140

Curriculum Plan

Several courses are offered through online/distributed learning formats. Students may complete all electives in an online/distributed learning format. Other required courses, including assessment, intervention, and ethics courses must be taken in person.

Semester Calendar

Academic Year 1 - Semester 1 (14 units)

- PSY6051 - Data Analysis, Research Design and Program Evaluation (3 units)

- PSY6123 - Cultural Diversity Training (1 unit)

- PSY6501 - Intellectual Assessment (3 units)

- PSY6520 - Introduction to Psychotherapy (2 units)

- PSY6523 - Advanced Psychopathology (3 units)

- PSY6530 - Introduction to Ethical Practice and Law (2 units)

Academic Year 1 - Semester 2 (15 units)

- PSY6052 - Data Analysis, Research Design and Program Evaluation (3 units)

- PSY6124 - Cultural Diversity Training (1 to 2 units) - take for 1 unit

- PSY6505 - Personality Assessment: Methods (3 units)

- PSY6450 - Theories of Personality and Psychotherapy (2 units)

- PSY6510 - Supervision Experience (1 unit)

- PSY6570 - First Year Clinical Practicum (2 units)

- Discipline-Specific Knowledge Course (3 units)* - take PSY7106

Academic Year 1 - Additional Course(s) (2 units)

The following course(s) can be completed in either semester:

- Elective(s) (2 units)

Academic Year 2 - Semester 1 (15 units)
- PSY6506 - Personality Assessment: Integration (3 units)
- PSY7123 - Cultural Diversity Training (1 unit)
- PSY7571 - Second Year Clinical Practicum (2 units)
- PSY7911 - PsyD Proposal Development (2 to 3 units) - take for 3 units
- Discipline-Specific Knowledge Course (3 units)*
- Discipline-Specific Knowledge Course (3 units)*

Academic Year 2 - Semester 2 (11 units)
- PSY7572 - Second Year Clinical Practicum (2 units)
- PSY7912 - PsyD Proposal Development (2 to 3 units) - take for 3 units
- Discipline-Specific Knowledge Course (3 units)*
- Discipline-Specific Knowledge Course (3 units)*

Academic Year 2 - Additional Courses (5 units)
The following courses can be completed in either semester:
- Core Therapy Course (3 units)**
- Elective (2 units)

Academic Year 3 - Semester 1 (9 units)
- PSY8509 - Supervision Seminar (1 to 3 units) - take for 2 units
- PSY8569 - Pragmatic Foundations of Clinical Practice (1 to 2 units) - take for 2 units
- PSY8571 - Third Year Clinical Practicum (2 to 3 units) - take for 2 units
- PSY8913 - PsyD Clinical Dissertation (3 units)

Academic Year 3 - Semester 2 (12 units)
- PSY7566 - Ethical Foundations of Clinical Practice (2 units)

- PSY8123 - Cultural Diversity Training (1 unit)
- PSY8510 - Supervision Seminar (1 to 3 units) - take for 3 units
- PSY8568 - Education, Consultation and Advocacy (2 units)
- PSY8572 - Third Year Clinical Practicum (2 to 3 units) - take for 2 units
- PSY8914 - PsyD Clinical Dissertation (2 to 3 units) - take for 2 units

Academic Year 3 - Additional Courses (7 units)
The following courses can be completed in either semester:
- Core Therapy Course (3 units)**
- Elective (4 units)

Academic Year 4 - Semester 1 (11 units)
- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4 - Semester 2 (11 units)
- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4 - Semester 3 (8 units)
- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units) ***

Notes

*Discipline-Specific Knowledge Courses

Students are expected to have taken the following five courses (3 units each) by the end of Academic Year 2. All Discipline-Specific Knowledge Courses must be taken on-ground (i.e., not online) and are typically offered only once per academic year.

- PSY7106 - Biological Foundations of Clinical Practice (3 to 4 units)
- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units)
- PSY6112 - Social Basis of Behavior (2 to 3 units)

- PSY6140 - Developmental Psychology/ Lifespan Development (2 to 3 units)
- PSY7112 - History & Systems of Psychology (2 to 3 units)

**Core Therapy Courses

Students are expected to complete two courses (3 units each) from the following. These courses are offered every academic year (usually two per semester).

- PSY7529 - Cognitive-Behavioral Approaches to Interventions (3 units)
- PSY7537 - Psychodynamic Approaches to Intervention (3 units)
- PSY7604 - Group Psychotherapy (2 to 3 units)
- PSY7543 - Systems Approaches to Intervention (3 units)

***Internship Enrollment

Students must remain continuously enrolled in an internship course during their internship year. Many internships have summer start dates so students enroll in PSY9533 prior to the beginning of the Fall semester so the internship course enrollment order is PSY9533 (Summer) - PSY9531 (Fall) - PSY9532 (Spring). However, some internships start close to or during the Fall semester and in these cases the internship course enrollment is PSY9531 (Fall) - PSY9532 (Spring) - PSY9533 (Summer). Once students secure an internship position it is recommended to check with advising to determine the best sequence of internship course enrollment.

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Psychology_Clinical_Psychology.html.

Doctor of Psychology in Clinical Psychology (San Diego)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview

This program follows a Practitioner-Scholar model that emphasized the applications of theory and research to clinical practice. The program develops competent professional health-care psychologists skilled in delivering a variety of clinical services to diverse populations in varied settings. The program's most distinctive component is its dual emphasis on clinical expertise and clinical scholarship. Our students take courses in a wide range of subjects, including statistics, theories of personality, psychological assessment, multicultural issues, and psychological practice The Health Care psychology curriculum has four major areas of study: foundations of psychology, clinical and professional theory and skills, applied clinical research, and professional growth. Students may follow their own clinical interests and further their individual career goals by selecting a specialized series of courses, research, and field placements related to a particular area of practice.

Emphasis/Concentration/Tracks

The curriculum is designed to provide advanced doctoral students with the opportunity to complete coursework in an area of interest or to take electives to enhance the required course offerings. This study option into specific emphasis areas provides an entry to specialization which can continue at the post-doctoral level. Normally, two to four courses will be offered during the academic year from each of the emphases. Students who choose to pursue an emphasis area may be required

to complete additional units beyond the 120 units required for the PsyD degree. Please consult with your advisor for more information.

Clinical Health Emphasis

The clinical health emphasis gives students the academic, research, and clinical training necessary to prepare students for work within the field of health psychology. Both coursework and practicum placements help students in acquiring knowledge and skills necessary for functioning as an allied health provider in an interdisciplinary medical setting. Curriculum will emphasize teaching empirically-based theories, research, and interventions, including but not limited to: psychological factors that affect physical health outcomes; assessment in medical populations; health behavior change theories, adherence and motivation; and coping with physical disease. The program integrates the life-span perspective throughout the coursework and examines age, cohort, gender, insurance status, and ethnic/cultural factors on health.

Family/Child Psychology Emphasis

This emphasis is designed for students who are interested in developing proficiency in evaluation, treatment and research with children and families. Courses cover the entire life span from infancy through old age and are presented from various theoretical viewpoints, including family-systems, psychodynamic, cognitive-behavioral and lifespan development.

The program supports the study of ethnic and cultural issues as they affect the individual and the family. Faculty research interests include family violence, child abuse and neglect, adolescent development, childhood social competence and peer relationships, early childhood psychopathology, aging, child resiliency, divorce, child custody, step families, and process and outcomes of family interventions.

Forensic Psychology Emphasis

This emphasis focuses on the relationship and interdependency of law, social science, and clinical practice. It provides the basic foundation for post-graduate training for a career in forensic clinical psychology. The emphasis requires the completion of an introductory course in forensics, which acquaints the student with the nature of the legal system and the varied roles of psychologists within it. This introduction also includes training in the basics of testimony - the preparation of a defensible report; the appropriate presentation of one's qualifications; the persuasive presentation of psychological science to a judge, jury, or within an amicus brief; and the increased ability to withstand cross-examination. Additional courses address psychological assessment, violence, antisocial behavior, and other clinical topics. Students also have the option of taking an organizational psychology advanced seminar addressing conflict management or dispute resolution.

Integrative Psychology Emphasis

This emphasis area exposes students to the basic principles of Integrative Psychology. An integrative, systems approach to health and healing brings multiple ways of knowing into psychological practice, encouraging practitioners to attend not only to cognitive behaviors, but also to cultural and spiritual concerns.

In many ways, integrative psychology refocuses attention on traditional healing practices that are concerned with the complex ways in which social context, body, mind, and emotions continually interact and influence well-being. Integrative psychology includes the study of spirituality, consciousness, imagery, somatic practices, expressive arts, human ecology, postmodern cultural psychologies, and the application of all these in clinical settings. At the same time, the field values mainstream psychological models and

emphasizes research based on systems theory and integrated methodologies.

Since a psychologist's own perceptions profoundly influence outcomes, the courses and credits included in this emphasis area are intended to ensure that professionals-in-training refine their values along with their skills and that they work to achieve educated intentionality and mindfulness in all phases of clinical work. This emphasis addresses a shortage of qualified psychologists with experience in the holistic balancing of health, suffering and death issues, psychospiritual counseling, and conflicting belief systems viewed in their cultural contexts. An integrative approach trains psychologists to provide pathways rather than simply treat symptoms.

Multicultural and International Emphasis

The Alliant approach to multiculturalism incorporates diversity in many respects, including race, ethnicity, gender, sexual orientation, national origin and international status, age, social class, religion, and disability. Central to traditional clinical psychology is the examination of factors known to be relevant to mental health/mental illness as western society defines them. The goal of this emphasis area is to go beyond the traditional western, majority cultural viewpoint so that students might have the basic preparation to focus on cultural and international encounters in professional psychology. Whereas traditional psychology focuses primarily on individual psychological activity, multicultural psychology is based on the view that cultural and societal level influences on the individual can be best understood by incorporating societal systemic variables and cultural contexts. The emphasis provides students with opportunities to prepare for clinical licensure, research, teaching, and consulting in the area of cultural diversity.

Psychodynamic Emphasis

This emphasis provides students with a coherent practical and theoretical framework to practice general psychology in a variety of settings with children and adults. The psychodynamic emphasis curriculum gives students exposure to coursework and supervision integrating object relations, self-psychology, developmental psychology, existential psychology, and cognitive, science-based approaches to unconscious processes. Coursework and supervision prepare students for further professional development and specialization beyond the doctorate.

Program Learning Outcomes/Goals

The program has adopted a series of three aims, nine competencies and related elements designed to implement its philosophy and meet the overall program aims. The competencies are met operationally through various academic and training activities that include courses, practicum and internship placements, and supervised research experiences. Multiple data sources are used to assess outcomes relative to these competencies. These competencies specify attitudes, knowledge, and skills that students are expected to achieve by the time they graduate from the program and perceptions, feelings, and professional achievements alumni are expected to report as they pursue their profession. The elements are the expected specific outcomes for each of the respective competencies.

Aim 1: To prepare students as effective professional psychologists who are skilled at evaluating psychological functioning and providing empirically-supported interventions with diverse clients across a range of settings.

Aim 2: Train competent health service psychologists (HSPs) to deliver scientifically-informed psychological services to diverse individuals and groups.

Aim 3: Provide students with strong professional identities as licensed psychologists and the clinical skills, professional behaviors, and attitudes that reflect the highest ethical and professional standards in the entry-level practice of clinical psychology.

Program Competencies

All students are expected to acquire and demonstrate substantial understanding of and competence in the following nine profession-wide competency areas:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/ Interdisciplinary Skills

The competencies are met operationally through various academic and training activities that include courses, practicum and internship placements, and supervised research experiences. Multiple data sources are used to assess outcomes relative to these competencies. These competencies specify knowledge, attitudes, and skills that students are expected to achieve by the time they graduate from the program.

Discipline-Specific Knowledge

In addition, all students are expected to possess discipline-specific knowledge in the following four categories:

1. History and Systems of Psychology
2. The basic content areas of scientific psychology, including affective, biological cognitive, developmental, and social aspects of behavior.

3. Advanced integrative knowledge in scientific psychology.

4. Research Methods, Statistical Analysis, and Psychometrics.

Training Model
This is a local practitioner program. Special features of the program include a particular emphasis on evidence-based practice, a rich set of opportunities for gaining research and clinical skills in multicultural, child/family, forensic, and integrative psychology, and the integration of clinical practice with coursework.

Professional Behavior Expectations/Ethical Guidelines
Students are held to the standards of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

Program-Specific Admission Requirements
Credit for Previous Work
Entering students may be eligible to receive transfer credit for previous graduate work.

1. To be considered for transfer credit, the student's graduate coursework:

   a. Must have been taken in a regionally-accredited master's or doctoral program.

   b. Must have been completed prior to entering our doctoral program.

   c. Must have resulted in a grade of B or better and have been completed within the last 7 years.

   d. Must have been completed on ground or in a hybrid course in which at least 50% of class meetings were on ground.

2. Courses eligible for credit include:

   - Social Bases of Behavior
   - Cognitive and Affective Bases of Behavior
   - Biological Bases of Behavior and Psychopharmacology
   - Developmental Bases of Behavior
   - History & Systems of Psychology
   - Statistics
   - Research Methods
   - Advanced Psychopathology
   - Theories of Personality
   - Cognitive Assessment
   - Personality Assessment I and II
   - Advanced Therapy
   - Multicultural Competency
   - Chemical Dependency

3. In addition, students who have met the following requirements may be able to receive 2 units of transfer credit for the required first-year practicum:

   a. Have completed and be able to verify 300 hours of supervised experience or professional experience of a psychological experience over a 9-month period.

Licensure
All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and have taken and passed the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). In addition, they must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care. Continuing education is required to maintain the license. CSPP doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

Every state has its own requirements for licensure. Therefore, it is essential that all Clinical PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in those states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, or nature of the doctoral project or dissertation). Students seeking licensure in other states should plan ahead to ensure they meet all of those states' requirements.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580, asppb@asppb.org

or

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699, bopmail@dca.ca.gov

or

Practice Directorate American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979, apaaccred@apa.org

Programmatic Accreditation
This program has been continually accredited by the Commission on Accreditation of the American Psychological Association (APA) since 1992. The past two site visits by APA (2009 and 2016) have each resulted in the maximum 7-year accreditation. The program also publishes the following outcome data as required by APA:

1. Time to Completion

2. Program Costs

3. Internship Placement Rates

4. Attrition

5. Licensure

Please visit our website to view the data.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

750 First Street NE
Washington, DC 20002
(202) 336-5979, apaaccred@apa.org
www.apa.org/ed/accreditation

Internship, Practicum, and/or Dissertation Information
Field Training

Students receive four years of practicum and internship experiences. Placements are available in more than 75 agencies. Most of these sites are within a 25-mile radius of the campus, but some of these are as far as 80 miles away for the benefit of those students who live in Orange County. The selection of practicum sites for each student is guided by:

1. CSPP's requirement for a broad range of diverse and rigorous professional training experiences,

2. CSPP's commitment to education and training in multicultural competence,

3. The rules and regulations of the California Board of Psychology, the body charged with the licensing of psychologists in the State of California, and

4. The American Psychological Association's criteria for practicum and internship training.

Assignment to placements results from an application proves conducted by year level. Entering students are placed at a practicum

agency for 10 hours/week (plus one hour of on-campus supervision) during the school year (total of 300 hours). Practica in the second (800 hours) and third year (1100 hours) are chosen by the student from a list of pre-approved sites. The final internship is an APA-accredited full-time internship in the fourth year. An option exists (by exemption) for students to do two half-time internship placements in the fourth and fifth years or a full-time non-accredited internship in the fourth year. However, unless an exemption is granted, all Clinical PsyD students must apply for a minimum of 11 APA-accredited internships. Students will interview for each practicum position and the selecting agency makes the final decision.

Practicum students meet with their site supervisor a minimum of 10% of their time at the site. One of the hours must be individual supervision and the rest can be individual or group. Students must have live supervision at least once each semester. Students keep a tally form which is signed each week by the supervisor.

Research Training

Students in this program participate in a Proposal Development and Clinical Dissertation group. These are intensive year-long seminars that integrate practice and directed reading in small group formats and prepare students for the Clinical Dissertation - an applied scholarly work in the chosen area of advanced competency. The student defends the dissertation plan to a faculty committee at the Proposal Meeting and the final dissertation at the oral defense.

Dissertation proposal orals usually occurs in fall or spring of third year in the program. The student's chair and reader must accept the written proposal before the student is allowed to apply for internship and is concurrent with Advancement to Candidacy.

Credit Units
Total Credit Units: 120
Total Core Credit Units: 108
Total Elective Credit Units: 12
Total Concentration Credit Units: Varies

Degree Requirements

1. Writing Proficiency Assessment: please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

2. Program Meeting: During G1 Fall semester, students will engage in a semester long required Program Meeting.

3. Supervision Experience: a required weekly meeting in the fall and spring of the first year.

4. APA Internship Preparation: required meetings through the spring of the second year and fall of the third year.

5. Comprehensive and Preliminary Examinations (passing both is required for advancement to candidacy):

   a. Assessment Preliminary Examination taken in August at the end of the second year, following completion of Personality I, II, and III sequence and Clinical Inference.

   b. Comprehensive Examination in Research Methodology taken in January or August of the second year.

6. Advancement to Candidacy is required before applying to internship.

7. Clinical Proficiency Examination (CPE) (Written and Oral Examination) is taken in the spring of the third year. It must be passed before graduation.

8. Personal growth requirement: 40 hours of individual psychotherapy (or another form of therapy if student has completed 40 hours of individual psychotherapy within 5 years of enrollment) with a psychologist who

has been licensed in California at least three years is required prior to graduation.

9. Six hours of continuing education must be completed each semester prior to internship.

Prerequisite Courses

Students entering the program must have had an undergraduate major in psychology or four (4) prerequisite courses (with grades of B or better) for students without a psychology major:

1. Statistics

2. Abnormal Psychology or Psychopathology

3. Experimental Psychology/Research Methods

4. Physiological Psychology/Learning/ Memory, Cognitive Psychology, or Sensation/Perception

Emphasis/Concentration/Track Requirements

The following courses are required for the emphasis areas in addition to a dissertation in the area and at least one practicum experience in the area.

Clinical Health Emphasis

Dissertation:

1. Dissertation is expected to have a clinical health focus.

Fieldwork:

1. At least 2 health practicum placements, or 1 practicum and internship (one placement need to 30% supervised service delivery in specialty and second needs to be <50% of supervised service delivery in specialty).

- PSY6540 - Family Systems Theory (2 units)

- PSY7633 - Health Psychology Intervention: Research and Practice Addressing Health Disparities (3 units)

- PSY6622 - Clinical Psychophysiology and Biofeedback (3 units)

or

- PSY7650 - Integrative Psychology Elective (3 units)

- PSY7501 - Theory and Practice of Psychotherapy: Individual (3 units)

- PSY6620 - Health Service Psychology (3 units)

Family/Child Psychology Emphasis

It is required that students take at least one year of professional training placement in a setting that emphasizes interactions with children and families. Dissertations addressing family/child issues are also required and are common at the San Diego campus. In addition, students are expected to take one Clinical Consultation course in a group emphasizing family or child issues.

- PSY7602 - Theory and Practice of Psychotherapy: Child (3 units)

- PSY7503 - Family Psychotherapy (3 units)

- PSY8540 - Family Therapy/Ethnic Families (3 units)

- PSY8545 - Developmental Psychopathology (3 units)

Forensic Psychology Emphasis

Students are expected to address an issue in forensic psychology in their dissertation. They are also encouraged, but not required, to procure forensic training in their practicum or internship. It is expected that dissertations for students pursuing this emphasis will focus on a topic related to forensic psychology. Students are also expected to take one Clinical Consultation course focusing on forensic issues.

- PSY6631 - Introduction to Clinical Forensic Psychology (2 units)

- Two electives from the following (3 units each):

PSY6633 - Psychology and Family Law (3 units)

PSY8543 - Family Violence: Child Abuse (3 units)

PSY8544 - Interpartner and Spousal Abuse (3 units)

Other approved elective in forensics

Integrative Psychology Emphasis

Candidates are expected to participate in Center for Integrative Psychology colloquia, workshops, and social events (see www. integrativepsychology.net). Candidates will conduct dissertation research from an integrative perspective.

- PSY6605 - Introduction to Integrative Psychology (2 units)

- PSY6526 - Theories of Personality, Pathology and Psychotherapy: Existential (3 units)

- PSY8800 - Advanced Seminar: Integrative Psychotherapies (3 units)

- PSY7501 - Theory and Practice of Psychotherapy: Individual (3 units)

- One additional 3-unit elective in Integrative Psychology (available electives subject to change):

PSY7650 - Integrative Psychology Elective (1 to 3 units) - take for 3 units

PSY6643 - Cross-Cultural: East-West Psychologies, Holocaust, Ritual and Healing, or Psychology of Religions (2 units)

PSY6644 - Ecology/Psychology (2 units)

PSY6646 - Transpersonal Psychology (2 units)

PSY6647 - Jung and the Shadow (2 units)

PSY7640 - Creativity Theory and Practice (2-3 units) - take for 3 units

PSY8800 - Advanced Seminar: Hypnotherapy, Humanistic Psychology, or Integrative Psychology (3 units)

Multicultural and International Emphasis

Students in this emphasis take coursework in these broadly defined multicultural and international areas and complete a dissertation relevant to some aspect of multicultural or international psychology. They must also arrange for at least one of their practicum/internship professional training placements in a setting serving a culturally diverse population. The large majority of our training sites serve such populations. Students are expected to take one of the Clinical Consultation courses in a section emphasizing diversity issues.

- PSY6129 - Multicultural Competency Development (3 units) (required of all PsyD students)
- One multicultural practice course (required of all PsyD students), such as:

PSY7610 - Cultural Seminar (3 units) (topics vary)

PSY8500 - Clinical Elective: LGBT Couples and Family (3 units)

PSY8540 - Family Therapy/Ethnic Families (3 units)

- One additional multicultural elective either from the list above, or from other courses such as:

PSY6645 - Spanish for the Psychologist (2 units)

PSY6654 - Psychology of Ethnic Diversity: (3 units)

PSY8500 - Clinical Elective: Foundations of LGBT Mental Health (3 units)

PSY8500 - Clinical Elective: Advanced Issues in Lesbian Psychology (2 units)

PSY8500 - Clinical Elective: Advanced Study of Transgender Issues (2 units)

Psychodynamic Emphasis

Students in this emphasis area are required to complete at least three courses among

the psychodynamic offerings, complete at least a one year practicum with psychodynamic supervision, complete a dissertation in an area pertinent to psychodynamic theory, research or application, and enroll in one PSY8551 Clinical Consultation section incorporating a psychodynamic emphasis.

- PSY6524 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic (3 units) (required of all PsyD students)
- PSY7501 - Theory and Practice of Psychotherapy: Individual (3 units)
- One 3-unit psychodynamic elective, such as:

PSY8500 - Clinical Elective: Advanced Psychodynamic Interventions

PSY8500 - Clinical Elective: Psychoanalytic Psychotherapy with Adolescents

PSY8500 - Clinical Elective: Attachment and Gender

PSY8800 - Advanced Seminar: Theoretical Psychodynamic Issues

PSY8800 - Advanced Seminar: Object Relations

Elective Requirements

12 elective units are required for completion of the program:

- Therapy elective/Clinical elective (6 units): PSY7501, 7602, 7503, 7604, or PSYXXXX
- Cultural elective (3 units): PSY7610
- General elective (3 units): PSYXXXX

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (16 units)
- PSY6129 - Multicultural Competency Development (3 units)
- PSY6501 - Intellectual Assessment (3 units)

- PSY6520 - Introduction to Psychotherapy (2 units)
- PSY6521 - Introduction to Psychotherapy Practicum (1 unit)
- PSY6523 - Advanced Psychopathology (3 units)
- PSY6541 - First Year Practicum (1 unit)
- Choose one of the following:

PSY6524 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic (3 units)

PSY6525 - Theories of Personality, Pathology and Psychotherapy: Behavioral/Social Learning (3 units)

Academic Year 1 - Semester 2 (15 units)
- PSY6003 - History and Systems of Psychology (1 unit)
- PSY6014 - Qualitative Methods of Research (3 units)
- PSY6031 - Statistics, Psychometrics and Research Design (3 units)
- PSY6503 - Personality Assessment I (Objective) (3 units)
- PSY6541 - First Year Practicum (1 unit)
- PSY6720 - Advanced Psychotherapy (2 units)
- Choose one of the following:

PSY6605 - Introduction to Integrative Psychology (2 units)

PSY6540 - Family Systems Theory (2 units)

Academic Year 2 - Semester 1 (16 units)
- PSY6030 - Psychometrics and Advanced Statistics (3 units)
- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units) - take for 2 units
- PSY6504 - Personality Assessment II (Projective) (3 units)
- PSY7550 - Practicum in Professional Psychology (1 unit)
- PSY7551 - Practicum Consultation (1 unit)

- PSY7564 - Ethics (1 unit)

- PSY7911 - PsyD Proposal Development (2 to 3 units) - take for 2 units

- Choose one of the following (cannot be the same as the one taken in the Academic Year 1 - Semester 1):

PSY6524 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic (3 units)

PSY6525 - Theories of Personality, Pathology and Psychotherapy: Behavioral/ Social Learning (3 units)

Academic Year 2 - Semester 2 (15 units)
- PSY6106 - Biological Bases of Behavior/ Psychopharmacology (3 units)

- PSY6112 - Social Basis of Behavior (2 to 3 units) * - take for 2 units

- PSY6140 - Developmental Psychology/ Lifespan Development (2 to 3 units) - take for 2 units

- PSY7514 - Advanced Assessment Elective (3 units)

- PSY7550 - Practicum in Professional Psychology (1 unit)

- PSY7551 - Practicum Consultation (1 unit)

- PSY7564 - Ethics (1 unit)

- PSY7911 - PsyD Proposal Development (2 to 3 units) - take for 2 units

Academic Year 3 - Semester 1 (13 units)
- PSY6116 - Issues in Chemical Dependency and Treatment (2 units)

- PSY7565 - Advanced Ethics and Professional Issues (2 units)

- Elective (3 units)*

- PSY8512 - Supervision Seminar (1 unit) **

- PSY8513 - Supervision Lab (1 unit) **

- PSY8550 - Practicum III (2 units)

- PSY8551 - Clinical Consultation Group - Practicum III (1 unit)

- PSY8980 - PsyD Clinical Dissertation Group (1 unit)

Academic Year 3 - Semester 2 (15 units)
- Therapy Elective ^/Clinical Elective (3 units) *

- Therapy Elective ^/Clinical Elective (3 units) *

- Multicultural Practice Elective (3 units) - take PSY7610

- PSY8522 - Professional Development (2 units)

- PSY8550 - Practicum III (2 units)

- PSY8551 - Clinical Consultation Group - Practicum III (1 unit)

- PSY8980 - PsyD Clinical Dissertation Group (1 unit)

Academic Year 4 - Semester 1 (11 units)
- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4 - Semester 2 (11 units)
- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4 - Semester 3 (8 units)

- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units)

Half-Time Internship Option

Academic Year 4 - Semester 1 (5 units)
- PSY9561 - Half-Time Predoctoral Internship (5 units)

Academic Year 4 - Semester 2 (5 units)
- PSY9562 - Half-Time Predoctoral Internship (5 units)

Academic Year 4 - Semester 3 (5 units)
- PSY9563 - Half-Time Predoctoral Internship (5 units)

Academic Year 5 - Semester 1 (5 units)
- PSY9564 - Half-Time Predoctoral Internship (5 units)

Academic Year 5 - Semester 2 (5 units)
- PSY9565 - Half-Time Predoctoral Internship (5 units)

Academic Year 5 - Semester 3 (5 units)
- PSY9566 - Half-Time Predoctoral Internship (5 units)

Notes

*May be taken in Semester 1, 2 or 3

**May be taken in Semester 1 or 2

^Therapy electives:
- PSY7501 - Theory and Practice of Psychotherapy: Individual (3 units)

- PSY7604 - Group Psychotherapy (2 to 3 units) - take for 3 units

- PSY7503 - Family Psychotherapy (3 units)

- PSY7602 - Theory and Practice of Psychotherapy: Child (3 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/ gainful-employment-disclosure/Doctor_ Psychology_Clinical_Psychology.html.

Doctor of Psychology in Clinical Psychology (San Francisco)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview
This program prepares students to function as multifaceted clinical psychologists through a curriculum based on an integration of psychological theory, research and practice. The program is a practitioner-oriented program. The program provides a strong generalist

foundation in health service psychology, emphasizing the applications of theory and research to practice. We educate and train students to use multiple methods of assessment and intervention, working with diverse populations across many settings and in changing contexts. Our local clinical scientist-practitioner model focuses on applying empirically derived knowledge to work with individuals, families, groups, and local communities, as well as using practice-based evidence to enhance assessments and interventions. The curriculum has four major areas of study: foundations of psychology, clinical and professional theory and skills, applied clinical research, and professional growth and ethics. Students take required courses and select practica sites to meet breadth requirements in a choice of approximately 100 clinical placement opportunities. Internship is the final year of placement and can be anywhere in the country.

Emphasis/Concentration/Tracks

The PsyD program requires a solid foundation in the theory and practice of clinical psychology for all students. Students have the option to build upon this strong foundation with a specialty by choosing a track (or remain in the generalist program). Students in a Track select special sections of courses to begin preparation for their future professional roles. Tracks focus on one or more of the following variables: special populations, specific problems, identified theories and techniques, and specific settings. As described below, Tracks require students to enter the Track at the beginning of their program, and remain in the Track for the duration of the program (or petition to transfer out of the Track). There are a maximum number of students who can be in any one Track (approximately 13), so it is important to indicate your wish to be in a Track during the application process, either on the application form, or after your interview when you have had a chance to learn more about the Tracks. After being

accepted into the program, you will be asked to apply to the track of your choice. Those not enrolled in a track may take course/sections of a track if space allows after priority enrollment for track students.

Child and Family Psychology Track (C/FT)

The Child and Family Track is designed for PsyD students who want to apply systems theory to their work, and who intend to dedicate their careers to working primarily or exclusively with children, adolescents, families, and systems. In the Child and Family Track, about 50 percent of the student's coursework and field training focuses on child and family issues, with the remainder focusing on adult-clinical and general psychology. This focus is achieved by having C/FT students together in special sections of already required courses. Ability to work with diverse family constellations and demographics is emphasized.

Applicants interested in being considered for the PsyD Child and Family Track will indicate their interest at the time of application or shortly thereafter, and will be asked to write a brief statement of interest. Those unable to be accommodated in the track due to space limitations may still take courses in the C/FT, if space permits after accommodating the Track students.

Social Justice Psychology Track (SJT)

This track is designed for students who wish to have a concentrated area of study in the provision of mental health services to historically underserved and culturally diverse populations. In the Social Justice Track a substantial portion of the student's training will focus on understanding concepts of power, privilege, and oppression, and their application on micro (individual)-and macro-systemic levels of intervention. Faculty affiliated with the track have expertise in working with racial-ethnic minorities, in gender studies and LGBT issues, in disability, and in community based interventions and research. Students

in the SJT are expected to disseminate their dissertation results to the community in which they conducted their research.

Applicants interested in being considered for the Social Justice Track will indicate their interest at the time of application and submit a one paragraph statement of interest. Students take selected sections of required courses. Space in the Track is limited, but those interested students unable to be accommodated may still take courses in the SJT, as space allows after SJT students are accommodated. The track begins in the first semester, and students are committed to remain in it until completion of the program. If students' career goals or interest change, they must formally petition to transfer out of the track.

Integrated Health Psychology Track (IHT)

Integrated Health Psychology is focused on the psychological and behavioral aspects of physical and mental health, specifically how biological, environmental, cultural, social, cognitive, emotional and behavioral factors impact health and illness. Additional factors related to health, illness, and/or disability include the health care system, health care policy, and access to and quality of health care providers. Students in this area may want to work in settings that are interdisciplinary, primary care settings, behavioral health, pain management clinics, agencies serving specific populations with chronic illnesses or disabilities. Some courses beyond the 120 units required may be necessary to develop knowledge and skills in this applied area.

Students interested in Integrated Health Psychology are introduced to this emerging field which deals with the important psychological, behavioral, and social concomitants of physical symptoms, chronic and life threatening illness, and rehabilitation as well as speaks to the mid-body connection in mental illness.

Faculty have interests in health across the lifespan; ethical issues in medical and mental health care and policy; positive aging; health care disparities; the impact of exercise on health; stress management; mindfulness; substance abuse; children, parents and families with disabilities; collaboration with medical professionals; models of disability; telehealth provision in primary care settings; complex trauma and neurophysiologically informed interventions for complex trauma; risky health behaviors of adolescents; increasing diversity in the health workforce; clients with chronic illnesses or disabilities; cultural-specific health and health care access issues.

Applicants interested in being considered for the Integrated Health Psychology Track will indicate their interest at the time of application or shortly thereafter, and will be asked to write a brief statement of interest. Those unable to be accommodated in the track due to space limitations may still take courses in the IHT, if space permits after accommodating the Track students.

Students combine relevant core or elective coursework, professional training placements, and research that develop knowledge, attitudes and skills in preparation for advanced specialized education and training in postdoctoral programs and/or entry level positions in health psychology.

Program Learning Outcomes/ Goals

The program's overall aspirational aim is to educate professional clinical psychologists who bring critical thinking and active problem solving skills to bear on human problems and who are able to intervene effectively, using multiple methods of evidence based assessment and intervention with diverse populations, across many settings, in changing and evolving contexts. This aspiration is supported by the development of nine professional competencies as delineated

by the Commission of Accreditation of the American Psychological Association.

Profession Competency

Competency I: Research

Students must demonstrate substantial discipline specific knowledge in research methods, quantitative methods, and psychometrics. Students who successfully complete programs accredited in HSP must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.

Students are expected to:

1. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

2. Conduct research or other scholarly activities.

3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Competency II: Ethical and legal standards

Students are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Students are expected to demonstrate competency in each of the following areas:

1. Be knowledgeable of and act in accordance with each of the following:

   a. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;

   b. relevant laws, regulations, rules, and policies governing health service psychology at the

   c. organizational, local, state, regional, and federal levels; and

   d. relevant professional standards and guidelines.

2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

3. Conduct self in an ethical manner in all professional activities.

Competency III: Individual and cultural diversity

Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, students must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Students are expected to demonstrate:

1. an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;

2. knowledge of the current theoretical

and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;

3. the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

4. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency IV: Professional values and attitudes
Students are expected to:

1. behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

2. engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

3. actively seek and demonstrate openness and responsiveness to feedback and supervision.

4. respond professionally in increasingly complex situations with a greater degree of independence as they

progress across levels of training.

Competency V: Communication and interpersonal skills
Students are expected to:

1. develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

2. produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

3. demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency VI: Assessment
Students demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology.

Students are expected to demonstrate the following competencies:

1. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

2. Interpret assessment results, following current research and professional standards and

3. guidelines, to inform case conceptualization, classification, and recommendations, while

guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

4. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency VII: Intervention
Students demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.

Students are expected to demonstrate the ability to:

1. establish and maintain effective relationships with the recipients of psychological services.

2. develop evidence-based intervention plans specific to the service delivery goals.

3. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

4. demonstrate the ability to apply the relevant research literature to clinical decision making.

5. modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,

6. evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency VIII: Supervision
Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.

Students are expected to:

1. Demonstrate knowledge of supervision models and practices.

Competency IX: Consultation
Consultation and interprofessional/ interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Students:

1. Demonstrate knowledge and respect for the roles and perspectives of other professions.
2. Demonstrates knowledge of consultation models and practices.

Training Model
The PsyD program is a Local Clinical Scientist Practitioner program and was initiated at the San Francisco campus starting Fall 1991, after moving from Alameda. The goal of the program is to educate professional clinical psychologists who bring critical thinking and active problem solving skills to bear on human problems. They use their familiarity with local communities and cultural groups to guide culturally appropriate practice, assessment, program evaluation, and research. Students are educated and trained to be able to intervene effectively using multiple methods of assessment and intervention, working with diverse populations, across many settings, and in changing and evolving contexts. Our

Local Clinical Scientist Model focuses on applying empirically derived knowledge to work with individuals, families, groups, and local communities. The model also utilizes practice-based evidence to enhance assessments and interventions.

The program subscribes to the belief that effective professional psychologists must be aware of and responsive to the broader social and cultural contexts in which they function. Thus, students must attain proficiency in providing services to individuals of diverse cultural and socioeconomic backgrounds. To achieve this goal, we infuse multiculturalism throughout our entire curriculum, offer courses focusing on diverse populations, and provide clinical training experiences that provide exposure to a range of populations. Effects of power differentials, prejudice, oppression and discrimination on individuals, families, and communities are part of our culturally-informed training.

The standard curriculum is four years, including at least one summer. However, students may extend their time over five years, which allows students to do a supplemental practicum to gain additional hours and be more competitive when applying to internships. An additional year also allows students to take additional courses, complete the dissertation, or take two half-time internships. (Note that while the required courses can be stretched out to fit the five-year "moderated" plan, any additional courses not required by the program are not eligible for financial aid.)

Professional Behavior Expectations/Ethical Guidelines
Students are held to the standards of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (www.apa.org/ethics/code/) from the time of acceptance of admission.

Licensure
All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology, educational psychology, education with a specialization in counseling psychology, or education with a specialization in educational psychology from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,500 must be postdoctoral) and have taken and passed the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). In addition, students must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, aging and long-term care, and, beginning January 2020, suicide risk and assessment which may not occur within the program requirements. Continuing education is required to maintain the license. CSPP doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

Every state has its own requirements for licensure. Therefore, it is essential that all Clinical PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in those states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, or nature of the doctoral project or dissertation). Students seeking licensure in other states should plan ahead to ensure they meet all of those states' requirements.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards
PO Box 241245
Montgomery, AL 36124-1245
(334) 832-4580
Email: asppb@asppb.org

or

California Board of Psychology
2005 Evergreen Street, Suite 1400
Sacramento, CA 95815
(916) 263-2699
Email: bopmail@dca.ca.gov

or

Practice Directorate American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979
Email: apaaccred@apa.org

Programmatic Accreditation
This program is accredited by the Commission on Accreditation of the American Psychological Association (APA) and publishes the following outcome data as required by APA:

1. Time to Completion
2. Program Costs
3. Internship Placement Rates
4. Attrition
5. Licensure

Please visit our website to view the data.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Internship, Practicum, and/or Dissertation Information
By the end of the program students will have a minimum of one year of clerkship (year 1), two years of practicum (years two and three) and one full-time internship (final year). Students may elect to do an additional year of supplemental practicum prior to internship. Beginning in the first year and throughout the program, field training placements are paired with a required course, to integrate classroom learning with practical experience (Introduction to Professional Psychology in year 1, Clinical & Ethical Issues in year 2, and Advanced Clinical Seminar in year 3). The selection of professional training (practicum) placements for each student is guided by:

1. CSPP's requirement for a broad range of diverse and rigorous professional training experiences;

2. CSPP's commitment to education and training in multicultural competence;

3. The rules and regulations of the California Board of Psychology, the body charged with the licensing of psychologists in the State of California; and

4. The American Psychological Association's criteria for practicum and internship training.

The primary criteria used in selection and approval of placements are the quality and rigor of the training experience and the supervision provided for the student.

Students from the San Francisco campus are placed in agencies throughout Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, and Solano counties, and in programs serving diverse populations including people with disabilities, African American, Asian American, Latino, European Americans, Native Americans, and LGBT populations. Additional placements are located in some counties outside the immediate Bay Area, including Napa, Sacramento, Santa Cruz, Sonoma, San Benito, and Yolo counties. Type of settings vary and include community mental health clinics, primary care settings, VA's, schools, hospitals, correctional facilities, other forensic settings, adult outpatient services, neuropsychiatric institutes, infant-parent programs, child and adolescent guidance clinics, college counseling centers, family service agencies, general community agencies, residential treatment centers, pediatric psychology programs, school-based settings, and substance abuse treatment centers.

The student trainee or intern, the field placement site, and the Office of Professional training sign a three way agreement at the outset of the student's practicum or internship. As part of this agreement, face to face individual supervision provided by a licensed supervisor is required on a weekly basis. Should a student fail to attend weekly supervision it is expected that the supervisor will notify the Supervisory Faculty Liaison assigned to the site. In addition, students receive evaluations from supervisors twice a year. This is another opportunity to receive feedback about meeting obligations.

After three years of practica placements, students on the four-year plan begin the required pre-doctoral internship in the fourth year. Full-time (40 hours per week for 9-12 months) APA-accredited internship options are pursued through the national selection process. We require students to prepare for and apply to APA accredited

internships. Students may petition for an exception to this policy; exceptions are granted only for significant and compelling reasons. If the petition is granted students may apply for APPIC-accredited or California-based internship programs that are members of the California Psychology Internship Council (CAPIC) and approved by the CSPP faculty. Note that there are a few half-time APA-accredited internships, and students may complete two half-time internships in lieu of one full-time internship.

Students on the five-year moderated plan may take a supplemental practicum in their fourth year and an internship in their fifth year. Since supplemental practicum is not a requirement, it is not eligible for financial aid and not part of the visa-qualifying courses for our international students. Therefore students receiving financial aid who elect this option are advised to plan their course sequence to hold over some required courses for the fourth year. The requirements for the internship are the same as in the paragraph above.

Research Training

All students complete a clinical dissertation, which includes an empirical portion (i.e., data collection). The PsyD dissertation is meant to demonstrate the student's ability to think critically about clinical and social issues and to make appropriate use of scientific knowledge and psychological research in professional practice. Several features of the dissertation are required for all students. They must include a synthesis and analysis of existing literature relevant to a psychological topic; the development of the student's own ideas; and research questions (with hypotheses if a quantitative study). We require an empirical portion i.e., there must be data collected and analyzed. However, the types of clinical dissertations that are acceptable have a wider range than the typical PhD dissertation. In addition to a "typical" dissertation, a PsyD student might instead focus on a case study for the dissertation;

develop a videotape; design an intervention program for a specific population; conduct a survey, program evaluation or interviews; field test new diagnostic criteria, compare results of assessments in two languages; write a children's book focusing on skills (e.g. mindfulness) or situations (e.g., a parent with bipolar disorder); do a content analysis of a biography. Dissertations may be quantitative or qualitative studies. Thus there is a wide range of possible types of dissertations. What unites them is the focus on furthering practice, inclusion of empirical data, and cultural awareness and sensitivity in all aspects of the dissertation from literature review to discussion of implications.

In the four-year plan, students begin work on their clinical dissertations in the second year in a small cohort with an instructor, who often becomes the dissertation chair. The dissertation committee comprises the chair (a core faculty member) and two additional members. There are milestones in the dissertation process. The first milestone is development of a proposal and passing proposal orals. The proposal is an introduction to the topic, an integrated literature review, and a methods section. Passing proposal orals is required for students to be allowed to apply for internship. The second milestone is the dissertation defense. This comes after completion of the proposed project, the addition of written results and discussion chapters, and the dissertation defense with the committee. To graduate in four years, students begin the dissertation in the second year, pass proposal orals in the spring of the second year, complete the dissertation in the third year, and go to internship in the fourth year. Many students are still working on the dissertation in the fourth year, but completion by the end of the internship still allows graduation at the end of the fourth year. However, once students start the dissertation they must remain enrolled in research proposal or dissertation units until they complete the

dissertation. Note that twelve units of proposal/dissertation are required (six units in the G2 year, six units in the G3 year). Students needing additional semesters of dissertation extension may be eligible for financial aid (see the Enrollment Policies - Dissertation Continuous Registration section for further information and limits). Dissertation proposal orals must be passed prior to being allowed to apply for internship, and is concurrent with Advancement to Candidacy.

In a five-year moderated plan in which a student elects to do a supplemental practicum, the student may still begin the dissertation in the second year and continue to work on it in the third (and potentially fourth) year. However, some students are not ready to select a topic and begin the kind of in-depth synthesis and conceptualization by the beginning of their second year, and such students may elect to wait until their third year to begin the dissertation process. A student may also decide to wait to begin their third year for financial reasons in planning for a moderated, 5-year plan.

Credit Units
Total Credit Units: 120
Total Core Credit Units: 118
Total Elective Credit Units: 2
Total Concentration Credit Units: N/A

Degree Requirements
1. Writing Proficiency Assessment: please refer to the Writing Proficiency Assessment requirement in the Academic Policies section for more information.

2. Passage of the Statistics Diagnostic Exam (taken during orientation or prior) or Four-Saturdays review sessions in September/October of the G1 year and passage of the subsequent post-test. In the event of failure of the post-test an additional four sessions of tutoring will be required.

3. Preliminary Examinations (Passing both exams is required for Advancement to Candidacy):

   a. Assessment Preliminary Examination taken in August at the end of the first year, following completion of Psychological Assessment I, II and III sequence;

   b. Clinical and Ethical Preliminary Examination taken at end of second year (June).

4. Advancement to Candidacy is required before applying to internship.

5. Clinical Proficiency Progress Review (CPPR), taken at the end of the third year, must be passed before graduation.

6. Personal growth and professional training psychotherapy requirement: 30 hours of personal psychotherapy with a doctoral level licensed clinician is required before graduation.

7. Attendance of at least one professional conference that is eligible for CE's for psychologists.

Prerequisite Courses

If a student does not have a BA/BS degree in psychology (a master's degree will not fulfill this requirement) nor an official test score report indicating a score in the 80th percentile or better on the GRE Psychology Test, students must have completed coursework in the following four areas with a grade of "C" or better:

1. Statistics

2. Abnormal Psychology or Psychopathology

3. Experimental Psychology/Research Methods in Psychology

4. Physiological Psychology, Learning/ Memory, Cognitive Psychology or Sensation/Perception

Emphasis/Concentration/Track Requirements

Child and Family Psychology Track (C/FT)

Students in this track have the same graduation requirements as those for the clinical PsyD program with the following special sections or modifications:

- PSY6528 Observation and Interviewing - C/FT designated section (3 units)

- PSY6512/6512a Psychological Assessment I and II: Cognitive and Personality - C/FT designated section (3,3 units)

- PSY6523 Advanced Psychopathology - C/FT designated section (3 units)

- PSY7521 Psychological Assessment III: Integration - C/FT designated section (2 units)

- PSY7505/7506 Clinical and Ethical Issues - C/FT designated section if offered (3,3 units)

- PSY7504 Theory and Technique: Family Systems - required (the second option may be in either CBT or Psychodynamic theory) (3 units)

- PSY8531/8532 Advanced Clinical Seminar -C/FT designated section if offered (3, 3 units)

- PSY8553-8559 Advanced Clinical Skills: Child Therapy or Couples required (3 units)

- PSY8561-8566 Consultation: Youth, Youth Agencies or Family Court (2 units)

- PSY7527/7528 or PSY8537/8538 Practicum II or III - Required: Child/Family setting involving families, children, or adolescents (which meets one of the breadth requirements for practica).

- PSY7003/7004 and PSY8913/8914 Research Proposal Design and Dissertation - the student's clinical dissertation must focus on a topic relevant to children, adolescents, couples, or families.

- Internship - Recommended: a setting where at 50 percent of clients served are children, adolescents, or families.

Students start in the track during the first semester and commit to being in the track for their entire graduate program. If students' career goals change, they must formally petition to transfer out of the track.

Social Justice Psychology Track (SJT)

Students in the track have the same graduation requirements as other clinical PsyD students with the following modifications. Track students take designated sections of required courses with an enhanced focus on issues of social justice and service delivery to historically underserved populations.

- PSY6528 Observation and Interviewing - SJT designated section (3 units)

- PSY6512/6512a Psychological Assessment I and II: Cognitive and Personality - SJT designated section if offered (3,3 units)

- PSY7521 Psychological Assessment III: Integration - SJT designated section if offered (2 units)

- PSY7505/7506 Clinical and Ethical Issues - SJT designated section (3,3 units)

- PSY8531/8532 Advanced Clinical Seminar -SJT designated section if offered (3, 3 units)

- PSY8553-8559 Advanced Clinical Skills - SJT approved topic (3 units)

- PSY8561-8566 Consultation: Program Evaluation or Multicultural Settings (2 units)

- PSY7527/7528 or PSY8537/8538 Practicum II or III - Required: community setting serving a historically underserved population

- PSY7003/7004 and PSY8913/8914 Research Proposal Design and Dissertation - the student's clinical dissertation must focus on a historically

underserved or oppressed population and must include a plan for the dissemination of results to local relevant community groups or agencies.

The track begins in the first semester and students are committed to remain in it until completion of the program. If students' career goals change, they must formally petition to transfer out of the track.

Integrated Health Psychology Track (IHT)

Students in this track have the same graduation requirements as those for the clinical PsyD program with the following special sections or modifications. There also are courses in substance abuse, biological aspects of behavior, neuropsychology, and psychopharmacology.

- PSY6528 Observation and Interviewing - IHT designated section (3 units)

- PSY6523 Advanced Psychopathology - IHT designated section (3 units)

- PSY6105 Biological Aspects of Behavior must be combined with Psychopharmacology (additional 1 unit)

- PSY7505/7506 Clinical and Ethical Issues - IHT designated section if offered (3,3 units)

- PSY7504 Theory and Technique: CBT - required (the second option may be in either Family Systems or Psychodynamic theory) (3 units)

- PSY8553-8559 Advanced Clinical Skills: a IHT approved section* (3 units)

- PSY8561-8566 Consultation: Medical Settings (2 units)

- PSY7527/7528 or PSY8537/8538 Practicum II or III - Recommended: Integrated Health setting such as hospitals, community medical clinics, primary care settings

- PSY7003/7004 and PSY8913/8914 Research Proposal Design and Dissertation - the student's clinical dissertation must focus on a topic

relevant to integrated health and/or mind/body connection

- Internship - Recommended: an integrated health setting

Students start in the track during the first semester and commit to being in the track for their entire graduate program. If students' career goals change, they must formally petition to transfer out of the track.

*Examples of Advanced Clinical Skills IHT approved courses include primary care psychology, palliative care, complex trauma's impact on the brain, body and health; chronic pain; health at every size; pediatric and infant psychology; and disability studies.

Curriculum Plan

Please note that similarly numbered courses with the same course title (e.g., PSY6011 and PSY6012 or PSY6121 and PSY6122) represent year-long courses (Fall/Spring).

Semester Calendar

Academic Year 1- Semester 1 (12.5 units)
- PSY6011 - PsyD Psychometrics, Statistics and Research Design (3 units)

- PSY6121 - Intercultural Awareness Development (1.5 units)

- PSY6512 - Psychological Assessment I: Cognitive Personality (3 units)

- PSY6528 - Observation and Interviewing (3 units)

- PSY6541 - First Year Practicum (1 unit)

- PSY6543 - Introduction to Professional Psychology (1 unit)

Academic Year 1- Semester 2 (9.5 units)
- PSY6012 - PsyD Psychometrics, Statistics and Research Design (3 units)

- PSY6122 - Intercultural Awareness Development (1.5 units)

- PSY6512a - Psychological Assessment II: Personality (3 units)

- PSY6542 - Practicum I (1 unit)

- PSY6544 - Introduction to Professional Psychology (1 unit)

Academic Year 1- Additional Courses (10 units)
The following courses can be completed in either Semester 1 or 2:

- PSY6109 - Human Development/Lifespan (2 to 3 units) - take for 2 units

- PSY6523 - Advanced Psychopathology (3 units)

- PSY7112 - History & Systems of Psychology (2 to 3 units) - take for 2 units

- PSY7504 - Theory and Technique of Clinical Practice (3 units)

Academic Year 1- Semester 3 (2 units)
- PSY7521 - Psychological Assessment III: Integration (2 to 3 units) - take for 2 units

Academic Year 2- Semester 1 (8 units)
- PSY7003 - PsyD Research Proposal Design (3 units)

- PSY7505 - Clinical and Ethical Issues (2 to 3 units) - take for 3 units

- PSY7527 - PsyD Practicum II (2 units)

Academic Year 2- Semester 2 (8 units)
- PSY7004 - PsyD Research Proposal Design (3 units)

- PSY7506 - Clinical and Ethical Issues (2 to 3 units) - take for 3 units

- PSY7528 - PsyD Practicum II (2 units)

Academic Year 2- Additional Courses (6 units)
The following courses can be completed in either Semester 1 or 2:

- PSY7502 - Sociocultural Diversity (3 units)

- PSY7504 - Theory and Technique of Clinical Practice (3 units)

Academic Year 1 and 2- Additional Courses (6 units)

These courses should be taken in the first two years and prior to advancement to candidacy:

- PSY6101 - Cognitive & Affective Bases of Behavior (2 to 3 units) -take for 2 units
- PSY6107 - Biological Aspects of Behavior (2 units)
- PSY6112 - Social Basis of Behavior (2 to 3 units) -take for 2 units

Academic Year 3- Semester 1 (10 units)
- PSY8531 - Advanced Clinical Seminar (3 units)
- PSY8537 - PsyD Practicum III (2 to 3 units) - take for 2 units
- PSY8561-PSY8566 - Supervision (Choice of topics) (2 units)
- PSY8913 - PsyD Clinical Dissertation (3 units)

Academic Year 3- Semester 2 (8 units)
- PSY8532 - Advanced Clinical Seminar (3 units)
- PSY8538 - PsyD Practicum III (2 to 3 units) - take for 2 units
- PSY8914 - PsyD Clinical Dissertation (2 to 3 units) - take for 3 units

Academic Year 3- Additional Courses (8 units)

The following courses can be completed in either Semester 1 or 2:

- PSY8553-8559 Advanced Clinical Skills (Choice of topics) (1-3 units)- total of 6 units required
- PSY8561-PSY8566 - Consultation (Choice of topics) (2 units)

Academic Year 4- Semester 1 (11 units)

- PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4- Semester 2 (11 units)
- PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology (11 units)

Academic Year 4- Semester 3 (8 units)
- PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology (8 units)

Additional Coursework - Electives (2 units)
- Elective (2 units)

Half Time Internship Option

Two years of APA-accredited half-time internship rotations, taken in fourth and fifth years, may be substituted:

- PSY9561 - Half-Time Predoctoral Internship (5 units)
- PSY9562 - Half-Time Predoctoral Internship (5 units)
- PSY9563 - Half-Time Predoctoral Internship (5 units)
- PSY9564 - Half-Time Predoctoral Internship (5 units)
- PSY9565 - Half-Time Predoctoral Internship (5 units)
- PSY9566 - Half-Time Predoctoral Internship (5 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Psychology_Clinical_Psychology.html.

Doctor of Psychology in Marital and Family Therapy

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview

This program provides the advanced training to pursue a career as a professional marriage and family therapist. To prepare for clinical practice, students receive intensive theoretical and practical skill-based training. Students gain real-world experience with a diverse clientele in community-based practicum and internship sites, under the oversight of supervisors who meet rigorous AAMFT professional standards. The program requires continuous active practice of marital and family therapy, including a doctoral internship.

Students may go either full-time or part-time in completing the program. The standard graduation program completion time for full-time students is five (5) years. The standard completion time for part-time students is six (6) years.

Program Learning Outcomes/ Goals

Program Goals (PGs)

1. **PG 1 Practice:** The program graduates students who are able to deliver MFT professional services competently

2. **PG 2 Diversity:** The program graduates diverse students prepared to meet the needs of diverse communities.

3. **PG 3 Community:** The program engages various communities through the application of the knowledge and skills of couple and family therapy.

4. **PG 4 Scholarship:** The program contributes to both the understanding and creation of couple and family therapy scholarship

Student Learning Outcomes (SLOs)

1. **SLO 1 Practice Foundational Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate MFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills.

2. **SLO 2 Diversity Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate

knowledge of human diversity with a multicultural and international emphasis.

3. **SLO 3 Community Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate knowledge of how to engage community behavioral health care resources.

4. **SLO 4 Scholarship Foundation Knowledge and Skills:** Master's and doctoral students demonstrate a basic knowledge of MFT research methodologies and scholarship.

5. **SLO 5 Practice Supervision Knowledge and Skills:** Doctoral students comprehend models and methods of MFT supervision.

6. **SLO 6 Practice Specific Knowledge and Skill:** Doctoral students articulate and demonstrate the application of a personal MFT model of therapy.

7. **SLO 7 Scholarship Application Knowledge and Skills:** Doctoral students demonstrate the ability to understand and apply MFT research methods.

Training Model

The program is based on the scholar-practitioner model. Students are trained to work with individuals, couples, and families from a systemic perspective. Skills are developed in the assessment, diagnosis, and treatment of individuals and relationship systems. The program provides an integrative approach to the major systemic theories and interventions. The program provides the academic training for licensure as a marriage and family therapist.

Professional Behavior Expectations/Ethical Guidelines
AAMFT Code of Ethics

Licensure
Students in the program can receive a licensable marital and family therapy master's degree as part of their doctoral studies upon completion of the requirements for that degree.

All marriage and family therapists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Applicants for licensure in the state of California must hold an MA or doctoral degree in marriage and family therapy from an approved or accredited educational institution. They also must have completed 3,000 hours of supervised professional experience (of which at least 1,700 must be post masters) and have taken and passed the national Examination for Professional Practice in Psychology (EPPP) and the California Psychology Supplemental Examination (CPSE). In addition, they must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, psychological testing, psychopharmacology, California Law and professional ethics and aging and long-term care. Continuing education is required to maintain the license. The course requirements are designed to fulfill the programmatic requirements for licensure in California.

Every state has its own requirements for licensure. Therefore, it is essential that all students who plan to apply for licensure in states other than California contact the licensing board in those states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, or nature of the doctoral project or dissertation). Students seeking licensure in other states should plan ahead to ensure they meet all of those states' requirements.

For further information on licensure in California:

Board of Behavioral Sciences
1625 N Market Blvd., Suite S-200, Sacramento, CA 95834
BBS Main Phone Line: (916) 574-7830

BBS Main Fax: (916) 574-8626
General Questions and Information only:
BBS.info@dca.ca.gov
Website Questions and Feedback:
BBSWebmaster@dca.ca.gov

Programmatic Accreditation

The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) - and is one of only two universities in the state of California with a COAMFTE-accredited doctorate program. As the national accrediting body for MFT programs, COAMFTE accreditation ensures that you are receiving the highest quality education in the field of marriage and family therapy.

Internship, Practicum, and/or Dissertation Information

Practicum: The MFT doctoral program includes the completion of COAMFTE accredited master's program requirements. Practicum program requirements are described in the Master of Arts in Marital and Family Therapy program description and in the Master's Level Practicum Clinical Training Manual. The doctoral program requires that students are continuously involved in the practice of couple and family therapy.

Internship: to prepare doctoral level couple and family therapists to perform different professional functions competently in their future workplace, and to comply with COAMFTE accreditation requirements, doctoral students are required to choose two components to complete their pre-degree internship: clinical, teaching, scholarship, supervision, and policy and administration. Each of the following option is 50% of the total internship. The combination of the options is to be a minimum of nine (9) months. Students need to discuss their internship options with either their faculty mentor or Site Director.

Dissertation: the dissertation is the

capstone for the program. As such, it is typically completed the last year of the program. Students may begin work on the dissertation at any time, though formal approval of the dissertation committee and proposal requires Advancement to Candidacy and registration in the dissertation course. Thus, while students may work with faculty before that time, they will not be able to schedule a proposal meeting until they are registered in the dissertation course and Advanced to Candidacy.

Credit Units

Total Credit Units: 114
Total Core Credit Units: 105
Total Elective Credit Units: 9
Total Concentration Credit Units: N/A

Degree Requirements

MA Comprehensive Exam: Students should plan to take the exam in the summer of the second year. Entering doctoral students with a master's degree from COAMFTE accredited programs do not have to take and pass the exam. Entering doctoral students with a master's degree from non-COAMFTE accredited programs must take the December version of the exam whether they enroll in Fall or Spring. If the student passes, he/she will be treated as a student from COAMFTE accredited programs and can transfer in 50-55 units. If the student does not pass, then our current credit transfer policy stands (40 units). The student may take the exam once.

Doctoral Exam: Students must successfully complete a doctoral exam prior to advancement to candidacy and enrollment in the dissertation course. Students may begin a doctoral internship before passing the exam. Typically the preparation for the exam takes place in the fall of the fourth year. Students are required to attend a mandatory orientation.

Professional Development: Students must supplement their program with 100 hours

of professional development activities; 25 of these hours may involve personal counseling or psychotherapy with a licensed mental health professional who is not core faculty at the University.

Elective Requirements

Nine (9) elective units are required for completion of the program. Students may take their elective class online. The classes must be taken at the University. The courses (on-ground or online) must be pre-approved by the Site Director. Suggested electives:

1. PSY8500 - Clinical Elective (0 to 3 units) - take for 3 units

2. PSY9310 - Advanced Seminar: MFT (1 to 3 units) - take for 3 units

3. PSY9321 - Supervision in MFT II (3 units)

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (13 units)
- PSY6310 - MFT Law and Ethics (3 units)
- PSY6312 - MFT Theories and Techniques I (3 units)
- PSY6313 - MFT Techniques Lab I (1 unit)
- PSY6326 - Diversity and the Family (3 units)
- PSY6328 - Individual and Family Life Cycle (3 units)

Academic Year 1 - Semester 2 (13 units)
- PSY6311 - Introduction to Psychopathology (3 units)
- PSY6322 - MFT Theories and Techniques II (3 units)
- PSY6323 - MFT Techniques Lab II (1 unit)
- PSY6360 - Preparing for Community Practice (3 units)
- PSY7330 - Chemical Dependency and the Family (3 units)

Academic Year 1 - Semester 3 (8 units)
- PSY6303 - Group Therapy (3 units)

- PSY6317 - Parent-Child Therapy Techniques (2 units)
- PSY7360 - MFT Practicum (3 units)

or

- Elective (3 units)

Academic Year 2 - Semester 1 (9 units)
- PSY7302 - MFT Research Methods (3 units)
- PSY7311 - Couples Therapy (3 units)
- PSY7360 - MFT Practicum (3 units)

Academic Year 2 - Semester 2 (9 units)
- PSY6325 - Trauma and Crisis Intervention (3 units)
- PSY7314 - MFT Assessment (3 units)
- PSY7360 - MFT Practicum (3 units)

Academic Year 2 - Semester 3 (8 units)
- PSY7156 - Psychopharmacology (1 to 3 units) - take for 3 units
- PSY7312 - Sex Therapy in Marriage and Family Therapy (2 units)
- PSY7360 - MFT Practicum (3 units)

or

- Elective (3 units)

Academic Year 3 - Semester 1 (9 units)
- PSY6021 - Advanced Statistics I (3 units)
- PSY6110 - Personality and Affect (3 units)
- PSY8314 - Advanced Brief Models (3 units)

Academic Year 3 - Semester 2 (9 units)
- PSY6022 - Advanced Statistics II (3 units)
- PSY6105 - Biological Aspects of Behavior (3 units) (San Diego)
- PSY8315 - Advanced Intergenerational Therapy (3 units) (all except San Diego)
- PSY8311 - Advanced Couples Therapy (3 units)

Academic Year 3 - Semester 3 (6 units)
- PSY9320 - Supervision in MFT I (3 units)

- PSY6105 - Biological Aspects of Behavior (3 units) (Irvine, Los Angeles)

- PSY8315 - Advanced Intergenerational Therapy (3 units) (San Diego)

- Elective (3 units) (Sacramento)

Academic Year 4 - Semester 1 (9 units)

- PSY6112 - Social Basis of Behavior (2 to 3 units) - take for 3 units

- PSY7112 - History & Systems of Psychology (2 to 3 units) - take for 3 units (San Diego)

- PSY9324 - Advanced MFT Research: Quantitative (3 units) (San Diego, Sacramento and Los Angeles)

- PSY9325 - Advanced MFT Research: Qualitative (3 units) (Irvine)

- Elective (3 units) - PSY9321 suggested

Academic Year 4 - Semester 2 (9 units)

- PSY6105 - Biological Aspects of Behavior (3 units) (Sacramento)

- PSY7112 - History & Systems of Psychology (2 to 3 units) - take for 3 units (Irvine, Sacramento and Los Angeles)

- PSY9324 - Advanced MFT Research: Quantitative (3 units) (Irvine)

- PSY9325 - Advanced MFT Research: Qualitative (3 units) (San Diego, Sacramento and Los Angeles)

- Elective (3 units) (all except Sacramento)

Academic Year 4 - Semester 3 (3 units)

- PSY9388 - MFT Internship (3 units) *

Academic Year 5 - Semester 1 (6 units)

- PSY9360 - Internship Supervision (3 units)

- PSY9901 - MFT Dissertation (3 units)

- PSY9388 - MFT Internship (3 units) *

Academic Year 5 - Semester 2 (3 units)

- PSY9360 - Internship Supervision (3 units)

- PSY9388 - MFT Internship (3 units) *

Notes

1. Students must enroll in PSY9388 the entire time they accumulate advanced professional experiences in areas such as clinical practice, teaching, research, supervision, and policy and public administration. Students are charged the full rate for the initial three units and a reduced rate for subsequent units. Only three units count towards graduation.

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant. edu/media/gainful-employment-disclosure/ Doctor_Psychology_Marital_Family_ Therapy.html.

Doctor of Psychoslogy in Organization Development

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): 8-week term

Program Description/Overview

This program combines coursework in organizational theory with specialized courses in organizational change and development. Addressing the growing need for increasingly complex organizational and management skills that encompass several disciplines, the program prepares post-master's degree students for careers as consultants, organizational leaders, academic faculty, and organizational change agents.

The program is a practitioner degree that emphasizes the need for combining theory, research, and practice. In this practitioner-scholar oriented program, students build knowledge and skills to assist individuals, groups/teams, and organizations to achieve their goals and increase their effectiveness and viability. The practice of Organizational Development (OD) focuses on individual development (training and coaching), group processes, team collaboration, management structures and processes, organizational sustainability and systems, leadership, culture, and organizational change within a formal organizational setting.

The field of OD is a broad body of knowledge and practice regarding systems change that benefits individuals, groups/ teams, organizations, communities, and society. The foundation of OD practice is built upon humanistic values and the application of knowledge gained through the social and behavioral sciences such as psychology and sociology. Through the use of interventions, OD is directed toward increasing effectiveness and facilitating personal, group, and organizational change. What distinguishes OD is its approach to looking at systems holistically and to intervening systemically, collaboratively, and creatively, with a heavy emphasis on learning-oriented efforts for individuals and groups.

The program is designed for the working professional adult learner and provides students with the opportunity for:

1. Interaction with peers in shared learning, dialogue, and experiential activities

2. Attendance at seminars with distinguished guest faculty from the field

3. Completing OD projects as part of field placement requirements

4. Building multicultural/international awareness and

5. Completing an applied dissertation project

The ideal student attributes are:
1. Adults with at least 10 years of work experience who are interested in broadening or changing their career path

2.   Critical thinking, social skills, and the ability to multi-task

3.   Passion for developing people, teams, organizations and organizational processes

4.   Desire to assist organizations with change

5.   A positive attitude

This degree is a three year post-master's executive format program that includes courses held one weekend a month. The program has been developed with the needs of the adult learner in mind, and is accessible to adults with multiple responsibilities. The intensive executive weekend format schedule (Friday evening, Saturday, and Sunday once a month) makes it possible for students to attend from locations other than the United States, California or the greater San Joaquin Valley because of the proximity of the airport, hotels, and train service. Course work includes pre-work, interim assignments and post course work assignments. Students are expected to have basic knowledge of the course content upon entering the first weekend of a designated course.

The Advanced Seminars provide the opportunity for students to examine special topics in the field of organization development and behavior and the opportunity to personally interact with well-known consultants, authors, faculty and experts from the field. The course is designed to provide the following: an exposure to those working/writing in the field and to how they accomplished their success and interest; the differing perspectives on topics not necessarily covered in the program; and assistance to students in their consideration of the opportunities available for future engagement of practice. Following the second year of study, the student attends an Advanced Seminar that serves as a Capstone course and an Advanced Seminar featuring a Distinguished Guest Faculty

from the field of Organizational Psychology. Students are welcome to join the Advanced Seminars with Distinguished Faculty during any of their other two years in the program as a guest and then as an alumnus, following the completion of their degree.

Students active in the program are provided membership in the National Organizational Development Network and receive the association's journals, job bank access, and annual conference benefits.

Emphasis/Concentration/Tracks
Organizational Change and Sustainability

Program Learning Outcomes/Goals
All Organizational Psychology Programs will develop (the/an):

1.   Knowledge of research design, measurement, and statistical tools appropriate for basic research as well as for applied research in such areas as selection testing, surveys, and program evaluations.

2.   Ability to understand and critically evaluate the literature in a given area.

3.   Ability to integrate knowledge of ethical behavior in organizational studies.

4.   A positive, pro-active and non-judgmental attitude towards diverse cultural and international identities and in their interpersonal and professional interactions.

5.   Ability to conceptualize, demonstrate, and deliver culturally competent professional services in their respective areas to diverse populations.

Additional Program Outcomes for the PsyD Degree:
1.   Ability to integrate theory, research and practice.

2.   Facilitation skills for transitioning and adapting individuals as they create positive change.

Training Model
Field Training
As part of the practitioner-scholar model, students are expected to gain experience through field placements where their learning may be applied. The field work is designed to provide a base of experience and an opportunity to apply learning with an increased emphasis on professional competencies as the student proceeds through the program. Students practice their professional skills by applying their academic knowledge to specific projects which take place in organizations that vary in size and industry, are for profit and non-profit, and represent government agencies, healthcare, educational, social service, and community based organizations. This work may be completed at any time during the three-year academic program.

Field Placement experiences provide opportunities to develop competency within a wide range of skills and provide students with the opportunity to develop an appreciation for continuous self-directed, professional growth based on regard for accepted ethical, legal, and client-service delivery standards. The student is expected to gain:

1.   exposure to various competencies necessary for effective client-service delivery

2.   familiarity with organizational environments that are experiencing change efforts

3.   a basic foundation in organizational development/consulting skills

4.   experience in a working relationship with a variety of organizational professionals.

Research Training
The Applied Dissertation Research Project requirement for the program requires the use of organizational psychology concepts and practices in a comprehensive study of some aspect of change and generally

is aimed at increasing individual, group, or organizational effectiveness. Similarly, a project may involve the study/research regarding a particular topic relevant to individuals, groups or organizations that will help increase effectiveness or provide new information to the field of Organization Development.

International/Multicultural Training

There are specific core courses designed to focus on multiculturalism, diversity and inclusion, global and international OD and an optional opportunity to participate in an international trip scheduled yearly (if space is available) that explores the necessary competencies for working in a global environment. In addition, ethics, diversity, multicultural, and international aspects are integrated in course content during the program.

Program-Specific Admission Requirements

Admission to the program requires the completion of a master's degree from an accredited university, which includes at least 9 units in OD, OB, social or behavioral science, or a closely related field and 10 years of professional work experience. In the case of a master's degree earned in the non-behavioral science academic fields, such as technology, the prospective student must have several years of work experience in the field and understand the implications of technology on organizational change. Approval of units/courses/work experience rests with the Program Director.

Programmatic Accreditation

The PsyD program, in 2001, passed a review and assessment by a Blue Ribbon Committee and in 2003, received accreditation by the Organization Development Institute (currently the International Society for Organization Development). Current Member of the Organization Development Education Association (ODEA), a sub group of the National Organization Development Network.

Internship, Practicum, and/or Dissertation Information
Field Training

A total of 160 hours of field experience is required (40 hours direct service = one credit unit). Credits may be registered during any term or spread over the three years of the program. Fieldwork approval and supervision is provided by the Field Placement Director.

Dissertation

Once a faculty chairperson and committee member are chosen by the student, a proposal is submitted and approved, followed by individual and/or small group supervision from the committee. Research courses are designed to assist students in the writing of their dissertations. It is expected that the student will complete the dissertation within the three years, but sometimes circumstances may prevent this from happening; thus students who have completed all their courses and registered for all six dissertation units but have not completed their dissertation may register for dissertation extension units. Taking dissertation extension units will extend the program beyond the three years.

Credit Units

Total Credit Units: 66
Total Core Credit Units: 56
Total Elective Credit Units: N/A
Total Concentration Credit Units: 10

Degree Requirements

1. Advancement to Candidacy

2. Comprehensive Exam: Following the first year of courses, a comprehensive exam is required of students to evaluate suitability to progress in the program and the profession based on ability to demonstrate reflective and critical thinking skills. The written and oral exams comprehensively test a student's ability to organize a body of knowledge upon demand. Successful completion of the exams

indicates readiness for further study and any independent work required for completion of their field placement and applied dissertation project.

Emphasis/Concentration/Track Requirements
Organizational Change and Sustainability (10 units)

- ORG7405 - Sustainability and Organizational Systems (3 units)

- ORG8505 - Organizational Engagement (2 units)

- ORG8515 - Globalization and International Organization Development (3 units)

- ORG7540 - Managing Transitions: Individual and Organizational (2 units)

Curriculum Plan
8-Week Calendar

Term 1 (4 units)
- ORG7350 - Organization Theory and Systems (3 units)

- ORG9410 - Field Placement in Organizational Studies (1 to 4 units) - take for 1 unit

Term 2 (4 units)
- ORG7710 - Organizational Ethics and Social Responsibility (3 units)

- ORG9410 - Field Placement in Organizational Studies (1 to 4 units) - take for 1 unit

Term 3 (3 units)
- ORG7330 - Cultural Diversity in Organizations (3 units)

Term 4 (3 units)
- ORG6012 - Research Design (3 units)

Term 5 (4 units)
- ORG7525 - Organizational Change and Development (3 units)

- ORG9410 - Field Placement in Organizational Studies (1 to 4 units) - take for 1 unit

PROGRAMS

Term 6 (4 units)
- ORG7503 - Leadership (3 units)
- ORG9410 - Field Placement in Organizational Studies (1 to 4 units) - take for 1 unit

Term 7 (4 units)
- ORG6510 - Introduction to Organizational Psychology (3 units)
- ORG9921 - Applied Dissertation Study (1 to 4 units) - take for 1 unit

Term 8 (4 units)
- ORG8800 - Advanced Seminar in Organizational Studies: (1 to 3 units) - take for 3 units
- ORG9921 - Applied Dissertation Study (1 to 4 units) - take for 1 unit

Term 9 (3 units)
- ORG8225 - Strategic Human Resource Management (3 units)

Term 10 (3 units)
- ORG6031 - Qualitative Research Methods (3 units)

Term 11 (5 units)
- ORG8515 - Globalization and International Organization Development (3 units)
- ORG8800 - Advanced Seminar in Organizational Studies: (1 to 3 units) - take for 2 units

Term 12 (3 units)
- ORG7408 - Conflict Management (3 units)

Term 13 (4 units)
- ORG7610 - Organizational Consulting Skills Development (3 units)
- ORG9921 - Applied Dissertation Study (1 to 4 units) - take for 1 unit

Term 14 (4 units)
- ORG7670 - Coaching and Mentoring Skill Development (3 units)
- ORG9921 - Applied Dissertation Study (1 to 4 units) - take for 1 unit

Term 15 (3 units)
- ORG7405 - Sustainability and Organizational Systems (3 units)

Term 16 (3 units)
- ORG7235 - Principles and Practice of Consultation (2 units)
- ORG9922 - Applied Dissertation Study (1 to 2 units) - take for 1 unit

Term 17 (4 units)
- ORG7540 - Managing Transitions: Individual and Organizational (2 units)
- ORG8505 - Organizational Engagement (2 units)

Term 18 (4 units)
- ORG6410 - Group Processes and Team Interventions (3 units)
- ORG9922 - Applied Dissertation Study (1 to 2 units) - take for 1 unit

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Psychology_Organization_Development.html.

Doctoral Respecialization Certificate in Clinical Psychology

School: California School of Professional Psychology

Calendar(s): Semester

Program Description/Overview

The Doctoral Respecialization Program in Clinical Psychology (DRP) is designed for applicants who hold doctorates (PhD, EdD, PsyD) in other areas of psychology from accredited institutions and who wish to specialize in clinical psychology. This program is ideal for psychologists who wish to gain additional clinical skills or to meet the requirements for licensure.

Licensure

DRP students seeking licensure in California or elsewhere are responsible for:

1. Determining with the California Board of Psychology (or other states' licensing boards if they wish to practice in other states) that their prior doctoral degree meets the requirements for eventual licensure as a psychologist in the state.

2. Registering as a psychological assistant with the California Board of Psychology before beginning clinical training hours through CSPP to ensure that the hours will be counted towards the Board of Psychology's postdoctoral training requirement for licensure.

Every effort is made to ensure that training obligations (practica and internships from 16-24 hours per week) meet the licensing standards of the California Board of Psychology and the regulations of the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Association of Psychology Internships Council (CAPIC). Respecialization students seeking clinical licensure must contact the Board of Psychology to be sure that their prior doctoral degree meets licensing requirements and to register with the Board as a psychological assistant so that training hours completed through CSPP can be counted toward licensure in California.

Degree Requirements

DRP students may also be required to complete the Clinical Proficiency Progress Review (CPPR), an examination of clinical skills at the end of their training.

Curriculum Plan

Based upon the student's background, a DRP curriculum is tailored to include both academic work and clinical training experiences (16-24 hours per week) appropriate for licensure. The program generally is completed in two to three years (about 60 course units).

Typical course requirements for a respecialization student include:

- Clinical and Ethical Issues
- Theory and Technique of Clinical Practice
- Intelligence Assessment
- Psychodiagnostic Assessment
- Advanced Clinical Seminars
- Advanced Clinical Skills
- Psychopharmacology

Depending upon the individual's background, some of the following additional may be included:

- Psychopathology
- Observation and Interviewing
- Intercultural Awareness
- Sociocultural Diversity
- Supervision/Consultation/Management

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant. edu/media/gainful-employment-disclosure/ Doctoral_Respecialization_Clinical_ Psychology.html.

Master of Arts in Clinical Counseling

School: California School of Professional Psychology

Modality(ies): On-ground, online

Calendar(s): Semester, 8-week term

Program Description/Overview

This program prepares master's level mental health professionals to be competent counselors who apply psychotherapeutic techniques to assess, treat and prevent cognitive, mental, and emotional issues related to personal growth, adjustment to disability, psychosocial and environmental stressors, substance abuse and crisis and trauma.

Unlike other mental health treatment approaches, clinical counseling focuses on promoting resilience, mental wellness and prevention rather than pathology.

The 60-unit curriculum incorporates all of the California State Board of Behavioral Sciences (BBS) educational requirements outlined in the Business and Professions Code (BPC) Section 4999.30 for Licensed Professional Clinical Counselors (http://www.bbs.ca.gov/pdf/publications/lawsregs.pdf).

Program Learning Outcomes/ Goals

The following learning outcomes integrate the eleven core competencies of the Master's in Counseling Accreditation Council (MCAC), the eight common core areas of the Council for Accreditation of Counseling and Related Programs (CACREP) 2014 Standards as well as the Professional Practice Competencies of Alliant-IMPACT.

1. Professional Identity, Values and Attitudes. Students will demonstrate an understanding of the role and function of counselors in multiple settings and display attitudes and behaviors that reflect the values of the counseling profession

2. Social and Cultural Diversity. Students will demonstrate sensitivity to the concerns and needs of diverse communities in multiple settings across intersectional identities such as gender, race, ethnicity, mental and physical ability, socioeconomic status, religion, sexual orientation, gender identity, age, migration/immigration, and in international contexts; they will demonstrate the ability to articulate and intervene in the face of intentional and unintentional oppression and display an understanding of counselors' roles in eliminating bias and discrimination.

3. Ethical/Legal Standards and Policy. Students will demonstrate knowledge of ethical, legal and professional standards and guidelines, and apply them in their professional activities with clients, communities, and organizations.

4. Reflective Practice/Self-Assessment/ Self-Care. Students will engage in reflective practice with increasing ability for self-awareness and accurate self-assessment of their professional competencies. Students will engage in appropriate self-care.

5. Relationships. Students will demonstrate effective interpersonal and relationship building skills in relating meaningfully with individuals, groups, and/or communities.

6. Scientific Knowledge and Methods. Students will demonstrate an understanding of and respect for research, research methodology, techniques of data collection and analysis; students will be wise consumers of psychological research, and possess the skills to assess effectiveness of their counseling interventions.

7. Evidence-Based Practice (EBP). Students will demonstrate the integration of research and clinical expertise in the context of client factors.

8. Human Growth and Development. Students will demonstrate the ability to utilize theories of human growth and development in multiple settings to address the needs of diverse clients across the lifespan.

9. Career Development. Students will demonstrate the ability to address lifespan multicultural career issues in multiple settings, including issues of career choice and career decision-making, factors affecting career development and effect of careers on related life roles

10. Intervention in Helping Relationships. Students will demonstrate an understanding of how theory relate to counseling practice, a strengths-based orientation to wellness, prevention, and resilience and the principles of the diagnostic process. Students will effectively use interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions).

11. Group Work. Students will demonstrate an understanding of theory and practice of group counseling and the ability to conduct group work in a multicultural society across multiple settings.

12. Assessment. Students will demonstrate an understanding of assessment, including standardized and non-standardized assessment, in a multicultural society across multiple settings.

13. Inter-professionalism and Inter-disciplinary Systems. Students will demonstrate knowledge of key issues and concepts in related disciplines and identify, interact and collaborate with professionals in multiple disciplines such as social work, psychology and psychiatry.

14. Advocacy. Students will demonstrate actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

Training Model
The program integrates a strengths-based and resilience perspective to foster critical consciousness and reflective thinking, developing practitioner skills in diagnosis, treatment planning and psychological interventions with individuals and groups. The program uses academically-,

experientially-, and research-based clinical practice approaches and direct community service learning in coursework and field placements. The program also integrates the principles of mental health recovery-oriented practice. The program is built on the model of cultural humility, which embraces life-long learning and encourages openness to hearing about where we still have work to do within ourselves.

Empower Clients Through Multicultural Competence: The program helps students develop a multicultural competence and strong foundation in social justice advocacy to empower the clients and communities they will serve. Students in the program are encouraged to break down the walls of race, gender and age to build a community amongst themselves. Many students speak of not only the education they receive through this program but also the relationships they build with their peers. Being able to look past different cultures and views in the classroom helps students to be able to venture into outside communities during their fieldwork and serve as effective culturally competent clinical counselors. This process gives students the confidence they need to reach out to those communities of need that they may have not been able to reach before.

Professional Behavior Expectations/Ethical Guidelines
1. Students are expected to maintain a high degree of ethical conduct throughout the program. In the light of working with some of the most vulnerable populations, it is vital that counseling trainees exercise a high degree of care in working with clients and abide by the American Counseling Association Ethical Standards (https://www.counseling.org/resources/aca-code-of-ethics.pdf) as well the regulations set for by the BBS.

2. We expect students to demonstrate consistent depth of curiosity and a

driving desire to learn more about the complexities of humans and mental health, to engage in metacognitive exploration of their thought processes as we engage in processes of deconstructing counseling, its assumptions and impact.

3. We expect students to consistently engage in self-reflection, to hear and accept feedback appropriately, and to respond in a mature manner in areas of interpersonal sensitivity and clinical judgment.

4. Developing the ability to be both aware of and sensitive to aspects of cultural diversity is a lifelong, ongoing process that is never complete. You can expect to be challenged to recognize and address your "growth edges."

5. Faculty, staff and supervisors have professional, ethical obligations to evaluate and ensure the interpersonal competence of trainees. Students will at times be required to participate in learning activities that require different levels of self-disclosure. This can include, but is not limited to, exploration of one's beliefs and values and the potential impact of one's disposition toward the backgrounds and histories of a community, clients, peers, faculty, and supervisors.

6. You can expect assignments and classroom experiences that call for student self-disclosure of a personal nature, in an atmosphere of respect and confidentiality, to an extent not expected in other academic disciplines. Thus, the respectful and confidential handling of material self-disclosed by yourself and other students play a central role in your education here.

7. Pursuit of personal growth, and willingness to work on personal issues/problems that could interfere with provision of counseling. Personal growth opportunities include

experiential activities associated with courses, self-study, participating in activities outside of courses that promote self-development, and engaging in personal counseling. Examples of classes that contain many opportunities for personal growth experiences include (but are not limited to) Intercultural Awareness and Development, Observation & Interviewing, and Group Counseling.

Licensure

Graduates are eligible for licensure as Licensed Professional Clinical Counselors (LPCCs) in the state of California upon completion of post-degree intern hours and passing of the licensure exams. Candidates for licensure as an LPCC in California are required to complete a total of 3,000 hours of supervised professional experience after the completion of the master's degree. Candidates must then pass written examinations for licensure. Continuing education is required to maintain the license.

As each state has its own requirements for licensure as an LPCC, it is imperative that students planning to pursue licensure in a state other than California contact the licensing board in the applicable state for information on that state's requirements. For further information on licensure in California or other states contact:

California Board of Behavioral Sciences
1625 North Market Blvd., Suite S-200
Sacramento, CA 95834
(916) 574-7830
www.bbs.ca.gov
BBSWebmaster@bbs.ca.gov

or

American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304
(800) 347-6647
www.counseling.org

or

California Association for Licensed Professional Clinical Counselors
1240 India Street, Unit 1302
San Diego, CA 92101-8552
www.calpcc.org

Programmatic Accreditation

The curriculum incorporates the educational requirements set out by the California Board of Behavioral Sciences, the Masters in Counseling Accreditation Council (MCAC) and the Council for Accreditation of Counseling and Related Programs (CACREP) 2016 Standards.

Internship, Practicum, and/or Dissertation Information

Students in the program participate in a one-year fieldwork sequence of practicum (100 hours over 10 weeks) and internship (600 hours over 2 semesters), beginning at the end of their first year of coursework. Students will utilize resources of the CSPP Office of Placement and Training (OPT) to locate and be placed in approved field agencies in the surrounding communities to gain the supervised training required for graduation.

Students begin to acquire "real world" experience during practicum at the end of their first year in the program, with unique observation experiences with clients in agency settings. As they progress in the program through the two semesters of internship, students build on this initial exposure and develop their portfolio of clinical skills - gaining professional confidence along the way. Students receive a total of 700 hours of clinical experience counseling individuals, families and groups. Of these, a minimum of 280 hours are direct supervised clinical experience.

Through their fieldwork, interns have opportunities to engage in clinical training experiences that serve a broad range of client populations. Students gain experience with individual, family, group, and couple therapy, and gain experience with adults,

children, families and couples. They learn to counsel individuals who are struggling with ADHD, anxiety and depression, social skills, difficult behavior, anger management, grief and loss, relationship problems, sexual concerns, divorce, infidelity, intimacy and emotional closeness along with many other conditions.

Working with families and couples: For LPCCs who would like to expand their scope of practice to include couples and families, the BBS requires that they take (I) 6 semester units of elective coursework in MFT and (ii) 500 hours of documented supervised experience working directly with couples, families, or children as part of their 3000 hrs. postgraduate internship. Students in the program have the option of taking additional 3 units of elective coursework in MFT to meet this requirement.

In Fresno, students can opt for the following electives:

- PSY7655 - Family Approaches to Treatment of Juvenile Delinquency (2 units)
- PSY7548 - Systems Approaches to Interventions (2 units)

In San Francisco, students can opt for the following elective:

- PSY7504 - Theory and Technique of Clinical Practice: Family Systems (3 units)

Credit Units

Total Credit Units: 60
Total Core Credit Units: 54
Total Elective Credit Units: 6
Total Concentration Credit Units: N/A

Degree Requirements

To graduate from the program, students are required to complete:

1. 700 hours of fieldwork, with 280 hours of direct client contact

2. Successful completion of the Counselor Preparation Comprehensive Exam, a national exam administered

by the Center for Credentialing & Education (CCE), used by many clinical counseling programs nationwide

Elective Requirements

6 elective units are required for the completion of the program. Students may choose to select electives from the range of courses provided by the other programs in CSPP with permission of the Program Director.

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (12 units)
- PSY6704 - Theories and Techniques of Clinical Counseling Practice (3 units)
- PSY6705 - Professional, Legal, & Ethical Issues in Clinical Counseling (3 units)
- PSY6728 - Observation and Interviewing in Counseling (3 units)
- PSY6722 - Intercultural Awareness Development (3 units)

Academic Year 1 - Semester 2 (12 units)
- PSY6701 - Group Counseling Theories and Techniques (3 units)
- PSY6709 - Human Development (3 units)
- PSY6716 - Community Mental Health for Clinical Counseling (3 units)
- PSY6742 - Chemical Dependence for Clinical Counseling (3 units)

Academic Year 1 - Semester 3 (7 units)
- PSY6723 - Advanced Psychopathology for Clinical Counseling (3 units)
- PSY6761 - Practicum in Clinical Counseling (1 unit)
- PSY6725 - Crisis and Trauma for Clinical Counselors (3 units)

Academic Year 2 - Semester 1 (11 units)
- PSY6702 - Research Methods (3 units)
- PSY6711 - Couple Counseling (3 units)
- PSY6707 - Sexuality and Sex Therapy for Clinical Counseling (2 units)
- PSY6762 - Clinical Counseling Internship (3 units)

Academic Year 2 - Semester 2 (12 units)
- PSY6714 - Assessment in Clinical Counseling (3 units)
- PSY6703 - Career Development Theories and Techniques (3 units)
- PSY6762 - Clinical Counseling Internship (3 units)
- Elective (3 units)

Academic Year 2 - Semester 3 (6 units)
- PSY6756 - Psychopharmacology (3 units)
- Elective (3 units)

8-Week Calendar
The online program includes two, three-day residencies. Residencies will be held in California and are part of the indicated terms.

Term 1 (6 units)
- PSY6704 - Theories and Techniques of Clinical Counseling Practice (3 units)
- PSY6705 - Professional, Legal, & Ethical Issues in Clinical Counseling (3 units)

Term 2 (6 units)
- PSY6742 - Chemical Dependence for Clinical Counseling (3 units)
- PSY6716 - Community Mental Health for Clinical Counseling (3 units)

Term 3 (6 units)
- PSY6714 - Assessment in Clinical Counseling (3 units)
- PSY6709 - Human Development (3 units)

Term 4 (6 units)
Includes three-day residency.

- PSY6728 - Observation and Interviewing in Counseling (3 units)
- PSY6722 - Intercultural Awareness Development (3 units)

Term 5 (5.5 units)
- PSY6761A - Practicum in Clinical Counseling I (0.5 units)
- PSY6723 - Advanced Psychopathology for Clinical Counseling (3 units)

- Elective (2 units)

Term 6 (5.5 units)
- PSY6761B - Practicum in Clinical Counseling II (0.5 units)
- PSY6756 - Psychopharmacology (3 units)
- Elective (2 units)

Term 7 (5 units)
- PSY6707 - Sexuality and Sex Therapy for Clinical Counseling (2 units)
- PSY6711 - Couple Counseling (3 units)

Term 8 (6 units)
Includes three-day residency.

- PSY6725 - Crisis and Trauma for Clinical Counselors (3 units)
- PSY6701 - Group Counseling Theories and Techniques (3 units)

Term 9 (8 units)
- PSY6702 - Research Methods (3 units)
- PSY6703 - Career Development Theories and Techniques (3 units)
- Elective (2 units)

Term 10 (3 units)
- PSY6762 - Clinical Counseling Internship (3 units)

Term 11 (3 units)
- PSY6762 - Clinical Counseling Internship (3 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit the appropriate website based on your campus/modality:

Fresno Campus Only

https://www.alliant.edu/media/gainful-employment-disclosure/Master_Clinical_Counseling_Fresno_MA.html.

San Francisco and Online
https://www.alliant.edu/media/gainful-employment-disclosure/Master_Clinical_Counseling_SF_ONL_MA.html.

Master of Arts in Marital and Family Therapy

School: California School of Professional Psychology

Modality(ies): On-ground, online

Calendar(s): Semester, 8-week term

Program Description/Overview

This program prepares students for careers as professional marriage and family therapists. Couple and family therapy students receive intensive theoretical and practical skill-based training, focusing on relationships and interaction patterns. Students are trained to integrate treatment models in an international, multicultural environment. Graduates go on to work with individuals and families in hospitals, clinics, social service agencies, churches, educational institutions and private practice.

Full-time students are expected to complete the program in two (2) years. Part-time students are expected to complete the program in three (3) years. Students are responsible for completing each program requirement on time, and keeping up to date with exact event dates, procedures, and any rule or deadline changes made by Alliant and/or the California Board of Behavioral Sciences (BBS).

All requirements for this program are also a part of the PsyD in MFT program. Students who complete the program, apply in a timely manner, and are accepted into the doctoral program may apply all master's requirements toward the completion of the MFT doctoral program.

Program Learning Outcomes/ Goals
Program Goals (PGs)
1. **PG 1 Practice:** The program graduates students who are able to deliver MFT professional services competently

2. **PG 2 Diversity:** The program graduates diverse students prepared to meet the needs of diverse communities.

3. **PG 3 Community:** The program engages various communities through the application of the knowledge and skills of couple and family therapy.

4. **PG 4 Scholarship:** The program contributes to both the understanding and creation of couple and family therapy scholarship

Student Learning Outcomes (SLOs)
1. **SLO 1 Practice Foundational Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate MFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills.

2. **SLO 2 Diversity Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate knowledge of human diversity with a multicultural and international emphasis.

3. **SLO 3 Community Knowledge and Skills:** Master's and doctoral students comprehend and demonstrate knowledge of how to engage community behavioral health care resources.

4. **SLO 4 Scholarship Foundation Knowledge and Skills:** Master's and doctoral students demonstrate a basic knowledge of MFT research methodologies and scholarship.

Training Model
The program provides training for a career as a professional marriage and family therapist. Students are trained to treat relational mental health issues with individuals, couples, and families from a systemic perspective. Skills are developed in the mental health assessment, diagnosis, and treatment of individuals and relationship systems. The program provides an integrative approach to the major systemic theories and interventions. It fulfills all academic requirements for application to the State of California's examination for a marriage and family therapist license (Section 4980.40 and 4980.41 of Business and Professions Code). Licensed marriage and family therapists work in a variety of settings including hospitals, clinics, social service agencies, churches, the military, educational institutions, and private practice.

Professional Behavior Expectations/Ethical Guidelines
AAMFT Code of Ethics

Program-Specific Admission Requirements
Writing Proficiency (San Diego only)

Licensure
Graduates of this program are eligible for licensure as Marital and Family Therapists (MFT) in the state of California upon completion of post-degree intern hours and passing of the licensure exam. Candidates for licensure as an MFT in California are required to complete a total of 3,000 hours of supervised professional experience, at least 1,700 of which must be completed after the completion of the master's degree. Candidates must then pass written examinations for licensure. Continuing education is required to maintain the license. Because each state has its own requirements for licensure as an MFT, it is imperative that students planning to pursue licensure in a state other than California contact the licensing board in the applicable state for information on that state's requirements. For further information on licensure in California or other states contact:

California Board of Behavioral Sciences

1625 North Market Blvd., Suite S-200

Sacramento, CA 95834

(916) 574-7830

BBS.info@dca.ca.gov

or

American Association for Marriage and Family Therapy

112 South Alfred Street

Alexandria, VA 22314-3061

(703) 838-9808

coamfte@aamft.org

Programmatic Accreditation

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT)

Internship, Practicum, and/or Dissertation Information

Practicum: the practicum experience is the student's beginning work as a MFT clinician, working with client couples, families, and individuals in a community-based clinic. The practicum is a minimum one year commitment in which students accrue at least 500 client contact hours, at least 200 of which must be with couples and families; students receive at least 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation or audio/videotape. During the practicum year, students can accrue more than 1,000 of the 3,000 hours of experience (including direct client contact, supervision, and professional development) required for MFT licensure in the state of California.

Three consecutive semesters of practicum are required for a minimum total of nine (9) units. If all clinical requirements are completed in three semesters, the fourth semester of practicum is not needed. In that instance, students are able to take an elective class. Some students may need to take four (4) practicum classes to complete their hours.

PSY7369 - Practicum Extension (0 unit): if students do not complete all clinical hours after three practicums, they need to stay an additional semester and take a fourth practicum. If students have less than 50 clinical hours to complete, they do not enroll in practicum but will be monitored by their local clinical training coordinator. However, if they have 50 hours or more to complete, they need to enroll in practicum extension.

Credit Units

Total Credit Units: 60

Total Core Credit Units: 57

Total Elective Credit Units: 3

Total Concentration Credit Units: N/A

Degree Requirements

Students in the program must pass a comprehensive exam as a part of their degree program. Full-time students should take the exam in June of their second year. Part-time students should take the exam in the year they are completing the program. Students who fail the exam will be offered student-specific remediation plans to ensure they have developed necessary knowledge and competencies. These remediation plans may include retaking the exam, writing papers on specific topics, retaking classes, and/or any other elements deemed necessary by faculty based on the student's exam performance. A student who fails to successfully complete the remediation plan by the given deadline will be referred to the Student Evaluation Review Committee for further action, including possible dismissal from the program.

During the program, the student must supplement his or her academic and clinical work with 50 hours of professional development activities. These include approved workshops, colloquia, and seminars. Twenty-five of these hours may involve personal counseling or psychotherapy with a licensed mental health professional who is not core faculty at the University.

Elective Requirements

One elective is required for completion of the program, and it is taken during the first or second summer semester. Students may take their elective class online. The class must be taken at the University. The course (on-ground or online) must be pre-approved by the Site Director.

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (13 units)
- PSY6310 - MFT Law and Ethics (3 units)
- PSY6312 - MFT Theories and Techniques I (3 units)
- PSY6313 - MFT Techniques Lab I (1 unit)
- PSY6326 - Diversity and the Family (3 units)
- PSY6328 - Individual and Family Life Cycle (3 units)

Academic Year 1 - Semester 2 (13 units)
- PSY6311 - Introduction to Psychopathology (3 units)
- PSY6322 - MFT Theories and Techniques II (3 units)
- PSY6323 - MFT Techniques Lab II (1 unit)
- PSY6360 - Preparing for Community Practice (3 units)
- PSY7330 - Chemical Dependency and the Family (3 units)

Academic Year 1 - Semester 3 (8 units)
- PSY6303 - Group Therapy (3 units)
- PSY6317 - Parent-Child Therapy Techniques (2 units)
- PSY7360 - MFT Practicum (3 units)

or

- Elective (3 units)

Academic Year 2 - Semester 1 (9 units)
- PSY7302 - MFT Research Methods (3 units)
- PSY7311 - Couples Therapy (3 units)
- PSY7360 - MFT Practicum (3 units)

Academic Year 2 - Semester 2 (9 units)
- PSY6325 - Trauma and Crisis Intervention (3 units)
- PSY7314 - MFT Assessment (3 units)
- PSY7360 - MFT Practicum (3 units)

Academic Year 2 - Semester 3 (8 units)
- PSY7156 - Psychopharmacology (1 to 3 units) - take for 3 units
- PSY7312 - Sex Therapy in Marriage and Family Therapy (2 units)
- PSY7360 - MFT Practicum (3 units)

or

- Elective (3 units)

8-Week Calendar

Term 1 (3 units)
- PSY6312A - MFT Theories and Techniques I (1.5 units)
- PSY6326A - Diversity and the Family (1.5 units)

Term 2 (3 units)
- PSY6312B - MFT Theories and Techniques I (1.5 units)
- PSY6326B - Diversity and the Family (1.5 units)

Term 3 (4.5 units)
- PSY6310 - MFT Law and Ethics (3 units)
- PSY6322A - MFT Theories and Techniques II (1.5 units)

Term 4 (5.5 units)
- PSY6303 - Group Therapy (3 units)
- PSY6322B - MFT Theories and Techniques II (1.5 units)
- PSY7305 - MFT Residency I (1 unit)

Term 5 (6 units)
- PSY6360 - Preparing for Community Practice (3 units)
- PSY7156 - Psychopharmacology (1 to 3 units) - take for 3 units

Term 6 (4.5 units)
- PSY7311A - Couples Therapy (1.5 units)

- PSY7314 - MFT Assessment (3 units)

Term 7 (4.5 units)
- PSY7311B - Couples Therapy (1.5 units)
- PSY7312 - Sex Therapy in Marriage and Family Therapy (2 units)
- Residency II (1 unit)

Term 8 (7.5 units)
- PSY6311 - Introduction to Psychopathology (3 units)
- PSY6328 - Individual and Family Life Cycle (3 units)
- Practicum (1.5 units)

Term 9 (4.5 units)
- PSY6325 - Trauma and Crisis Intervention (3 units)
- Practicum (1.5 units)

Term 10 (4.5 units)
- PSY7330 - Chemical Dependency and the Family (3 units)
- Practicum (1.5 units)

Term 11 (3.5 units)
- PSY6317 - Parent-Child Therapy Techniques (2 units)
- Practicum (1.5 units)

Term 12 (4.5 units)
- PSY7302 - MFT Research Methods (3 units)
- Practicum (1.5 units)

Term 13 (4.5 units)
- Practicum (1.5 units)
- Elective (3 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Marital_and_Family_Therapy_MA.html.

Master of Arts in Organizational Behavior

School: California School of Professional Psychology

Modality(ies): On-ground, online

Calendar(s): 8-week term

Program Description/Overview
This program is a practitioner-scholar program is designed to assist in career enhancement and to broaden the thinking and knowledge base of adult learners somewhat established in their careers. Courses focus on approaches to leadership and human behavior in organizations, emphasizing the behavioral aspects of managing effectively. Students acquire knowledge and skills applicable to management practices, theory and systems, ethics, corporate social responsibility, leadership, conflict management, team development, and interventions for assisting in organizational change. Issues related to globalization, multiculturalism, and diversity are integrated throughout the program.

The curriculum is reflective of the issues and problems that business leaders face daily, acquainting students with the current literature and research on management and organizational behavior. Advanced Seminars are provided by Distinguished Guest Faculty from the field of organization psychology. Students active in the program are provided membership in the National Organizational Development Network and receive the association's journals, job bank access, and annual conference benefits.

As part of the program's coursework, students are required to participate in an international immersion trip that addresses the work setting from a multicultural/international perspective. Literature is examined for its relevance and application across cultures and international societies within a global economy. Trips include meeting with businesses and university

students and faculty and cultural exposure to the values, practices, and history of the country visited.

The program emphasizes the psychological principles of behavior that focus on individual and group performance within an organizational setting. The program and has been developed with the needs of the professional adult learner in mind. The program and is accessible to adults with multiple responsibilities. The intensive weekend format makes it possible for students to attend from locations other than California and the greater San Joaquin Valley.

Course work includes pre-work, interim assignments, and post course work assignments. Students are expected to have basic knowledge of the course content upon entering the first weekend of a designated course.

The program provides students with the opportunity for:

1. Developing competencies needed to successfully manage in organizations

2. Interacting with peers in shared learning, dialogue, and experiential activities

3. Attending seminars with distinguished guest faculty from the field

4. Building multicultural/international awareness

Program Learning Outcomes/ Goals
All Organizational Psychology Programs will develop (the/an):

1. Knowledge of research design, measurement, and statistical tools appropriate for basic research as well as for applied research in such areas as selection testing, surveys, and program evaluations.

2. Ability to understand and critically evaluate the literature in a given area.

3. Ability to Integrate knowledge of ethical behavior in organizational studies.

4. A positive, pro-active and non-judgmental attitude towards diverse cultural and international identities and in their interpersonal and professional interactions.

5. Ability to conceptualize, demonstrate, and deliver culturally competent professional services in their respective areas to diverse populations.

Additional Program Outcomes for the MAOB Degree:

1. Ability to integrate theory, research and practice.

2. Facilitation skills for transitioning and adapting individuals as they create positive change

Training Model
Distinguished Guest Faculty
This Advanced Seminar provides the opportunity for students to examine special topics in the field of organization development and behavior and the opportunity to personally interact with well-known consultants, authors, faculty and experts from the field. The course is designed to provide the following: an exposure to those working/writing in the field and to how they accomplished their success and interest; the differing perspectives on topics not necessarily covered in the program; and assistance to students in their consideration of the opportunities available for future engagement of practice.

Program-Specific Admission Requirements
At least 2 years of professional work experience are required.

Programmatic Accreditation
The program, in 2001, passed a review and assessment by a Blue Ribbon Committee and in 2003, received accreditation by

the Organization Development Institute (currently the International Society for Organization Development). Alliant International University is a current member of the Organization Development Education Association (ODEA), a sub group of the National Organization Development Network.

Credit Units
Total Credit Units: 34
Total Core Credit Units: 34
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1 (6 units)
- ORG7350 - Organization Theory and Systems (3 units)
- ORG6510 - Introduction to Organizational Psychology (3 units)

Term 2 (3 units)
- ORG7710 - Organizational Ethics and Social Responsibility (3 units)

Term 3 (3 units)
- ORG7330 - Cultural Diversity in Organizations (3 units)

Term 4 (3 units)
- ORG6012 - Research Design (3 units)

Term 5 (3 units)
- ORG7525 - Organizational Change and Development (3 units)

Term 6 (3 units)
- ORG7503 - Leadership (3 units)

Term 7 (4 units)
- ORG7425 - Organizational Behavior: Fundamentals and International Perspectives (1 to 4 units) - take for 4 units

Term 8 (3 units)
- ORG7408 - Conflict Management (3 units)

Term 9 (6 units)

- ORG8800 - Advanced Seminar in Organizational Studies: (1 to 3 units) - take for 2 units

- ORG7730 - Synthesizing Multiple Perspectives: A Capstone Course (2 units)

- ORG7512 - Transitions in Organizations (2 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit the appropriate website based on your campus/modality:

Fresno Campus Only

https://www.alliant.edu/media/ gainful-employment-disclosure/Master_ Organizational_Behavior_Fresno_MA.html.

San Francisco and Online

https://www.alliant.edu/media/ gainful-employment-disclosure/Master_ Organizational_Behavior_SF_ONL_MA.html.

Master of Arts in Organizational Psychology

School: California of Professional Psychology

Modality(ies): On-ground, online, hybrid

Calendar(s): Semester

Program Description/Overview

This program combines coursework in psychology and organizational theory with specialized courses in organization development and change, industrial-organizational psychology, consulting to organizations, and human resources management. The curriculum includes one semester's half-time practicum, which students can complete across a variety of settings, including consulting firms, major corporations and other businesses, government agencies, and not-for-profit community organizations.

This is a full-time program that can be completed in two years (longer if attending part-time). Four to five courses are normally taken each term. Courses are primarily offered in evening, weekend, executive, and/or hybrid formats allowing working students to attend school outside of their work hours. The program also requires that 240 internship hours be performed. Students have the opportunity, with permission of the site Program Director, to take certain equivalent courses in their program at other campuses.

Some students begin with the MAOP and then decide to pursue the doctoral degree. After demonstrating excellent academic skills, MAOP students can apply for the Organizational Psychology PhD program as early as their second semester. The application process is completed through the Admissions office.

Program Learning Outcomes/Goals

1. Understands and can critically evaluate the organizational and consulting psychology research and scholarship.

2. Ability to apply evidence-based professional practice of organizational and consulting psychology to assess and intervene at the individual, group, and organizational levels.

3. Knowledge of statistical and survey tools appropriate for applied research in such areas as organizational consulting, selection testing, surveys, and program evaluations

4. Ability to integrate knowledge of ethical and legal behavior in organizational studies and professional practice.

5. Development of a positive, pro-active and non-judgmental attitude towards diverse cultural and international identities and in interpersonal and professional interactions.

6. Ability to deliver culturally competent professional services in their respective areas to diverse populations.

Training Model

The program combines coursework, professional practice, and research in industrial-organizational and consulting psychology. Academic studies are integrated with a semester's half-time (or equivalent) practicum. Since most practica are completed in business organizations, not-for-profit organizations, or public sector agencies, they provide good opportunities to build relationships with practitioners in the field outside of the university. Underlying this program is the belief that effective organizational change is founded on a thorough understanding of the relevant research literature and experience about human behavior in the workplace. Change is also based on practitioners' ability to develop relationships with their clients and coworkers to work jointly on issues relating to organizational effectiveness.

Graduates are prepared for careers in a wide variety of OP practice areas, including consulting to managers and leaders, team development and consultation, organizational assessment and design, coaching, human resources management, organization development and change, diversity and inclusion work, and talent management.

Coursework in the program covers three primary areas: theory, research, and professional practice. In addition, courses focus on multicultural and international applications of behavioral science and management-related knowledge and skills. Students in the program will complete the required coursework and one elective in areas such as organizational theory, scientific foundations of organizational psychology, group development, consulting skills, and/or intervention skills.

Professional Behavior Expectations/Ethical Guidelines

As professionals-in-training, students in the program are required, in addition to any university-wide behavioral requirements, to comply with the ethics code of the American Psychological Association (see apa.org) and be familiar with other professional guidelines and standards. Any ethical or professional behavior problems may be referred to the SERC and Program Director for action.

Program-Specific Admission Requirements

Students enter the program with a bachelor's degree in psychology or a related field or after completing three specified psychology courses as detailed in the pre-requisite section.

Internship, Practicum, and/or Dissertation Information

Students develop professional practice related skills in organizational psychology and organizational consulting through a variety of professional training experiences, including class projects, case studies, in-class simulations, and the practicum. The practicum is designed to provide students with in-depth supervised professional practice learning experiences. In their second year of a full-time program, students participate in 240 hours of supervised professional practicum in the business community, non-profit or public sector - for a total of 2 semester hours.

Credit Units

Total Credit Units: 50
Total Core Credit Units: 47
Total Elective Credit Units: 3
Total Concentration Credit Units: N/A

Prerequisite Courses

Two approaches are possible to satisfy program pre-requisites:

1. An undergraduate or graduate degree in psychology from a regionally accredited university or equivalent;

2. Completion of the following three courses in psychology from a regionally accredited university or equivalent:

   a. Introduction to Psychology;

   b. Statistics course with a grade of B or better;

   c. One other course in psychology.

Elective Requirements

Elective options for students must be approved by the site Program Director but generally can be chosen from among courses in the following areas: Organizational, Clinical, or Forensic Psychology; Business, Management, or Leadership. Note that students must have completed the prerequisites for the courses submitted or the site PD for approval.

The availability of these elective courses will vary from semester to semester and from campus to campus.

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (12.5 units)
- ORG6003A - Professional Practice Meetings (0.5 units)
- ORG6005 - Introduction to Scholar Practitioner Model (2 units)
- ORG6435 - I/O and Consulting Psychology: Theory, Research, and Practice (3 units)
- PSY6021 - Advanced Statistics I (3 units)
- PSY6700 - Data Analysis (1 unit)
- PSY8412 - Social and Personality Psychology (3 units)

Academic Year 1 - Semester 2 (14.5 units)
- ORG6003B - Professional Practice Meetings (0.5 units)
- ORG6004 - Survey Methods (2 units)
- ORG7100 - Consultation and Facilitation Skills (3 units)
- ORG7330 - Cultural Diversity in Organizations (3 units)
- ORG8220 - Human Resource Management (3 units)
- Elective (3 units)

Academic Year 2 - Semester 1 (12 units)
- ORG6330 - Work Motivation and Productivity (3 units)
- ORG6410 - Group Processes and Team Interventions (3 units)
- ORG7440 - Business Principles (3 units)
- ORG8120 - Talent Staffing and Selection (3 units)

Academic Year 2 - Semester 2 (11 units)
- ORG7200B - Practicum in Organizational Studies (2 units) *
- ORG7215 - Training and Development (3 units)
- ORG7525 - Organizational Change and Development (3 units)
- PSY7437 - Ethical, Legal, and Professional Issues in Organizational Psychology (3 units)

Notes:

*Other practicum option (permission of the Internship Director required, 2 total units required):

- ORG7200A - Practicum in Organizational Studies (1 unit)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Organizational_Psychology_MA.html.

Master of Science in Clinical Psychopharmacology

School: California School of Professional Psychology

Modality(ies): Online

Calendar(s): Semester

Program Description/Overview

The overall goals of this postdoctoral program are to educate practicing psychologists to work collaboratively with other health care professionals who prescribe medication, to integrate medication and its management in treatment of mental and behavioral disorders, and to prescribe safely and effectively in states and federal agencies that allow psychologists to prescribe. The program conforms to the recommended curriculum of the American Psychological Association and contains 462 hours of classes, followed by access to a 16-hour Review Course for the PEP (Psychopharmacology Examination for Psychologists). The curriculum is designed with the rigor and breadth necessary to train professionals in psychopharmacology. At the same time, it focuses on issues central to the clinical demands and interests of practicing psychologists.

The program offers Continuing Education credit for most courses.

Classes are held online through Blackboard Collaborate, a sophisticated real-time interactive system. All classes are live, and are archived electronically in case a student is not able to attend synchronously. Students participate in classes from their own computer, or, if desired, make personal arrangements with other local students to participate together at the home or office of one of the students. The Blackboard Collaborate platform provides opportunities for study sessions, chats, sharing of references and related readings, and many other learning resources.

Program Learning Outcomes/ Goals

On completion of this program, students will have a basic understanding of:

1) The scientific foundations of psychopharmacology, including (but not limited to):

- Biochemical foundations of psychopharmacology

- Normal human anatomy and physiology, specifically the neurological, endocrine, gastrointestinal, metabolic, cardiovascular, immune, respiratory, renal, and reproductive systems

- The relationship of medical disease to psychiatric syndromes and symptoms.

2) The clinical applications of psychopharmacology, including

- Basic classes of prescription medications, over-the-counter medications and herbal and nutritional products, and how these interact with psychopharmacological agents

- The major classes of medications related to mental illness, specifically indications, side effects, toxic effects and discontinuation syndromes, as well as drug-drug interactions

- Use of psychoactive medications with specific populations, including different age and ethnic groups, gender, and co-morbid conditions such as chronic medical disease, chronic pain, chemical dependency, etc.

3) Research and legal/ethical issues related to the practice of psychopharmacology.

Additionally, students will:

1. feel sufficiently knowledgeable in psychopharmacology to engage in collaborative assessment and treatment planning with prescribing professionals (or to pursue prescription authority in jurisdictions where it is authorized);

2. have sufficient knowledge of psychoactive medications to judge which patients are likely to benefit from pharmacotherapy, and the appropriate medication regimen;

3. understand contraindications and risks of psychoactive medication, including in special populations (e.g., age, gender, ethnicity, medical diagnosis);

4. be able to use resources to obtain up-to-date evidence-based information in specific medications and treatment guidelines

Program-Specific Admission Requirements

Students must hold a current, valid license in good standing as a doctoral level psychologist. Students currently preparing for a state licensing exam may be individually reviewed by the Program Director.

Licensure

The overall goals of the program are to educate practicing psychologists to work collaboratively with other health care professionals who prescribe medication, to integrate medication and its management in treatment of mental and behavioral disorders, and to prescribe safely and effectively in states and federal agencies that allow psychologists to prescribe.

California does not currently grant prescriptive authority to psychologists through a psychopharmacology program. Other states have granted prescriptive authority to psychologists as part of their licensure process. This program is designed to prepare licensed psychologists to prescribe safely and effectively in states and federal jurisdictions where they have prescriptive authority.

Credit Units

Total Credit Units: 29.6
Total Core Credit Units: 29.6
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
Semester Calendar

Academic Year 1- Semester 1 (5.6 units)
- PPH6905 - Clinical Biochemistry (1.6 units)
- PPH6921 - Neuroscience: Neuroanatomy/Neuropathology (2.4 units)
- PPH6925 - Neuroscience: Neurochemistry (1.6 units)

Academic Year 1- Semester 2 (5.6 units)
- PPH6930 - Neurophysiology and Clinical Medicine/Pathophysiology (5.6 units)

Academic Year 2- Semester 1 (6.4 units)
- PPH6935 - Pharmacology/Clinical Pharmacology (4 units)
- PPH7925 - Physical Assessment (2.4 units)

Academic Year 2- Semester 2 (6.4 units)
- PPH7900 - Special Populations (2.4 units)
- PPH7918 - Advanced Psychopharmacology (4 units)

Academic Year 3- Semester 1 (5.6 units)
- PPH7905 - Special Populations 2: Gender, Ethnicity, Chemical Dependency (2.4 units)
- PPH7920 - Pharmacotherapeutics (2.4 units)
- PPH7930 - Case Seminar (0.8 units)
- PPH7810 - Practicum in Clinical Psychopharmacology (0 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Masters_Clinical_Psychopharmacology_Postdoctoral.html.

California School of Education

Authorization in Autism Spectrum Disorders
School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview
The program is a CCTC-approved program which enriches both the practice and knowledge of the education specialist. This program provides students with education to increase their knowledge, skills and abilities for providing classroom interventions and support for K-12 students with autism spectrum disorders. The content covers the language/communication, socialization, behavioral, sensory, and academic needs of student with ASDs, as well as classroom accommodation and classroom interventions. The program also focuses on the development of collaborative student support relationships with other school-based service providers such as speech/language pathologists, school psychologists and behavioral interventionists. A focus on working with families is also incorporated in this program.

Program Learning Outcomes/Goals
The candidate:

1. Will identify the unique characteristics of students with ASD; specifically, the candidate will demonstrate unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

2. Will demonstrate knowledge, skills, and abilities to implement evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging

students with ASD from acquisition through generalization.

3. Will demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

Program-Specific Admission Requirements
1. Students must have a Preliminary Education Specialist Credential for Mild/ Moderate Disabilities in California, without an embedded Autism Spectrum Disorders Added Authorization.

2. Current employment within a California PK-12 school

3. All credential coursework completed (minimum GPA of 3.0 required)

4. California Education Specialist Teaching Credential (preliminary or clear) in one of the following:
   a. Mild/Moderate Disabilities

5. English language proficiency must be demonstrated by applicants not previously educated in English. Minimum TOEFL score of 550 paper/213 computer/80 internet or equivalent.

Licensure
Candidates must have a Preliminary or Clear Education Specialist (Mild/ Moderate) Credential in California.

Programmatic Accreditation
California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information
45 hours of experience working with students with an Autism Spectrum Disorder.

Credit Units
Total Credit Units: 8
Total Core Credit Units: 8
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

In order for candidates to be recommended for the Autism Spectrum Disorders Authorization to CCTC, the following are required:

1. 41-4 credential application form;

2. All credential coursework completed (B or higher/minimum GPA of 3.0 required);

3. Tuition balance paid in full;

4. Proof of valid Education Specialist Instruction (Mild/Moderate Credential; and

5. Program Completion Document.

Curriculum Plan
8-Week Calendar

Term 1 (2 units)
- EDU6830 - Introduction to Autism Spectrum Disorders (2 units)

Term 2 (2 units)
- EDU6831 - Advanced Strategies for Teaching Students with Autism Spectrum Disorders (2 units)

Term 3 (2 units)
- EDU6832 - Assessment, Behavior, and Socialization for Students with Autism Spectrum Disorders (2 units)

Term 4 (2 units)
- EDU6834 - Autism Collaborative Mentoring and Seminar (2 units)

Certificate in California Teachers of English Learners (CTEL) Leading to CLAD Certification

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

The California Teachers of English Learners (CTEL) program leading to

CLAD Certification is fully approved by the California Commission on Teacher Credentialing (CCTC). The CTEL program provides candidates the knowledge, skills, and abilities needed to deliver effective instruction to culturally and linguistically diverse learners in order to promote their English language development and mastery of grade level subject content. To accomplish this purpose, the program offers a curriculum that combines research-grounded theories with hands-on classroom applications that focus on language structure and language development; standards-based assessment; instruction for literacy and English language development (ELD); specially designed academic instruction delivered in English (SDAIE); and culture, inclusion and language learning.

Emphasis/Concentration/Tracks
N/A

Program Learning Outcomes/Goals

1. Exploration of the influence of culture and society on educational systems and communities.

2. Focus on culture and cultural diversity and their relationship to the academic achievement of linguistically and culturally diverse students.

3. Examination of the nature and manifestation of culture, cultural contact and cultural diversity in California, the U.S. and other global settings.

4. Emphasis on knowledge and skills to develop culturally inclusive instruction and ability to utilize cross-cultural communication skills.

5. Examination of theories of first and second language acquisition.

6. Exploration of factors affecting language development including cognitive, linguistic, physical, sociocultural, and political.

7. Introduces methods, approaches, and techniques for teaching English Language Development, Content ELD, and Specially Designed Academic Instruction Delivered in English.

8. Examination of the role, purposes, and types of assessments, language and content-area assessment, and principles of standards-based assessment and instruction.

9. Studies the foundations of English language/literacy development and content instruction.

10. Investigation of the nature, organization and function of human language.

11. Studies the different components of language structure and use: phonology, morphology, syntax and semantics, language functions and variations, discourse, and pragmatics.

Program-Specific Admission Requirements

Credential: Candidates must possess a valid California teaching credential, Clinical Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Children's Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permit) that authorizes the holder to provide instruction to pupils in preschool, grades K-12, or classes primarily organized for adults. The California Basic Skills requirement must be met before the CLAD certificate can be issued.

The following, however, are not acceptable prerequisite credentials or permits:

1. Emergency credentials or permit, Short-Term Staff Permits

2. Exchange credentials as specified in Education Code Section 44333

3. District intern certificates as specified in Education Code Section 44325

4. Sojourn certificated employee credentials as specified in Education Code Section 44856

5. Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3

Degrees: Candidates must possess at least a bachelor's degree or higher from an institution of higher education that is regionally accredited in the U.S. (or its international equivalent).

Undergraduate GPA: Student must have a minimum GPA of 2.5 or higher in their bachelor degree work. Applicants who do not meet the undergraduate GPA requirement but who have had academic and professional success may petition for an academic exception and show evidence of professional and/or academic growth subsequent to their bachelor's degree.

Credit Units
Total Credit Units: 12
Total Core Credit Units: 12
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
• CTE7410 - Theory and Method of Second Language Teaching (3 units)

Term 2 (3 units)
• CTE7040 - Development of Cross-Cultural Competencies (3 units)

Term 3 (4 units)
• CTE7415 - Assessment and Instruction of English Learners (4 units)

Term 4 (2 units)
• CTE7420 - Principles of Linguistics (2 units)

Doctor of Education in Educational Leadership and Management

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview
This degree prepares the candidate for leadership in a comprehensive consideration of educational settings inclusive of public and private schools, lower and higher educational settings, and government entities, as well as other private and public organizations.

Program Learning Outcomes/ Goals
This program prepares competent, confident, and conscientious educational leaders, committed to service and social justice for all in a global society, with the knowledge, skills and abilities to exemplify the following outcomes:

1. Lead change in educational organizations in a diverse and global society.

2. Understand the philosophical and social underpinnings of world educational systems, multiculturalism and futuristic educational trends and developments.

3. Evaluate the political, societal, economic, legal and cultural influence on learning organizations.

4. Demonstrate and articulate effective theories and principles of teaching and leading adult learners.

5. Model personal and professional ethics, integrity, justice and fairness.

6. Evaluate and design research that addresses educational issues.

Program-Specific Admission Requirements
1. Applicants must have successfully completed a Master's degree.

2. GPA: Applicant must have a minimum GPA of 3.0

3. Recommendations: Each candidate must provide two written recommendations from those who can attest to the applicant's abilities, interests, and proven accomplishments in education.

4. Personal essay: A four to five page personal essay describing the following is required:

    a. the professional organizations to which you belong,

    b. honors, activities and other creative accomplishments, and

    c. a brief autobiographical statement including future professional plans.

5. Interview: Student must have an interview with the relevant CSOE Admissions Committee.

The final admissions decision will be made by the Program Director.

Credit for Previous Work
Transfer of credit may be awarded on the following basis:

1. Coursework beyond the master's degree may be transferred from a regionally accredited institution. All such coursework must have been earned in addition to the master's degree required coursework.

2. Credit that has been used to complete a second master's degree may be considered for transfer.

Internship, Practicum, and/or Dissertation Information
The dissertation phase begins after the student has successfully completed all required courses and has passed the comprehensive Exam. Students may conduct a research or an applied dissertation, and consider either quantitative or qualitative research methods, after consultation with the course

instructor for Dissertation Plan. Students who follow the dissertation guided process should be able to complete their dissertation at the end of the Dissertation Preparation course.

Credit Units
Total Credit Units: 61
Total Core Credit Units: 61
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements
Students must complete a requisite Comprehensive Examination upon conclusion of their coursework. All ELM courses must be completed before taking comprehensive exams.

Curriculum Plan
Term Calendar

Term 1 (6 units)
- ELM8810 - Psychology of Schooling (3 units)
- GSE8030 - Research Design (3 units)

Term 2 (6 units)
- ELM8830 - Leadership and Learning Organizations (3 units)
- ELM8855 - Current Issues and Trends in Education (3 units)

Term 3 (6 units)
- GSE8033 - Quantitative Research Methods (3 units)
- ELM8812 - Educational Philosophy in a Global Society (3 units)

Term 4 (6 units)
- ELM8832 - Law, Ethics and Equity (3 units)
- ELM8834 - Policy Making and Politics (3 units)

Term 5 (6 units)
- ELM8878 - Student and Personnel Services in Higher Education (3 units)
- ELM8872 - Financial and Business Management: University/Community College (3 units)

Term 6 (6 units)
- ELM8175 - Integrative Technology Systems in Higher Education (3 units)

or

- TEL8175 - Integrative Technology Systems in Higher Education (3 units)
- GSE8036 - Qualitative Research Methods (3 units)

Term 7 (6 units)
- ELM8210 - Foundations in Multicultural and Global Educational Systems (3 units)

or

- CCS8210 - Foundations in Multicultural and Global Educational Systems (3 units)
- ELM8845 - Leading the Adult Learner (3 units)

Term 8 (6 units)
- ELM8999 - Special Topics (3 units)
- ELM8999 - Special Topics (3 units)

Term 9 (4 units)
- ELM8840 - Research Writing Workshop (3 units)
- ELM8822 - Statistics Laboratory (1 unit)

Dissertation (9 units)
Dissertation phase after passing comprehensive exams:

- GSE9901 - Dissertation Plan (3 units)
- GSE9902 - Dissertation Proposal (3 units)
- GSE9920 - Dissertation Preparation (3 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Education_Educational_Leadership_Management.html.

Doctor of Education in Teaching English to Speakers of Other Languages (TESOL)

School: California School of Education

Modality(ies): On-ground

Calendar(s): Semester

Program Description/Overview
This program is designed to meet the ever-increasing demand for specialists in Teaching English to Speakers of Other Languages (TESOL) in schools, universities, government, independent agencies and other organizations throughout the world. The program prepares respected practitioner-scholars with a focus on TESOL theory and methodology, research, curriculum, technology, and teacher education.

Program Learning Outcomes/ Goals
The program prepares students to:

1. Acquire a strong theoretical knowledge base in TESOL, second language acquisition, and applied linguistics research

2. Acquire the ability to apply TESOL and second language acquisition theory and research to TESOL methodology

3. Acquire the ability to read, interpret, and evaluate professional literature

4. Acquire the ability to conduct and evaluate original field research and present the findings

5. Acquire a deep understanding of the role of linguistics and the impact of social and cultural factors in learning and teaching a second language

6. Acquire a strong knowledge base in TESOL program design, development, and evaluation

7. Acquire the ability to integrate technology into TESOL teaching and learning

8. Become active members and advocates of the TESOL profession

9. Acquire knowledge and skills to design, implement, and evaluate teacher training programs for ESL/ESL instructors

Program-Specific Admission Requirements

1. Master's degree in TESOL, English, Education, Applied Linguistics or a related field; applicants with a master's degree outside of this area are required to fulfill their elective requirement with courses in the TESOL program

2. A minimum of two years of teaching experience, preferably in ESL/EFL

3. Interview with TESOL faculty

4. Two letters of recommendation from supervisors, academic instructors, volunteer coordinators or other professional and/or academic relationships

5. Five to seven page personal essay including autobiographical statement, professional aspirations, accomplishments and any relevant experience

Credit Units

Total Credit Units: 60
Total Core Credit Units: 48
Total Elective Credit Units: 12
Total Concentration Credit Units: N/A

Degree Requirements

A comprehensive exam is required in the student's final semester of course work.

Elective Requirements

Select four graduate courses with permission of the TESOL program director. Applicants with a master's degree outside of TESOL, Applied Linguistics, or related field are required to fulfill their elective requirement with the following courses:

- TES7410 - Theory and Method of Second Language Teaching (3 units)

- TES7430 - Techniques of Teaching Reading and Writing to Second Language Learners (3 units)

- TES7440 - Techniques of Teaching Listening and Speaking to Second Language Learners (3 units)

- TES7460 - English Grammar for ESL and EFL Teachers (3 units)

Curriculum Plan
Semester Calendar

Academic Year 1 - Semester 1 (9 units)
- TES8440 - Second Language Program Administration (3 units)

- TES8441 - Design, Development and Evaluation of Programs for Second Language Learners (3 units)

- TES8451 - Cultural, Social and Political Issues of Second Language Teaching (3 units)

Academic Year 1 - Semester 2 (9 units)
- TES8410 - TESOL Theory and Methodology (3 units)

- TES8420 - Research in Second Language Acquisition and Applied Linguistics (3 units)

- GSE8030 - Research Design (3 units)

Academic Year 1 - Semester 3 (9 units)
- TES8460 - Sociolinguistics (3 units)

- TES8465 - Second Language Assessment (3 units)

- GSE8036 - Qualitative Research Methods (3 units)

Academic Year 2 - Semester 1 (9 units)
- TES8480 - Seminar: Current Topics in TESOL (3 units)

- TES8490 - Advanced Linguistics for TESOL (3 units)

- GSE8033 - Quantitative Research Methods (3 units)

Academic Year 2 - Semester 2 (9 units)
- TES8445 - TESOL Field Project (3 units)

- Elective (3 units)

- Elective (3 units)

Academic Year 2 - Semester 3 (6 units)
- Elective (3 units)

- Elective (3 units)

Academic Year 3 - Semester 1 (3 units)
- GSE9901 - Dissertation Plan (3 units)

Academic Year 3 - Semester 2 (3 units)
- GSE9902 - Dissertation Proposal (3 units)

Academic Year 3 - Semester 3 (3 units)
- GSE9920 - Dissertation Preparation (3 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Education_Teaching_English_Speakers_Other_Languages.html.

Doctor of Psychology in Educational Psychology

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program is designed to provide foundation skills within the domain of applied educational psychology to graduate students who have attained the PPS Credential in School Psychology. The goal is for these master's level professionals to build upon their existing competencies and proficiencies while developing new areas of competencies so they can be more effective within the educational environments which they work. The program is offered in an online format for working professionals. It involves coursework, research/applied work (3 capstone assignments), and the PsyD project.

Program Learning Outcomes/ Goals

Coursework for this program ensures candidates are well-versed in the following professional competency areas:

Professional Skills - Ability to apply educational psychology theory and educational leadership and management theory including: law, ethics and equity, developmental psychopathology, psychopharmacology, multicultural counseling, leadership, consultation, and supervision.

Professional Roles - Understanding of the diverse roles and needs of an applied educational psychologist at the doctoral level.

Applied Research - Ability to implement advanced skills in the area of program development and evaluation, as well as the implementation of qualitative research methodologies.

Professional Concepts - Ability to be educational psychology leaders versed in the area of social justice to implement organizational consultation practices, group consultation, and collaborative activities.

Furthermore, this program prepares competent, confident, and conscientious educational psychology leaders, committed to service and social justice for all in a global society, with the knowledge, skills and abilities to exemplify the following outcomes:

1. Lead change in educational organizations in a diverse and global society.

2. Understand the philosophical and social underpinnings of world educational systems, multiculturalism and futuristic educational trends and developments.

3. Evaluate the political, societal, economic, legal and cultural influence on learning organizations.

4. Model personal and professional ethics, integrity, justice and fairness.

5. Evaluate and design research that addresses educational issues.

Training Model

During the first year of the PsyD program, students take advanced theory, developmental psychopathology, program evaluation, and leadership courses. In addition, during the first year, students will take courses and develop 3 capstone literature review papers from courses within their first year; additionally, they will obtain professional writing experience and exposure to APA format. They will present these 3 papers in their Doctoral Project Seminar, Initial Phase I. Using a standardized rubric, these papers will be reviewed and upon passing of these capstones, the student will move to Initial Phase II of the doctoral project seminar to develop their PsyD proposal.

They begin to formulate concepts for their PsyD projects within the context of a Doctoral Project Seminar series - Phase 1-4 to support this endeavor. The Final Phase of the PsyD project is offered in the second year. Students are expected to complete their doctoral project by the end of the second year.

Areas of study and competencies include:

Professional Skills

Professional skills courses develop applied competencies of psychologists working in a school or community setting. These courses include consultation and also law, ethics and equity in in educational systems.

Applied Research

As qualitative research skills are developed in the school psychology doctoral program, students learn the basic principles of school-based research design, program development and evaluation, as well as formulation and implementation of the PsyD project.

Professional Roles

There is one 8 week professional roles course in the second year. This course promotes the integration of research and theory through application of knowledge in local school psychology settings. This course has a special focus on culturally diverse students.

Professional Concepts

Professional concepts courses focus on the theory and context of work in school psychology, including leadership, student and personnel services on high education, organizational psychology and management in educational systems, developmental psychopathology, as well as psychopharmacology and interdisciplinary group facilitation.

Professional Behavior Expectations/Ethical Guidelines

Candidates are expected to follow Professional Organization Ethical standards such as those of the National Association of School Psychologists (NASP) and the California Association of School Psychologists (CASP).

Program-Specific Admission Requirements

This program is open to applicants who already hold a master's degree in school psychology and a PPS School Psychology Credential.

1. GPA: Applicant must have a minimum GPA of 3.0

2. Recommendations: Each candidate must provide two written recommendations from those who can attest to the applicant's abilities, interests, and proven accomplishments in the field of school psychology.

3. Personal essay: A four to five page personal essay describing the following is required:

    a. the professional organizations to which you belong,

b. honors, activities and other creative accomplishments, and

c. a brief autobiographical statement including future professional plans.

4. Interview: Student must have an interview with the relevant CSOE Admissions Committee.

The final admissions decision will be made by the Program Director.

Internship, Practicum, and/or Dissertation Information

The dissertation phase begins after the student has successfully completed and passed with a grade of B or better all required courses within the first year and have successfully presented their 3 capstones projects in their Project Seminar: Initial Phase 1. Students may conduct a research or an applied dissertation, and consider either quantitative or qualitative research methods, after consultation with the course instructor for Dissertation Plan. Students who follow the dissertation guided process should be able to complete their dissertation at the end of the Doctoral Project Final Phase courses.

Credit Units

Total Credit Units: 50
Total Core Credit Units: 50
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1 (6 units)
- EDP8017 - Current Trends/Legal Issues in School and Child Psychology (3 units)
- ELM8832 - Law, Ethics and Equity (3 units)

Term 2 (6 units)
- EDP8051 - Special Focus Area 1, Family: Multicultural Counseling (3 units)
- ELM8878 - Student and Personnel Services in Higher Education (3 units)

Term 3 (6 units)
- EDP8518 - Interdisciplinary Group Facilitation (3 units)
- EDP8511 - Organizational Psychology and Management in Systems: Consultation (3 units)

Term 4 (6 units)
- ELM8830 - Leadership and Learning Organizations (3 units)
- ELM8855 - Current Issues and Trends in Education (3 units)

Term 5 (6 units)
- EDP8557 - Consultation and Program Evaluation (3 units)
- EDP8527 - Developmental Psychopathology (3 units)

Term 6 (4 units)
- EDP8550 - Research Design (3 units)
- EDP9901A - Psy.D. Project: Beginning Phase (1 unit)

Term 7 (4 units)
- EDP8525 - Psychopharmacology (3 units)
- EDP9901B - Psy.D. Project: Beginning Phase (1 unit)

Term 8 (4 units)
- EDP8513 - Leadership Supervision (3 units)
- EDP9902A - Psy.D. Project: Intermediate Phase (1 unit)

Term 9 (4 units)
- EDP8056 - Special Focus Area 6, Provision of Services for Children and Adolescents in Alternative Placement (3 units)
- EDP9902B - Psy.D. Project: Intermediate Phase (1 unit)

Term 10 (3 units)
- EDP9931 - Professional Roles (2 units)
- EDP9903A - Psy.D. Project: Final Phase (1 unit)

Term 11 (1 unit)
- EDP9903B - Psy.D. Project: Final Phase (1 unit)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Doctor_Psychology_Educational_Psychology.html.

English for Speakers of Other Languages

School: California School of Education

Modality(ies): On-ground

Calendar(s): 8-week term

Program Description/Overview

The university offers a comprehensive English for Speakers of Other Languages (ESOL) program for non-native speakers of English who intend to obtain an academic degree at Alliant. The ESOL program is housed in the International Language Education Center (ILEC) on the San Diego campus.

The ESOL curriculum consists of courses at three proficiency levels. A full-time course load is 4 courses per 8-week terms. ESL course units do not apply toward a student's academic degree requirements. However, ESOL course units satisfy visa requirements and are listed on the student's transcript.

Each proficiency level of ESOL courses are two consecutive 8-week terms in length. Students must pass the final exam of the "B" section in order to advance to the next level.

Program Learning Outcomes/Goals

The objective of the program is to help students reach their academic and professional goals through the development of English competency.

Students develop the English ability that is necessary for the successful completion of university undergraduate and graduate course work. The courses in the program have been designed to develop academic English language skills in reading, writing, listening and speaking,

The length of study in the program varies according to the student's entrance level, with most students completing the English program within one year. Each competency level requires two consecutive 8-week terms of intensive study.

Program-Specific Admission Requirements

All students in the ESOL program take the Alliant International English Proficiency Test (IEPT) prior to the start of their ESOL classes.

The Alliant IEPT is an admissions requirement for all international students who do not meet the TOEFL, IELTS, or other accepted standardized English exam requirement listed for their specific academic program. Students take the Alliant IEPT exam prior to first-time registration and is offered on the San Diego campus during the orientation period each semester. The Alliant International English Proficiency Test measures a student's abilities in reading, grammar, writing, listening and speaking skills. Each skill is evaluated separately; overall proficiency is also determined.

Based on IEPT results, students will be assigned to the appropriate ESL courses. Please refer to the international admissions requirements section for further information on the English proficiency policy.

Credit Units

Total Credit Units: up to 36
Total Core Credit Units: up to 36
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1

- ESL2000A - Low Intermediate Integrated English Skills (1.5 units)

- ESL2100A - Low Intermediate Listening and Speaking (1.5 units)

- ESL2200A - Low Intermediate Reading and Vocabulary (1.5 units)

- ESL2300A - Low Intermediate Writing and Grammar (1.5 units)

- ESL3000A - Intermediate Integrated English Skills (1.5 units)

- ESL3100A - Intermediate Listening and Speaking (1.5 units)

- ESL3200A - Intermediate Reading and Vocabulary (1.5 units)

- ESL3300A - Intermediate Writing and Grammar (1.5 units)

- ESL4000A - High Intermediate Integrated English Skills (1.5 units)

- ESL4100A - High Intermediate Listening and Speaking (1.5 units)

- ESL4200A - High Intermediate Reading and Vocabulary (1.5 units)

- ESL4300A - High Intermediate Writing and Grammar (1.5 units)

Term 2

- ESL2000B - Low Intermediate Integrated English Skills (1.5 units)

- ESL2100B - Low Intermediate Listening and Speaking (1.5 units)

- ESL2200B - Low Intermediate Integrated English Skills (1.5 units)

- ESL2300B - Low Intermediate Writing and Grammar (1.5 units)

- ESL3000B - Intermediate Integrated English Skills (1.5 units)

- ESL3100B - Intermediate Listening and Speaking (1.5 units)

- ESL3200B - Intermediate Reading and Vocabulary (1.5 units)

- ESL3300B - Intermediate Writing and Grammar (1.5 units)

- ESL4000B - High Intermediate Integrated English Skills (1.5 units)

- ESL4100B - High Intermediate Listening and Speaking (1.5 units)

- ESL4200B - High Intermediate Reading and Vocabulary (1.5 units)

- ESL4300B - High Intermediate Writing and Grammar (1.5 units)

Master of Arts in Education: School Counseling with Pupil Personnel Services Credential

School: California School of Education

Modality(ies): Hybrid

Calendar(s): 8-week term

Program Description/Overview

With increasing frequency, schools must find ways to help students learn while coping with a broad array of challenges that include language and cultural barriers; exposure to violence, victimization, or substance abuse; attention deficit, and other neurological/ behavioral disorders.

This program prepares students to gain the PPS (Pupil Personnel Services) credential that allows them to practice in California's schools. The program will be of interest to recent college graduates with bachelor's degrees, current teachers, school personnel and people in other related fields.

Program Learning Outcomes/ Goals

Coursework for this program assures that each candidate has knowledge and displays leadership in the following areas:

1. Data-Based Decision-Making and Accountability: School counselors have knowledge of varied models and methods of assessment that

yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School counselors use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2. Consultation and Collaboration: School counselors have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School counselors collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

3. Effective Instruction and Development of Cognitive/Academic Skills: School counselors have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School counselors, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4. Socialization and Development of Life Skills: School counselors have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School counselors, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

5. Student Diversity in Development and Learning: School counselors have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School counselors demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

6. School and Systems Organization, Policy Development, and Climate: School counselors have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School counselors work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

7. Prevention, Crisis Intervention, and Mental Health: School counselors have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School counselors provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

8. Home/School/Community Collaboration: School counselors have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School counselors work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

9. Research and Program Evaluation: School counselors have knowledge of research, statistics, and evaluation methods. School counselors evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10. School Counseling Practice and Development: School counselors have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School counselors practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. Information Technology: School counselors have knowledge of information sources and technology relevant to their work. School counselors access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Training Model

This program is offered in executive format (with residency requirements) and utilizes an apprenticeship model of training. The program's residency requirement offers a one day meeting, one of which is offered at the San Francisco campus and the other at the San Diego campus.

Program-Specific Admission Requirements

1. Pass a TB test

2. Receive a Certificate of Clearance from CCTC

3. Complete a FBI screening

4. Submit official transcripts from all colleges and universities attended

Licensure

The program prepares candidates to be eligible for the PPS Credential in School Counseling, approved by the California Commission on Teacher Credentialing (CTC). Graduation from this program results only in the recommendation to the California CTC for the PPS Credential in School Counseling. Students interested in this program and working in California K-12 school systems should review all CTC requirements as published on their website: https://www.ctc.ca.gov/credentials/req-services.

Programmatic Accreditation

California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information

Students who are seeking the PPS Credential in School Counseling must complete a 600-hour internship. Internships may be paid or non-paid. Paid internships are dependent upon the budgets and policies associated with individual school districts.

Credit Units

Total Credit Units: 49

Total Core Credit Units: 49

Total Elective Credit Units: N/A

Total Concentration Credit Units: N/A

Degree Requirements

1. Comprehensive exam

2. Praxis exam

Curriculum Plan
8-Week Calendar

Term 1 (6 units)
- PPS6009 - Life Span Development (3 units)
- PPS6016 - History of School Supportive Services and Social Psychology in Educational Settings (3 units)

Term 2 (6.5 units)
- PPS6001A - Practicum (0.5 units)
- PPS6010 - Multicultural Children, Adolescents and Their Families (3 units)
- PPS6025 - Methodology of Educational Research (3 units)

Term 3 (6 units)
- PPS6022 - School Safety, Violence Prevention, Crisis Intervention (3 units)
- PPS6031 - Consultation, Program Development, and Evaluation (3 units)

Term 4 (6.5 units)
- PPS6002A - Practicum (0.5 units)
- PPS6024 - Family, School and Community Collaboration (3 units)
- PPS6045 - Career Counseling (3 units)

Term 5 (6 units)
- PPS6029 - Behavior Management in the Classroom (3 units)
- PPS6570 - Individual Counseling (3 units)

Term 6 (6.5 units)
- PPS6003A - Practicum (0.5 units)
- PPS6580 - Group Counseling, Leadership, and Intervention (3 units)

- PPS6014 - Curriculum Instruction and Academic Accommodation and Modification Intervention (3 units)

Term 7 (1 unit)
- PPS6036 - School Counseling: Professional Roles: Comprehensive Exam (1 unit)

Term 8 (3 units)
- PPS6004A - Practicum (0.5 units)
- PPS7210A - Field Work/Internship (2.5 units) *

Term 9 (2.5 units)
- PPS7210B - Field Work/Internship (2.5 units) *

Term 10 (2.5 units)
- PPS7211A - Field Work/Internship (2.5 units) *

Term 11 (2.5 units)
- PPS7211B - Field Work/Internship (2.5 units) *

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Education_School_Counseling_PPS_Cred_MA.html.

Master of Arts in Education: School Psychology with Pupil Personnel Services Credential

School: California School of Education

Modality(ies): Hybrid

Calendar(s): 8-week term

Program Description/Overview

With increasing frequency, schools must find ways to help students learn while coping with a broad array of challenges that include language and cultural barriers; exposure to violence, victimization, or substance abuse; attention deficit, and other neurological/ behavioral disorders.

This program prepares students to gain the PPS (Pupil Personnel Services) credential that allows them to practice in California's schools. The program will be of interest to recent college graduates with bachelor's degrees, current teachers, school personnel and people in other related fields.

Students seeking the master's degree, plus PPS credential in school psychology, will receive their degree upon completion of the total 60 units.

Students who finish the 60 units for the Master of Arts in Education with PPS Credential in School Psychology, who pass the Systemwide Comprehensive Examination, take the Praxis 2 examination, and pass the portfolio requirement can then submit their application for approval by the Campus Program Director to continue with the Advanced Standing PsyD program in Educational Psychology.

Program Learning Outcomes/ Goals

Coursework for this program assures that each candidate has knowledge and displays leadership in the following areas:

1. Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2. Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

3. Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4. Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals;

and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

5. Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

6. School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

7. Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

8. Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and

influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

9. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10. School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Training Model
This program is offered in executive format, utilizing an apprenticeship model of training.

Program-Specific Admission Requirements
1. Pass a TB test
2. Receive a Certificate of Clearance from CCTC
3. Complete a FBI screening
4. Submit official transcripts from all colleges and universities attended

Licensure
The program prepares candidates to be eligible for the PPS Credential in School Psychology, approved by the California Commission on Teacher Credentialing (CTC). Graduation from this program results only in the recommendation to the California CTC for the PPS Credential in School Psychology. Students interested in this program and working in California K-12 school systems should review all CTC requirements as published on their website: https://www.ctc.ca.gov/credentials/req-services.

Programmatic Accreditation
California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information
Students who are seeking the PPS Credential in School Psychology must complete a 1200-hour internship. Internships may be paid or non-paid. Paid internships are dependent upon the budgets and policies associated with individual school districts.

Credit Units
Total Credit Units: 60
Total Core Credit Units: 60
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

1. Comprehensive exam
2. Praxis 2 exam

Curriculum Plan
Term Calendar

Term 1 (6 units)
- PPS6009 - Life Span Development (3 units)
- PPS6016 - History of School Supportive Services and Social Psychology in Educational Settings (3 units) *

Term 2 (6.5 units)
- PPS6001A - Practicum (0.5 units)
- PPS6010 - Multicultural Children, Adolescents and Their Families (3 units)
- PPS6025 - Methodology of Educational Research (3 units)

Term 3 (6 units)
- PPS6022 - School Safety, Violence Prevention, Crisis Intervention (3 units)
- PPS6031 - Consultation, Program Development, and Evaluation (3 units)

Term 4 (6.5 units)
- PPS6002A - Practicum (0.5 units)
- PPS6024 - Family, School and Community Collaboration (3 units)
- PPS6552 - Psychopathology and Psychopharmacology (3 units)

Term 5 (6 units)
- PPS6029 - Behavior Management in the Classroom (3 units)
- PPS6570 - Individual Counseling (3 units)

Term 6 (6.5 units)
- PPS6003A - Practicum (0.5 units)
- PPS6580 - Group Counseling, Leadership, and Intervention (3 units)
- PPS6014 - Curriculum Instruction and Academic Accommodation and Modification Intervention (3 units)

Term 7 (3 units)
- PPS6048 - Case Study Development: Psycho-educational Assessment (3 units) *

Term 8 (3.5 units)
- PPS6004A - Practicum (0.5 units)
- PPS6046 - Assessment of Learning Problems and Intervention Strategies (3 units) *

Term 9 (6 units)
- PPS6033 - Professional Roles: Comprehensive Exam (3 units)
- PPS6049 - Atypical Populations, Alternative Eligibility Assessments (3 units) *

Term 10 (2.5 units)
- PPS7001A - Internship (2.5 units) *

Term 11 (2.5 units)
- PPS7001B - Internship (2.5 units) *

Term 12 (2.5 units)
- PPS7002A - Internship (2.5 units) *

Term 13 (2.5 units)
- PPS7002B - Internship (2.5 units) *

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Education_School_Psychology_PPS_Credentials.html.

Master of Arts in Education: Teaching

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program is designed to provide a rich sequence of learning experiences in which graduates gain the requisite knowledge and skills to serve effectively as educational leaders, action researchers, and practitioners in Professional Learning Communities. The program is intended for teachers, teacher trainers and other instructional providers to both improve classroom teaching skills and increase career potential. This program does not lead to a teaching credential or licensure.

Program Learning Outcomes/ Goals

Students will be able to:

1. Design critical thinking lessons, programs, and educational learning communities such that their students are aware of critical thinking strategies and can articulate how they are thinking critically.

2. Apply and advance teaching and learning theories, strategies, and pedagogical methodologies to their planning, classroom lessons, and curricular design such that professional learning communities are established, supporting high stakes learning for all learners.

3. Consistently apply and advance comprehensive, responsive and accountable assessment systems to their professional learning community to assure and advance the action-driven monitoring and evaluating of student progress.

4. Embed action research methods in their professional practice as well as applying informed evaluation of professional literature to their practice.

5. Consistently integrate informed methods and practices of technology into their professional learning community and practice.

6. Establish, support, and assure an inclusive and responsive school setting for all students, families, and communities.

7. Embed multicultural understanding and support, language literacy, and sociological concepts into their professional practice in order to create culturally responsive classroom in support of the diverse student population's learning and advancement.

Program-Specific Admission Requirements

1. GPA: Students must have a minimum GPA of 2.5

2. Recommendations: Each candidate must provide two written confidential recommendations from those who can attest to the applicant's abilities, interests, and proven accomplishments in education.

3. Personal essay: A two-page personal essay describing the following is required:

    a. the professional organizations to which you belong,

    b. honors, activities and other creative accomplishments, and

    c. a brief autobiographical statement including future professional plans.

4. Interview with Program Director, if needed

Credit Units

Total Credit Units: 30
Total Core Credit Units: 30
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Foundation Competencies
- TES7040 - Development of Cross-Cultural Competencies (3 units)
- TEL7170 - Technology in the Curriculum (3 units)
- TCH7621 - Critical Thinking for Teaching and Learning (3 units)

Teaching Competencies
Select 5 courses:

- TCH7640 - New Models of Instruction and Learning (3 units)

- TCH7660 - Methods of Assessment (3 units)

- TCH7680 - Current Issues in School Environment (3 units)

- ELM7850 - School, Family and Community Relations (3 units)

- TCH7625 - Transforming Urban Public Schools (3 units)

- Candidate may select one 3-unit course from the CSOE course offerings to support action research agenda. Must be approved by Program Director of Master of Arts in Education (MAE) program and of chosen course's program prior to enrollment.

Research Competencies
- TCH7685 - Research/Seminar (3 units)

- TCH7690 - Practicum/Curriculum Project (3 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Education_Teaching_MA.html.

Master of Arts in Education: Teaching English to Speakers of Other Languages

School: California School of Education

Modality(ies): On-ground, online

Calendar(s): 8-week term

Program Description/Overview
The Teaching English to Speakers of Other Languages (TESOL) program combines theory and practice for maximum impact in the learning environment. The program offers a perfect balance of TESOL methodology, linguistics, and education curriculum for both experienced and prospective ESL and EFL educators.

Program Learning Outcomes/Goals
1. Acquire a knowledge base and skills for development as a TESOL professional including an understanding of the history of TESOL and the TESOL profession

2. Gain a wide repertoire of appropriate methods and techniques for teaching English learners

3. Acquire knowledge of second language acquisition and learning theories and how they relate to methods and classroom applications

4. Develop an understanding, knowledge base and appropriate dispositions related to the historical, social, cultural, and political issues that impact teaching situations

5. Acquire a knowledge base in linguistics with focus on English structure, its use and functions in society

6. Acquire the ability to apply their knowledge of TESOL methodology and second language acquisition and learning theories to the development of lesson plans and curriculum design

7. Develop skills for the planning and implementation of standards-based ESL/EFL content-based instruction

8. Acquire knowledge of and develop skills for a variety of assessment measures for monitoring and evaluating the progress of English learners

9. Acquire knowledge of research methods and the ability to evaluate professional literature

10. Acquire knowledge and skills for the integration of technology into second language teaching curriculum

Program-Specific Admission Requirements
International applicants require an oral interview with the TESOL program director.

Credit Units
Total Credit Units: 30
Total Core Credit Units: 30
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
- TES7410 - Theory and Method of Second Language Teaching (3 units)

Term 2 (3 units)
- TES7465 - Curriculum Design and Assessment (3 units)

Term 3 (3 units)
- TES7440 - Techniques of Teaching Listening and Speaking to Second Language Learners (3 units)

Term 4 (3 units)
- TES7420 - Principles of Linguistics (3 units)

Term 5 (3 units)
- TES7480 - Technology and Teaching English Learners (3 units)

Term 6 (3 units)
- TES7460 - English Grammar for ESL and EFL Teachers (3 units)

Term 7 (3 units)
- TES7430 - Techniques of Teaching Reading and Writing to Second Language Learners (3 units)

Term 8 (3 units)
- TES7040 - Development of Cross-Cultural Competencies (3 units)

Term 9 (3 units)
- TES7485 - Research Methods and Seminar (3 units)

Term 10 (3 units)

- TES7490 - TESOL Practicum Project (3 units) *

* Students have the option to take the following two courses instead of TES7490:

- TES7490A - TESOL Practicum Project (1.5 units) - Term 9
- TES7490B - TESOL Practicum Project (1.5 units) - Term 10

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant. edu/media/gainful-employment-disclosure/ Master_Education_TESOL_MAE.html.

Master of Arts in Education: Teaching with Preliminary Education Specialist Instruction Credential: Mild/ Moderate Disabilities

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program prepares you to become a special education teacher in California in K-12 classrooms, as well as within other instructional settings geared for children and adults up to age 22. As a graduate of the program, you are specifically equipped to serve students with mild to moderate disabilities, including autism, various learning disabilities, emotional disturbances and other health impairments.

Successful completion of the program results in a preliminary teaching credential recommendation to the California Commission on Teacher Credentialing (CCTC). The Preliminary Education Specialist Instruction Credential is valid for five years, after which it must be elevated to a Clear Credential.

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

7. Address matters of multiculturalism and diversity in education

Program Learning Outcomes/ Goals

This program has Program Learning Outcomes that are directly linked to California Commission on Teacher Credentialing (CCTC) Program Standards. Through product and performance assessments that are linked to the CCTC credentialing standards, Candidates demonstrate measurable proficiency in all areas identified necessary to be effective Special Education teachers.

Program-Specific Admission Requirements

1. Grade Point Average of 2.5

2. Pass the California Basic Education Skills Test (CBEST)

Licensure

1. Pass the CSET. (Required for Clinical Practice III and IV, or to earn an Intern Credential, but not required for program entry).

2. Pass the RICA. (Required to be recommended for a Preliminary Education Specialist Credential, but it is not an admission requirement or a requirement for an Intern Credential).

Alliant's credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). Application for California Teaching or Administrative

Services credentials or authorizations is made through the university's Credential Analyst Department. Successful completion of the program results in a preliminary teaching credential recommendation to the California Commission on Teacher Credentialing (CCTC).

Programmatic Accreditation

California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information
Student Teacher Track

Candidates on the Student Teaching track ease into the classroom teaching experience. The first two terms of Clinical Practice require classroom observations. Clinical Practice III and IV, commonly called "Student Teaching" typically starts with observation, moves to one-to-one instruction, then period teaching, and gradually, over time, the candidate will take over all the duties of a "Teacher-of-Record" (TOR), and during the entire time, the Candidate is being mentored by a veteran "mentoring teacher".

The Student Teacher Track requires four 8-week terms of Clinical Practice. In Clinical Practice I and II, 60 observation hours per term is required in K-12 classrooms for observations. Half of these observation hours can be substituted for serving as a substitute teacher or as an instructional aide.

For Clinical Practice III and IV, candidates should plan on devoting themselves full-time to "Student Teaching" and stay in their Clinical Practice placement during the same contracted hours required by the employed teachers of the school.

For Clinical Practice III and IV, the student teachers will occupy two different placements, one for each term.

Attaining a Certificate of Clearance (Background Check) is a prerequisite to

be enrolled in Clinical Practice courses, as well as providing a negative Tuberculosis (TB) test result. Passing the CSET is also a prerequisite to enroll in Clinical Practice III and IV (Student Teaching).

Intern Teacher Track

In order to enroll in Clinical Practice courses on the Intern Teacher track, an Intern Credential needs to be earned by the candidate. To attain an Intern Credential, the candidate needs to pass the CBEST, pass the CSET, attain a negative Tuberculosis (TB) test result, have a Certificate of Clearance, and have taken a 120-hour Preservice course. After meeting these requirements, candidates can attain an Intern eligibility letter from Alliant's Credential Analyst Department.

After a public school district or a certified non-public school through the California Department of Education (CDE) offers you a teaching contract as a Special Education "Teacher-of-Record" after providing them an Intern eligibility letter, then Alliant will recommend you to the California Commission on Teacher Credentialing (CCTC) for your Intern Credential.

All of the hours for Clinical Practice I-IV on the Intern track are done through your contracted teaching position, except for 15 observation hours that must be done at different grade levels from the candidate's teaching contract.

Credit Units
Total Credit Units: 33
Total Core Credit Units: 33
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses
EDU6003 - Preservice for Intern Teaching (2 units) is required for the intern track only. Candidates with three (3) verifiable years of experience as a contracted teacher-of-record (TOR) can waive this course requirement.

Curriculum Plan
8-Week Calendar

Student Teacher Track

Term 1 (4.5 units)
- EDU6812 - Introduction to Special Education: Mild/Moderate Disabilities (3 units)
- EDU6891A - Clinical Practice I: K-12 Special Education (Student Teachers) (1.5 units)

Term 2 (4.5 units)
- EDU6813A - Curriculum and Instruction for Students with Mild/Moderate Disabilities (3 units)
- EDU6891B - Clinical Practice II: K-12 Special Education (Student Teachers) (1.5 units)

Term 3 (4.5 units)
- EDU6862 - Teaching the English Language and Diverse Learner in the Special Education Setting (3 units)
- EDU6888A - Clinical Practice III: K-12 Special Education (Student Teachers) (1.5 units)

Term 4 (4.5 units)
- EDU6816 - Positive Behavior Support (3 units)
- EDU6888B - Clinical Practice IV: K-12 Special Education (Student Teachers) (1.5 units)

Term 5 (6 units)
- EDU6813B - Curriculum and Instruction for Students with Mild/Moderate Disabilities (3 units)
- EDU6815 - Assessment and Evaluation for Mild/Moderate Disabilities (3 units)

Term 6 (6 units)
- EDU7615 - Special Education Law (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Term 7 (3 units)
- EDU7625 - Issues in Education (3 units)

Intern Teacher Track

Term 1 (4.5 units)
- EDU6812 - Introduction to Special Education: Mild/Moderate Disabilities (3 units)
- EDU6885A - Clinical Practice I: K-12 Special Education (Intern Teachers) (1.5 units)

Term 2 (4.5 units)
- EDU6813A - Curriculum and Instruction for Students with Mild/Moderate Disabilities (3 units)
- EDU6885B - Clinical Practice II: K-12 Special Education (Intern Teachers) (1.5 units)

Term 3 (4.5 units)
- EDU6862 - Teaching the English Language and Diverse Learner in the Special Education Setting (3 units)
- EDU6890A - Clinical Practice III: K-12 Special Education (Intern Teachers) (1.5 units)

Term 4 (4.5 units)
- EDU6816 - Positive Behavior Support (3 units)
- EDU6890B - Clinical Practice IV: K-12 Special Education (Intern Teachers) (1.5 units)

Term 5 (6 units)
- EDU6813B - Curriculum and Instruction for Students with Mild/Moderate Disabilities (3 units)
- EDU6815 - Assessment and Evaluation for Mild/Moderate Disabilities (3 units)

Term 6 (6 units)
- EDU7615 - Special Education Law (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Term 7 (3 units)
- EDU7625 - Issues in Education (3 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit the appropriate website based on your campus/modality:

Student Teacher Track

https://www.alliant.edu/media/gainful-employment-disclosure/Master_Teaching_Prelim_Ed_Specialist_Instruction_Cred_Student_Teaching_MA.html.

Intern Teacher Track

https://www.alliant.edu/media/gainful-employment-disclosure/Master_Teaching_Prelim_Ed_Specialist_Instruction_Cred_Standard_Intern_MA.html.

Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential: Early Completion Intern Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program is for those wishing to prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained Pre-K-12 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are those typically found in elementary and pre-K schools. The Early Completion Option (ECO) is an accelerated version of the Standard Intern Track, designed for those with prior teaching experience. Candidates receive course waivers based upon additional state-required testing results.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/ Goals

Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model

Intern teachers serve as a salaried Teacher-of-Record during clinical practice for four 8 week terms, assuming immediate and full teaching responsibility and management of the classroom.

Professional Behavior Expectations/Ethical Guidelines

Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work

to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. Assessment of Professional Knowledge (APK) examination passed

6. Teacher Performance Assessment (TPA)*

7. GPA of 2.5 from undergraduate program

*TPA requirement for Admission to the ECO track may change as of Fall 2018 based on CTCC guidelines.

Licensure
The following exam must be passed before a student can begin coursework as an ECO candidate:

1. Assessment of Professional Knowledge (APK): Elementary

The following exams must be passed before a student can be recommended for an Intern credential:

Multiple Subject credential:

1. CSETs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. TPAs

2. RICA

Programmatic Accreditation
All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information
Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units
Total Credit Units: 36
Total Core Credit Units: 33
Total Elective Credit Units: 3
Total Concentration Credit Units: N/A

Elective Requirements
Select one of the following elective courses:

- TCH7640 - New Models of Instruction and Learning (3 units)
- TCH7660 - Methods of Assessment (3 units)
- TCH7625 - Transforming Urban Public Schools (3 units)

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Term 2 (4.5 units)
- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)
- EDU6056 - Clinical Practice I: ECO Intern (3 units)

Term 3 (4.5 units)
- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)
- EDU6057 - Clinical Practice II: ECO Intern (3 units)

Term 4 (4.5 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)
- EDU6058 - Clinical Practice III: ECO Intern (3 units)

Term 5 (4.5 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)
- EDU6059 - Clinical Practice IV: ECO Intern (3 units)

Additional Courses for Master's Degree
- Elective (3 units)
- TES7040 - Development of Cross-Cultural Competencies (3 units)
- TCH7621 - Critical Thinking for Teaching and Learning (3 units)
- TCH7685 - Research/Seminar (3 units)
- TCH7690 - Practicum/Curriculum Project (3 units)

Other Credential Courses
Required if teaching on an Intern credential without Seminar enrollment:

- EDU6099A - Advanced Mentoring (2.5 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Teaching_Prelim_Multiple_Subject_Teaching_Cred_ECO_MA.html.

Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential: Standard Internship Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview
This program is for those wishing to prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained Pre-K-12 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are those typically found in elementary and Pre-K schools. Intern teachers serve as a salaried Teacher-of-Record for two semesters, assuming immediate and full teaching responsibility and management of the classroom.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the

Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/ Goals

Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model

Intern teachers serve as a salaried Teacher-of-Record during clinical practice for four 8 week terms, assuming immediate and full teaching responsibility and management of the classroom.

Professional Behavior Expectations/Ethical Guidelines

Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. GPA of 2.5 from undergraduate program

6. Interview with Program Director, if needed

Licensure

The following exam must be passed before a student can be recommended for an Intern credential:

1. CSETs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. TPAs

2. RICA

Programmatic Accreditation

All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information

Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units

Total Credit Units: 39
Total Core Credit Units: 39
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses
• EDU6003 - Preservice for Intern Teaching (2 units)

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
• EDU6004 - Educational Foundations (3 units)

Term 2 (6 units)
• EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)

• EDU6046 - Clinical Practice I: Standard Intern (1.5 units)

• EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application (3 units)

Term 3 (6 units)
• EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)

• EDU6047 - Clinical Practice II: Standard Intern (1.5 units)

- EDU6012 - Applied Linguistics Seminar: Reading (3 units)

Term 4 (6 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)

- EDU6048 - Clinical Practice III: Standard Intern (1.5 units)

- EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners (3 units)

Term 5 (6 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)

- EDU6049 - Clinical Practice IV: Standard Intern (1.5 units)

- EDU6035 - Multiple Subject Methods (3 units)

Term 6 (6 units)
- TEL7170 - Technology in the Curriculum (3 units)

- TCH7621 - Critical Thinking for Teaching and Learning (3 units)

Term 7 (3 units)
- TCH7685 - Research/Seminar (3 units)

Term 8 (3 units)
- TCH7690 - Practicum/Curriculum Project (3 units)

Other Credential Courses
Required if teaching on an Intern credential without Seminar enrollment:

- EDU6099A - Advanced Mentoring (2.5 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Teaching_Prelim_Multiple_Subject_Teaching_Cred_Standard_Intern_MA.html.

Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential: Student Teaching Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview
This program is for those wishing to prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained Pre-K-12 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are those typically found in elementary and Pre-K schools.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/Goals
Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model
Student teachers complete two 8 week terms of practicum which includes 60 hours of observation each term and two 8 week terms, unpaid teaching placement in at least two grade levels under the guidance of a Master Teacher and field supervisor.

Professional Behavior Expectations/Ethical Guidelines
Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy,

health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. GPA of 2.5 from undergraduate program

6. Interview with Program Director, if needed

Licensure
Students in the Multiple Subject credential program must pass the following exams before being recommended for credential:

1. CSETs

2. TPAs

3. RICA

Programmatic Accreditation
All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information
Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units
Total Credit Units: 37
Total Core Credit Units: 37
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
- EDU6004 - Educational Foundations (3 units)

Term 2 (5 units)
- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)
- EDU6036 - Clinical Practice I: Student Teaching Practicum (0.5 units)
- EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application (3 units)

Term 3 (5 units)
- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)
- EDU6037 - Clinical Practice II: Student Teaching Practicum (0.5 units)
- EDU6012 - Applied Linguistics Seminar: Reading (3 units)

Term 4 (6 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)
- EDU6038 - Clinical Practice III: Student Teaching (1.5 units)
- EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners (3 units)

Term 5 (6 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)
- EDU6039 - Clinical Practice IV: Student Teaching (1.5 units)
- EDU6035 - Multiple Subject Methods (3 units)

Term 6 (6 units)
- TEL7170 - Technology in the Curriculum (3 units)

- TCH7621 - Critical Thinking for Teaching and Learning (3 units)

Term 7 (3 units)
- TCH7685 - Research/Seminar (3 units)

Term 8 (3 units)
- TCH7690 - Practicum/Curriculum Project (3 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Teaching_Prelim_Multiple_Subject_Teaching_Cred_Student_Teaching_MA.html.

Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Early Completion Intern Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview
This program is for candidates who want to specialize their teaching career within a specific academic subject of expertise. Single subject teachers typically pursue careers within California's middle and secondary schools. The Early Completion Option (ECO) is an accelerated version of the Standard Intern Track, designed for those with prior teaching experience. Candidates receive course waivers based upon additional state-required testing results.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the

Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/ Goals

Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model

Intern teachers serve as a salaried Teacher-of-Record during clinical practice for four 8 week terms, assuming immediate and full teaching responsibility and management of the classroom.

Professional Behavior Expectations/Ethical Guidelines

Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. Assessment of Professional Knowledge (APK) examination passed

6. Teacher Performance Assessment (TPA)*

7. GPA of 2.5 from undergraduate program

*TPA requirement for Admission to the ECO track may change as of Fall 2018 based on CTCC guidelines.

Licensure

The following exam must be passed before a student can begin coursework as an ECO candidate:

1. Assessment of Professional Knowledge (APK): Secondary

The following exam must be passed before a student can be recommended for an Intern credential:

Single Subject credential:

1. CSETs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. TPAs

Programmatic Accreditation

All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information

Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units

Total Credit Units: 36
Total Core Credit Units: 33
Total Elective Credit Units: 3
Total Concentration Credit Units: N/A

Elective Requirements

Select one of the following elective courses:

- TCH7640 - New Models of Instruction and Learning (3 units)

- TCH7660 - Methods of Assessment (3 units)

- TCH7625 - Transforming Urban Public Schools (3 units)

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Term 2 (4.5 units)
- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)
- EDU6056 - Clinical Practice I: ECO Intern (3 units)

Term 3 (4.5 units)
- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)
- EDU6057 - Clinical Practice II: ECO Intern (3 units)

Term 4 (4.5 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)
- EDU6058 - Clinical Practice III: ECO Intern (3 units)

Term 5 (4.5 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)
- EDU6059 - Clinical Practice IV: ECO Intern (3 units)

Additional Courses for Master's degree
- Elective (3 units)
- TES7040 - Development of Cross-Cultural Competencies (3 units)
- TCH7621 - Critical Thinking for Teaching and Learning (3 units)
- TCH7685 - Research/Seminar (3 units)
- TCH7690 - Practicum/Curriculum Project (3 units)

Other Credential Courses
Required if teaching on an Intern credential without Seminar enrollment:

- EDU6099A - Advanced Mentoring (2.5 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Teaching_Prelim_Single_Subject_Teaching_Cred_ECO_MA.html.

Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Standard Internship Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview
This program is for candidates who want to specialize their teaching career within a specific academic subject of expertise. Single subject teachers typically pursue careers within California's middle and secondary schools.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/Goals
Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students
2. Assess student learning
3. Engage and support all students in learning
4. Plan instruction and design learning experiences
5. Create and maintain effective environments for learning
6. Develop as a professional educator

Training Model
Intern teachers serve as a salaried Teacher-of-Record during clinical practice for four 8 week terms, assuming immediate and full teaching responsibility and management of the classroom.

Professional Behavior Expectations/Ethical Guidelines
Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management,

including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. GPA of 2.5 from undergraduate program

6. Interview with Program Director, if needed

Licensure
The following exam must be passed before a student can be recommended for an Intern credential:

1. CSETs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. TPAs

Programmatic Accreditation
All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information
Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units
Total Credit Units: 39
Total Core Credit Units: 39
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses
- EDU6003 - Preservice for Intern Teaching (2 units)

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
- EDU6004 - Educational Foundations (3 units)

Term 2 (6 units)
- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)
- EDU6046 - Clinical Practice I: Standard Intern (1.5 units)
- EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application (3 units)

Term 3 (6 units)
- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)
- EDU6047 - Clinical Practice II: Standard Intern (1.5 units)
- EDU6112 - Applied Linguistics Seminar-Content Area Reading: Single Subject (3 units)

Term 4 (6 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)
- EDU6048 - Clinical Practice III: Standard Intern (1.5 units)
- EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners (3 units)

Term 5 (6 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)
- EDU6049 - Clinical Practice IV: Standard Intern (1.5 units)
- EDU6828 - Single Subject Methods (3 units)

Term 6 (6 units)
- TEL7170 - Technology in the Curriculum (3 units)
- TCH7621 - Critical Thinking for Teaching and Learning (3 units)

Term 7 (3 units)
- TCH7685 - Research/Seminar (3 units)

Term 8 (3 units)
- TCH7690 - Practicum/Curriculum Project (3 units)

Other Credential Courses
Required if teaching on an Intern credential without Seminar enrollment:

- EDU6099A - Advanced Mentoring (2.5 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Master_Teaching_Prelim_Single_Subject_Teaching_Cred_Standard_Intern_MA.html.

Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Student Teaching Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

P

rogram Description/Overview

This program is for candidates who want to specialize their teaching career within a specific academic subject of expertise. Single subject teachers typically pursue careers within California's middle and secondary schools.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/ Goals

Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model

Student teachers complete two 8 week terms of practicum which includes 60 hours of observation each term and two 8 week terms, unpaid teaching placement in at least two grade levels under the guidance of a Master Teacher and field supervisor.

Professional Behavior Expectations/Ethical Guidelines

Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. GPA of 2.5 from undergraduate program

6. Interview with Program Director, if needed

Licensure

Students in the Single Subject credential program must pass the following exams before being recommended for credential:

1. CSETs

2. TPAs

Programmatic Accreditation

All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information

Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units

Total Credit Units: 37
Total Core Credit Units: 37
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
• EDU6004 - Educational Foundations (3 units)

Term 2 (5 units)
• EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application (3 units)

- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)

- EDU6036 - Clinical Practice I: Student Teaching Practicum (0.5 units)

Term 3 (5 units)
- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)

- EDU6037 - Clinical Practice II: Student Teaching Practicum (0.5 units)

- EDU6112 - Applied Linguistics Seminar-Content Area Reading: Single Subject (3 units)

Term 4 (6 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)

- EDU6038 - Clinical Practice III: Student Teaching (1.5 units)

- EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners (3 units)

Term 5 (6 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)

- EDU6039 - Clinical Practice IV: Student Teaching (1.5 units)

- EDU6828 - Single Subject Methods (3 units)

Term 6 (6 units)
- TEL7170 - Technology in the Curriculum (3 units)

- TCH7621 - Critical Thinking for Teaching and Learning (3 units)

Term 7 (3 units)
- TCH7685 - Research/Seminar (3 units)

Term 8 (3 units)
- TCH7690 - Practicum/Curriculum Project (3 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant. edu/media/gainful-employment-disclosure/ Master_Teaching_Prelim_Single_Subject_ Teaching_Cred_Student_Teaching_ MA.html.

Preliminary Education Specialist Instruction Credential: Mild/Moderate Disabilities

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program prepares you to become a special education teacher in California in K-12 classrooms, as well as within other instructional settings geared for children and adults up to age 22. As a graduate of the program, you are specifically equipped to serve students with mild to moderate disabilities, including autism, various learning disabilities, emotional disturbances and other health impairments.

Successful completion of the program results in a preliminary teaching credential recommendation to the California Commission on Teacher Credentialing (CCTC). The Preliminary Education Specialist Instruction Credential is valid for five years, after which it must be elevated to a Clear Credential.

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

7. Address matters of multiculturalism and diversity in education

Program Learning Outcomes/ Goals

This program has Program Learning Outcomes that are directly linked to California Commission on Teacher Credentialing (CCTC) Program Standards. Through product and performance assessments that are linked to the CCTC credentialing standards, Candidates demonstrate measurable proficiency in all areas identified necessary to be effective Special Education teachers.

Program-Specific Admission Requirements

1. Grade Point Average of 2.5

2. Pass the California Basic Education Skills Test (CBEST)

Licensure

1. Pass the CSET. (Required for Clinical Practice III and IV, or to earn an Intern Credential, but not required for program entry).

2. Pass the RICA. (Required to be recommended for a Preliminary Education Specialist Credential, but it is not an admission requirement or a requirement for an Intern Credential).

Programmatic Accreditation

California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information

Student Teacher Track

Candidates on the Student Teaching track ease into the classroom teaching experience. The first two terms of Clinical Practice require classroom observations. Clinical Practice III and IV, commonly called "Student Teaching" typically starts with observation, moves to one-to-one instruction, then period teaching, and gradually, over time, the candidate will take over all the duties of a "Teacher-of-Record" (TOR), and during the entire time, the Candidate is being mentored by a veteran "mentoring teacher".

The Student Teacher Track requires four 8-week terms of Clinical Practice. In Clinical Practice I and II, 60 observation hours per term is required in K-12 classrooms for observations. Half of these observation hours can be substituted for serving as a substitute teacher or as an instructional aide.

For Clinical Practice III and IV, candidates should plan on devoting themselves full-time to "Student Teaching" and stay in their Clinical Practice placement during the same contracted hours required by the employed teachers of the school.

For Clinical Practice III and IV, the student teachers will occupy two different placements, one for each term.

Attaining a Certificate of Clearance (Background Check) is a prerequisite to be enrolled in Clinical Practice courses, as well as providing a negative Tuberculosis (TB) test result. Passing the CSET is also a prerequisite to enroll in Clinical Practice III and IV (Student Teaching).

Intern Teacher Track

In order to enroll in Clinical Practice courses on the Intern Teacher track, an Intern Credential needs to be earned by the candidate. To attain an Intern Credential, the candidate needs to pass the CBEST, pass the CSET, attain a negative Tuberculosis (TB) test result, have a Certificate of Clearance, and have taken a 120-hour Preservice course. After meeting these requirements, candidates can attain an Intern eligibility letter from Alliant's Credential Analyst Department.

After a public school district or a certified non-public school through the California Department of Education (CDE) offers you a teaching contract as a Special Education "Teacher-of-Record" after providing them an Intern eligibility letter, then Alliant will recommend you to the California Commission on Teacher Credentialing (CCTC) for your Intern Credential.

All of the hours for Clinical Practice I-IV on the Intern track are done through your contracted teaching position, except for 15 observation hours that must be done at different grade levels from the candidate's teaching contract.

Credit Units

Total Credit Units: 27
Total Core Credit Units: 27
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses

EDU6003 - Preservice for Intern Teaching (2 units) is required for the intern track only. Candidates with three (3) verifiable years of experience as a contracted teacher-of-record (TOR) can waive this course requirement.

Curriculum Plan
8-Week Calendar

Student Teacher Track

Term 1 (6 units)
- EDU6816 - Positive Behavior Support (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Term 2 (4.5 units)
- EDU6813A - Curriculum and Instruction for Students with Mild/Moderate Disabilities (3 units)
- EDU6891A - Clinical Practice I: K-12 Special Education (Student Teachers) (1.5 units)

Term 3 (4.5 units)
- EDU6815 - Assessment and Evaluation for Mild/Moderate Disabilities (3 units)
- EDU6891B - Clinical Practice II: K-12 Special Education (Student Teachers) (1.5 units)

Term 4 (4.5 units)
- EDU6813B - Curriculum and Instruction for Students with Mild/Moderate Disabilities (3 units)

- EDU6888A - Clinical Practice III: K-12 Special Education (Student Teachers) (1.5 units)

Term 5 (7.5 units)
- EDU6862 - Teaching the English Language and Diverse Learner in the Special Education Setting (3 units)
- EDU6888B - Clinical Practice IV: K-12 Special Education (Student Teachers) (1.5 units)
- EDU6812 - Introduction to Special Education: Mild/Moderate Disabilities (3 units)

Intern Teacher Track

Term 1 (6 units)
- EDU6816 - Positive Behavior Support (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Term 2 (4.5 units)
- EDU6813A - Curriculum and Instruction for Students with Mild/Moderate Disabilities (3 units)
- EDU6885A - Clinical Practice I: K-12 Special Education (Intern Teachers) (1.5 units)

Term 3 (4.5 units)
- EDU6815 - Assessment and Evaluation for Mild/Moderate Disabilities (3 units)
- EDU6885B - Clinical Practice II: K-12 Special Education (Intern Teachers) (1.5 units)

Term 4 (4.5 units)
- EDU6813B - Curriculum and Instruction for Students with Mild/Moderate Disabilities (3 units)
- EDU6890A - Clinical Practice III: K-12 Special Education (Intern Teachers) (1.5 units)

Term 5 (7.5 units)
- EDU6862 - Teaching the English Language and Diverse Learner in the Special Education Setting (3 units)

- EDU6890B - Clinical Practice IV: K-12 Special Education (Intern Teachers) (1.5 units)
- EDU6812 - Introduction to Special Education: Mild/Moderate Disabilities (3 units)

Preliminary Multiple Subject Teaching Credential: Early Completion Intern Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program is for those wishing to prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained Pre-K-12 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are those typically found in elementary and pre-K schools. The Early Completion Option (ECO) is an accelerated version of the Standard Intern Track, designed for those with prior teaching experience. Candidates receive course waivers based upon additional state-required testing results.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/ Goals

Students will be able to meet the CCTC

Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students
2. Assess student learning
3. Engage and support all students in learning
4. Plan instruction and design learning experiences
5. Create and maintain effective environments for learning
6. Develop as a professional educator

Training Model

Intern teachers serve as a salaried Teacher-of-Record during clinical practice for four 8 week terms, assuming immediate and full teaching responsibility and management of the classroom.

Professional Behavior Expectations/Ethical Guidelines

Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate

effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation
2. Two-to-four page personal essay
3. Transcripts from all accredited institutions of higher education attended
4. California Basic Educational Skills Test (CBEST) passed
5. Assessment of Professional Knowledge (APK) examination passed
6. Teacher Performance Assessment (TPA)*
7. GPA of 2.5 from undergraduate program
8. Interview with Program Director, if needed

*TPA requirement for Admission to the ECO track may change as of Fall 2018 based on CTCC guidelines.

Licensure

The following exam must be passed before a student can begin coursework as an ECO candidate:

1. Assessment of Professional Knowledge (APK): Elementary

The following exams must be passed before a student can be recommended for an Intern credential:

Multiple Subject credential:

1. CSETs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. TPAs
2. RICA

Programmatic Accreditation

All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information

Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units

Total Credit Units: 21
Total Core Credit Units: 21
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan

8-Week Calendar

Term 1 (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Term 2 (4.5 units)
- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)
- EDU6056 - Clinical Practice I: ECO Intern (3 units)

Term 3 (4.5 units)
- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)
- EDU6057 - Clinical Practice II: ECO Intern (3 units)

Term 4 (4.5 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)
- EDU6058 - Clinical Practice III: ECO Intern (3 units)

Term 5 (4.5 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)
- EDU6059 - Clinical Practice IV: ECO Intern (3 units)

Other Credential Courses

Required if teaching on an Intern credential without Seminar enrollment:

- EDU6099A - Advanced Mentoring (2.5 units)

Preliminary Multiple Subject Teaching Credential: Standard Internship Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program is for those wishing to prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained Pre-K-12 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are those typically found in elementary and Pre-K schools. Intern teachers serve as a salaried Teacher-of-Record for two semesters, assuming immediate and full teaching responsibility and management of the classroom.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/ Goals

Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students
2. Assess student learning
3. Engage and support all students in learning
4. Plan instruction and design learning experiences
5. Create and maintain effective environments for learning
6. Develop as a professional educator

Training Model

Intern teachers serve as a salaried Teacher-of-Record during clinical practice for four 8 week terms, assuming immediate and full teaching responsibility and management of the classroom.

Professional Behavior Expectations/Ethical Guidelines

Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and

learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. GPA of 2.5 from undergraduate program

6. Interview with Program Director, if needed

Licensure

The following exam must be passed before a student can be recommended for an Intern credential:

1. CSETs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. TPAs

2. RICA

Programmatic Accreditation

All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information

Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units

Total Credit Units: 30
Total Core Credit Units: 30
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses

- EDU6003 - Preservice for Intern Teaching (2 units)

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
- EDU6004 - Educational Foundations (3 units)

Term 2 (6 units)
- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)

- EDU6046 - Clinical Practice I: Standard Intern (1.5 units)

- EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application (3 units)

Term 3 (6 units)
- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)

- EDU6047 - Clinical Practice II: Standard Intern (1.5 units)

- EDU6012 - Applied Linguistics Seminar: Reading (3 units)

Term 4 (6 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)

- EDU6048 - Clinical Practice III: Standard Intern (1.5 units)

- EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners (3 units)

Term 5 (6 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)

- EDU6049 - Clinical Practice IV: Standard Intern (1.5 units)

- EDU6035 - Multiple Subject Methods (3 units)

Term 6 (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Other Credential Courses

Required if teaching on an Intern credential without Seminar enrollment:

- EDU6099A - Advanced Mentoring (2.5 units)

Preliminary Multiple Subject Teaching Credential: Student Teaching Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program is for those wishing to prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained PreK-12 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are those typically found in elementary and pre-K schools.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/Goals

Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model

Student teachers complete two 8 week terms of practicum which includes 60 hours of observation each term and two 8 week terms, unpaid teaching placement in at least two grade levels under the guidance of a Master Teacher and field supervisor.

Professional Behavior Expectations/Ethical Guidelines

Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. GPA of 2.5 from undergraduate program

6. Interview with Program Director, if needed

Licensure

Students in the Multiple Subject credential program must pass the following exams before being recommended for credential:

1. CSETs

2. TPAs

3. RICA

Programmatic Accreditation

All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information

Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units

Total Credit Units: 28
Total Core Credit Units: 28
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan

8-Week Calendar

Term 1 (3 units)

- EDU6004 - Educational Foundations (3 units)

Term 2 (5 units)

- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)

- EDU6036 - Clinical Practice I: Student Teaching Practicum (0.5 units)

- EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application (3 units)

Term 3 (5 units)

- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)

- EDU6037 - Clinical Practice II: Student Teaching Practicum (0.5 units)

- EDU6012 - Applied Linguistics Seminar: Reading (3 units)

Term 4 (6 units)

- EDU6022 - Seminar: Common Core and Instruction (1.5 units)

- EDU6038 - Clinical Practice III: Student Teaching (1.5 units)

- EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners (3 units)

Term 5 (6 units)

- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)

- EDU6039 - Clinical Practice IV: Student Teaching (1.5 units)

- EDU6035 - Multiple Subject Methods (3 units)

Term 6 (3 units)

- TEL7170 - Technology in the Curriculum (3 units)

Preliminary Single Subject Teaching Credential: Early Completion Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program is for candidates who want to specialize their teaching career within a specific academic subject of expertise. Single subject teachers typically pursue careers within California's middle and secondary schools. The Early Completion Option (ECO) is an accelerated version of the Standard Intern Track, designed for those with prior teaching experience. Candidates receive course waivers based upon additional state-required testing results.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/ Goals

Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model

Intern teachers serve as a salaried Teacher-of-Record during clinical practice for four 8 week terms, assuming immediate and full teaching responsibility and management of the classroom.

Professional Behavior Expectations/Ethical Guidelines

Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct

themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements

1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. Assessment of Professional Knowledge (APK) examination passed

6. GPA of 2.5 from undergraduate program

7. Interview with Program Director, if needed

Licensure

The following exam must be passed before a student can begin coursework as an ECO candidate:

1. Assessment of Professional Knowledge (APK): Secondary

The following exam must be passed before a student can be recommended for an Intern credential:

Single Subject credential:

1. CSETs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. TPAs

Programmatic Accreditation

All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information

Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units

Total Credit Units: 21
Total Core Credit Units: 21
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
• TEL7170 - Technology in the Curriculum (3 units)

Term 2 (4.5 units)
• EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)
• EDU6056 - Clinical Practice I: ECO Intern (3 units)

Term 3 (4.5 units)
• EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)
• EDU6057 - Clinical Practice II: ECO Intern (3 units)

Term 4 (4.5 units)
• EDU6022 - Seminar: Common Core and Instruction (1.5 units)
• EDU6058 - Clinical Practice III: ECO Intern (3 units)

Term 5 (4.5 units)
• EDU6023 - Seminar: Grading and Goal Setting (1.5 units)
• EDU6059 - Clinical Practice IV: ECO Intern (3 units)

Other Credential Courses

Required if teaching on an Intern credential without Seminar enrollment:

• EDU6099A - Advanced Mentoring (2.5 units)

Preliminary Single Subject Teaching Credential: Standard Internship Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview

This program is for candidates who want to specialize their teaching career within a specific academic subject of expertise. Single subject teachers typically pursue careers within California's middle and secondary schools. Intern teachers serve as a salaried Teacher-of-Record for two semesters, assuming immediate and full teaching responsibility and management of the classroom.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education (MAE) Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/ Goals

Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model
Intern teachers serve as a salaried Teacher-of-Record during clinical practice for four 8 week terms, assuming immediate and full teaching responsibility and management of the classroom.

Professional Behavior Expectations/Ethical Guidelines
Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements
1. Two letters of recommendation
2. Two-to-four page personal essay
3. Transcripts from all accredited institutions of higher education attended
4. California Basic Educational Skills Test (CBEST) passed
5. GPA of 2.5 from undergraduate program
6. Interview with Program Director, if needed

Licensure
The following exam must be passed before a student can be recommended for an Intern credential:

1. CSETs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. TPAs

Programmatic Accreditation
All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information
Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units
Total Credit Units: 30
Total Core Credit Units: 30
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses
• EDU6003 - Preservice for Intern Teaching (2 units)

Curriculum Plan
8-Week Calendar

Term 1 (3 units)
• EDU6004 - Educational Foundations (3 units)

Term 2 (6 units)
• EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)
• EDU6046 - Clinical Practice I: Standard Intern (1.5 units)
• EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application (3 units)

Term 3 (6 units)
• EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)
• EDU6047 - Clinical Practice II: Standard Intern (1.5 units)
• EDU6112 - Applied Linguistics Seminar-Content Area Reading: Single Subject (3 units)

Term 4 (6 units)
• EDU6022 - Seminar: Common Core and Instruction (1.5 units)
• EDU6048 - Clinical Practice III: Standard Intern (1.5 units)

- EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners (3 units)

Term 5 (6 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)
- EDU6049 - Clinical Practice IV: Standard Intern (1.5 units)
- EDU6828 - Single Subject Methods (3 units)

Term 6 (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Other Credential Courses
Required if teaching on an Intern credential without Seminar enrollment:

- EDU6099A - Advanced Mentoring (2.5 units)

Preliminary Single Subject Teaching Credential: Student Teaching Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

Program Description/Overview
This program is for candidates who want to specialize their teaching career within a specific academic subject of expertise. Single subject teachers typically pursue careers within California's middle and secondary schools.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who concurrently enroll in both the Master of Arts in Education Program and the Credentialing Program are required to meet admissions standards and requirements for both tracks. All credential programs receive CLAD/CTEL authorization embedded within the credential program.

Program Learning Outcomes/Goals
Students will be able to meet the CCTC Teaching Performance Expectations (TPEs):

1. Make subject matter comprehensible to all students

2. Assess student learning

3. Engage and support all students in learning

4. Plan instruction and design learning experiences

5. Create and maintain effective environments for learning

6. Develop as a professional educator

Training Model
Student teachers complete two 8 week terms of practicum which includes 60 hours of observation each term and two 8 week terms, unpaid teaching placement in at least two grade levels under the guidance of a Master Teacher and field supervisor.

Professional Behavior Expectations/Ethical Guidelines
Teacher Performance Expectation (TPE) 6:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Program-Specific Admission Requirements
1. Two letters of recommendation

2. Two-to-four page personal essay

3. Transcripts from all accredited institutions of higher education attended

4. California Basic Educational Skills Test (CBEST) passed

5. GPA of 2.5 from undergraduate program

6. Interview with Program Director, if needed

Licensure
Students in the Single Subject credential program must pass the following exams before being recommended for credential:

1. CSETs

2. TPAs

Programmatic Accreditation

All CSOE credential and authorization preparation programs are approved by the California Commission on Teacher Credentialing (CCTC). For more information on CCTC, go to https://www.ctc.ca.gov/.

Internship, Practicum, and/or Dissertation Information

Students earning their credentials will either have two terms of student teaching or four terms of internship.

Credit Units

Total Credit Units: 28
Total Core Credit Units: 28
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan

8-Week Calendar

Term 1 (3 units)
- EDU6004 - Educational Foundations (3 units)

Term 2 (5 units)
- EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application (3 units)
- EDU6020 - Seminar: Setting Classroom Procedures (1.5 units)
- EDU6036 - Clinical Practice I: Student Teaching Practicum (0.5 units)

Term 3 (5 units)
- EDU6021 - Seminar: Supporting Differentiated Learning (1.5 units)
- EDU6037 - Clinical Practice II: Student Teaching Practicum (0.5 units)
- EDU6112 - Applied Linguistics Seminar-Content Area Reading: Single Subject (3 units)

Term 4 (6 units)
- EDU6022 - Seminar: Common Core and Instruction (1.5 units)
- EDU6038 - Clinical Practice III: Student Teaching (1.5 units)

- EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners (3 units)

Term 5 (6 units)
- EDU6023 - Seminar: Grading and Goal Setting (1.5 units)
- EDU6039 - Clinical Practice IV: Student Teaching (1.5 units)
- EDU6828 - Single Subject Methods (3 units)

Term 6 (3 units)
- TEL7170 - Technology in the Curriculum (3 units)

Pupil Personnel Services Credential: School Counseling

School: California School of Education

Modality(ies): Hybrid

Calendar(s): 8-week term

Program Description/Overview

With increasing frequency, schools must find ways to help students learn while coping with a broad array of challenges that include language and cultural barriers; exposure to violence, victimization, or substance abuse; attention deficit, and other neurological/ behavioral disorders.

This program prepares students to gain the PPS (Pupil Personnel Services) credential that allows them to practice in California's schools.

Program Learning Outcomes/ Goals

Coursework for this program assures that each candidate has knowledge and displays leadership in the following areas:

1. Data-Based Decision-Making and Accountability: School counselors have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School counselors use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2. Consultation and Collaboration: School counselors have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School counselors collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

3. Effective Instruction and Development of Cognitive/Academic Skills: School counselors have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School counselors, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4. Socialization and Development of Life Skills: School counselors have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive,

and social skills. School counselors, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

5. Student Diversity in Development and Learning: School counselors have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School counselors demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

6. School and Systems Organization, Policy Development, and Climate: School counselors have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School counselors work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

7. Prevention, Crisis Intervention, and Mental Health: School counselors have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School counselors provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

8. Home/School/Community Collaboration: School counselors have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School counselors work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

9. Research and Program Evaluation: School counselors have knowledge of research, statistics, and evaluation methods. School counselors evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10. School Counseling Practice and Development: School counselors have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School counselors practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. Information Technology: School counselors have knowledge of information sources and technology relevant to their work. School counselors access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Training Model

This program is offered in executive format (with residency requirements) and utilizes an apprenticeship model of training. The program's residency requirement offers a one day meeting, one of which is offered at the San Francisco campus and the other at the San Diego campus.

Program-Specific Admission Requirements

1. Pass a TB test

2. Receive a Certificate of Clearance from CCTC

3. Complete a FBI screening

4. Submit official transcripts from all colleges and universities attended

5. Must have a Master's degree in a related field such as psychology, child development, social work, or education that was earned within seven (7) years

Programmatic Accreditation

California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information

Students who are seeking the PPS Credential in School Counseling must complete a 600-hour internship. Internships may be paid or non-paid. Paid internships are dependent upon the budgets and policies associated with individual school districts.

Credit Units

Total Credit Units: 49
Total Core Credit Units: 49
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

1. Comprehensive exam

2. Praxis exam

Curriculum Plan
8-Week Calendar

Term 1 (6 units)
- PPS6009 - Life Span Development (3 units)
- PPS6016 - History of School Supportive Services and Social Psychology in Educational Settings (3 units)

Term 2 (6.5 units)
- PPS6001A - Practicum (0.5 units)
- PPS6010 - Multicultural Children, Adolescents and Their Families (3 units)
- PPS6025 - Methodology of Educational Research (3 units)

Term 3 (6 units)
- PPS6022 - School Safety, Violence Prevention, Crisis Intervention (3 units)
- PPS6031 - Consultation, Program Development, and Evaluation (3 units)

Term 4 (6.5 units)
- PPS6002A - Practicum (0.5 units)
- PPS6024 - Family, School and Community Collaboration (3 units)
- PPS6045 - Career Counseling (3 units)

Term 5 (6 units)
- PPS6029 - Behavior Management in the Classroom (3 units)
- PPS6570 - Individual Counseling (3 units)

Term 6 (6.5 units)
- PPS6003A - Practicum (0.5 units)
- PPS6580 - Group Counseling, Leadership, and Intervention (3 units)
- PPS6014 - Curriculum Instruction and Academic Accommodation and Modification Intervention (3 units)

Term 7 (1 unit)
- PPS6036 - School Counseling: Professional Roles: Comprehensive Exam (1 unit)

Term 8 (3 units)
- PPS6004A - Practicum (0.5 units)
- PPS7210A - Field Work/Internship (2.5 units) *

Term 9 (2.5 units)
- PPS7210B - Field Work/Internship (2.5 units) *

Term 10 (2.5 units)
- PPS7211A - Field Work/Internship (2.5 units) *

Term 11 (2.5 units)
- PPS7211B - Field Work/Internship (2.5 units) *

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

Pupil Personnel Services Credential: School Psychology

School: California School of Education

Modality(ies): Hybrid

Calendar(s): 8-week term

Program Description/Overview
With increasing frequency, schools must find ways to help students learn while coping with a broad array of challenges that include language and cultural barriers; exposure to violence, victimization, or substance abuse; attention deficit, and other neurological/ behavioral disorders.

This program prepares students to gain the PPS (Pupil Personnel Services) credential that allows them to practice in California's schools.

Program Learning Outcomes/ Goals
Coursework for this program assures that each candidate has knowledge and displays leadership in the following areas:

1. Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2. Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

3. Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4. Socialization and Development of Life Skills: School psychologists have

knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

5. Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

6. School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

7. Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human

development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

8. Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

9. Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

10. School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. Information Technology: School psychologists have knowledge of

information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Training Model
This program is offered in executive format, utilizing an apprenticeship model of training.

Program-Specific Admission Requirements
1. Pass a TB test
2. Receive a Certificate of Clearance from CCTC
3. Complete a FBI screening
4. Submit official transcripts from all colleges and universities attended
5. Must have a Master's degree in a related field such as psychology, child development, social work, or education that was earned within seven (7) years

Programmatic Accreditation
California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information
Students who are seeking the PPS Credential in School Psychology must complete a 1200-hour internship. Internships may be paid or non-paid. Paid internships are dependent upon the budgets and policies associated with individual school districts.

Credit Units
Total Credit Units: 60
Total Core Credit Units: 60
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements
1. Comprehensive exam
2. Praxis 2 exam

Curriculum Plan

Term Calendar

Term 1 (6 units)
- PPS6009 - Life Span Development (3 units)
- PPS6016 - History of School Supportive Services and Social Psychology in Educational Settings (3 units) *

Term 2 (6.5 units)
- PPS6001A - Practicum (0.5 units)
- PPS6010 - Multicultural Children, Adolescents and Their Families (3 units)
- PPS6025 - Methodology of Educational Research (3 units)

Term 3 (6 units)
- PPS6022 - School Safety, Violence Prevention, Crisis Intervention (3 units)
- PPS6031 - Consultation, Program Development, and Evaluation (3 units)

Term 4 (6.5 units)
- PPS6002A - Practicum (0.5 units)
- PPS6024 - Family, School and Community Collaboration (3 units)
- PPS6552 - Psychopathology and Psychopharmacology (3 units)

Term 5 (6 units)
- PPS6029 - Behavior Management in the Classroom (3 units)
- PPS6570 - Individual Counseling (3 units)

Term 6 (6.5 units)
- PPS6003A - Practicum (0.5 units)
- PPS6580 - Group Counseling, Leadership, and Intervention (3 units)
- PPS6014 - Curriculum Instruction and Academic Accommodation and Modification Intervention (3 units)

Term 7 (3 units)
- PPS6048 - Case Study Development: Psycho-educational Assessment (3 units) *

Term 8 (3.5 units)
- PPS6004A - Practicum (0.5 units)
- PPS6046 - Assessment of Learning Problems and Intervention Strategies (3 units) *

Term 9 (6 units)
- PPS6033 - Professional Roles: Comprehensive Exam (3 units)
- PPS6049 - Atypical Populations, Alternative Eligibility Assessments (3 units) *

Term 10 (2.5 units)
- PPS7001A - Internship (2.5 units) *

Term 11 (2.5 units)
- PPS7001B - Internship (2.5 units) *

Term 12 (2.5 units)
- PPS7002A - Internship (2.5 units) *

Term 13 (2.5 units)
- PPS7002B - Internship (2.5 units) *

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

San Francisco Law School

Juris Doctorate

Modality(ies): On-ground, online, hybrid

Calendar(s): Semester

For additional information about the San Francisco Law School, please visit the San Francisco Law School section of the catalog.

Program Description/Overview

The Law School currently offers only a part-time, four-year curriculum. Each course offered is carefully structured for the student to achieve knowledge of the subject sufficient to satisfy the requirements of the California Bar Examination and/or to prepare him or her for the competent and ethical practice of law.

Program-Specific Admission Requirements

1. Applicants need to meet the following requirements for admission with regular status:

   a. Bachelor's Degree from an accredited college or university or

   b. Associate's Degree from an accredited community college or

   c. Completed, in good academic standing, a minimum of 60 semester or 90 quarter units at an accredited institution.

   The grade-point average on all subjects undertaken must be equal to that required for graduation.

2. LSAT: Most applicants must take the Law School Admission Test (LSAT). Individuals who have previously passed the LSAT may be exempted from this requirement if their scores are sufficiently current, acceptable and obtainable from Law Services. In addition, upon approval, for qualified applicants, the LSAT requirement may be waived by San Francisco Law School.

3. Resume

4. Two (2) Letters of Recommendation

5. Personal Statement

Applications will be reviewed after the LSAT results and all required documents and fees are received.

Programmatic Accreditation

The San Francisco Law School has been continuously accredited by the Committee of Bar Examiners of the California State Bar since 1927- the year the State Bar was founded. Students who graduate from San Francisco Law School are eligible to practice law in the State of California upon passage of the California Bar Examination.

Credit Units

Total Credit Units: 87

Total Core Credit Units: 80

Total Elective Credit Units: 7

Total Concentration Credit Units: N/A

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (10 units)

- LAWCONTR1 - Contracts (3 units)
- LAWTORTS - Torts (4 units)
- LAWLEGWRIT1 - Legal Writing (2 units)
- LAW6000 - Success Skills (1 unit)

Academic Year 1 - Semester 2 (10 units)

- LAWCRL - Criminal Law (4 units)
- LAWCONTR2 - Contracts (3 units)
- LAWLEGWRIT2 - Legal Writing (3 units)

or

- LAW6005 - Foundations of Legal Analysis (3 units)

Academic Year 1 - Semester 3 (1 unit)

- LAWMBE - MBE Skills Building (Contracts, Torts and Crimes) (1 unit)

Academic Year 2 - Semester 1 (10 units)

- LAWCONSTI1 - Constitutional Law (3 units)
- LAWRP1 - Real Property (3 units)
- LAWLEGAR1 - Legal Research (2 units)
- LAWCP1 - Civil Procedure (2 units)

Academic Year 2 - Semester 2 (10 units)

- LAWCONSTI2 - Constitutional Law (3 units)
- LAWRP2 - Real Property (3 units)
- LAWLEGAR2 - Legal Research (2 units)
- LAWCP2 - Civil Procedure (2 units)

Academic Year 2 - Semester 3 (2 units)

- LAWMTCT - Moot Court (2 units)

Academic Year 3 - Semester 1 (9 units)

- LAWCRP - Criminal Procedure (3 units)
- LAWCORP - Corporations (4 units)
- LAWWT1 - Wills and Trusts (2 units)

Academic Year 3 - Semester 2 (9 units)

- LAWPRE - Professional Responsibility (2 units)
- LAWEVID - Evidence (5 units)
- LAWWT2 - Wills and Trusts (2 units)

Academic Year 3 - Semester 3 (3 units)

- LAWMBEII - Multistate Bar Exam II (1 unit)
- LAWCOMPROP - Community Property (2 units)

Academic Year 4 - Semester 1 (10 units)

- LAWUCC - Commercial Law (U.C.C.) (2 units)
- LAWREM - Remedies (3 units)
- LAWTP - Trial Practice (3 units)
- LAWALR1 - Advanced Legal Reasoning (2 units)

Academic Year 4 - Semester 2 (6 units)

- LAWBSKILLS - Bar Skills (1 unit)
- LAWALW - Advanced Legal Writing (3 units)
- LAWALR2 - Advanced Legal Reasoning (2 units)

Electives (7 units)

Elective courses are offered throughout the year in a variety of subjects. Seven (7) units of elective courses are required to meet the 87-unit graduation requirement. Following are examples of elective courses:

- LAWADVCRL - Advanced Criminal Law (1 unit)
- LAWCCP - Consumer Credit Protection (1 unit)
- LAWEDISC - E-Discovery (1 unit)
- LAWELDER - Elder Law (1 unit)
- LAWELIMBIAS - Elimination of Bias (1 unit)
- LAWENTLAW - Entertainment Law (1 unit)
- LAWENTLAW2 - Entertainment Law II (1 unit)
- LAWIMLAW - Immigration Law (1 unit)
- LAWINTPROP - Intellectual Property (1 unit)
- LAWLAWMOT - Law & Motion (1 unit)
- LAWLAWPRAC - Law Practice Management (1 unit)
- LAWMEDIATION - Mediation (1 unit)
- LAW6007 - Disability Law (2 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Juris_Doctorate_Law.html.

UNDERGRADUATE PROGRAMS

Bachelor of Science in Business Administration

Modality(ies): Hybrid, on-ground

Calendar(s): 8-week term

Program Description/Overview

This program prepares students for a wide variety of professional careers in business, management and public affairs. The curriculum provides a strong foundation in fundamental topics such as management, finance, accounting and marketing, covering all aspects of businesses and organizations and how they connect.

This program consists of 48 units of lower division general education courses, 12 units of lower division pre-requisite courses, and 60 units of upper division program courses.

Emphasis/Concentration/Tracks

Students who would like to do a specialization can choose one of the available concentration tracks:

1. Finance
2. Project Management

3. Digital Marketing

4. Information Systems and Technology Management

5. Human Resource Management

6. Hospitality Management

Fast Track Program

The innovative Fast Track program provides undergraduate students a direct path to various graduate degrees at Alliant International University. The program is designed for qualified undergraduate students with a 3.0 GPA or above, who are motivated to pursue a graduate degree with a professional practice edge. In the Fast Track program, upper division undergraduate studies will be blended with the graduate curriculum. Four bridge courses (12 units) will be offered at the graduate level. If students complete the bridge courses with a B or above grade, they can transfer in those courses into their graduate program if they choose to continue their graduate education at Alliant International University.

The following Fast Tracks are available for this program:

1. MBA

2. MS Data Analytics

3. MA Organizational Psychology

Program Learning Outcomes/ Goals

Students who complete the program will be able to:

1. Demonstrate an understanding of knowledge in different areas of business and management

2. Demonstrate an understanding of basic assumptions of critical thinking and apply critical thinking and problem-solving skills in the context of business

3. Exhibit knowledge and skills in professional writing and presentation

4. Demonstrate technical and quantitative knowledge and skills relevant to business and management

5. Apply business knowledge and skills in the context of the overall dynamics of organizations

6. Make ethical and socially responsible decisions in business context

7. Demonstrate multicultural competence to work effectively in international and multicultural teams

Training Model

The University is dedicated to providing access to an undergraduate business program of the highest quality and relevance. The program offers students the opportunity to become members of a cadre of professionals who can successfully lead local and global corporations. Our courses are designed to provide an integrated and well-balanced theoretical- and practical-oriented approach to the study of business. Students are encouraged to develop a strong intellectual, practical and multicultural expertise in their respective fields. The curriculum places a strong emphasis on professional development and practical application of knowledge through capstone and Internship experiences.

Program-Specific Admission Requirements

Minimum 2.0 GPA required

Internship, Practicum, and/or Dissertation Information

Students will complete 100 hours of internship training in their senior year.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 96
Total Elective Credit Units: 12*
Total Concentration Credit Units: 12

*Fast Track courses or electives

Prerequisite Courses

The courses below are prerequisites for the major:

- BUS2010 - Business Mathematics (3 units)

- BUS2015 - Introduction to Business (3 units)

- BUS2020 - Introduction to Business Communications (3 units)

- BUS2030 - Business Law (3 units)

Emphasis/Concentration/Track Requirements

Concentration Options

Digital Marketing

- MKT4015 - Consumer Behavior (3 units)

- MKT4025 - Digital Marketing (3 units)

- IST4045 - Data Analytics (3 units)

- MKT4035 - Social Media and Mobile Marketing (3 units)

Finance

- FIN4010 - International Managerial Finance (3 units)

- FIN4020 - Corporate Finance (3 units)

- FIN4030 - Investments (3 units)

- FIN4040 - Money and Capital Markets (3 units)

Hospitality Management

- HMG4010 - Introduction to Hospitality Management (3 units)

- HMG4020 - Hotel Operations and Management (3 units)

- HMG4030 - Kitchen Systems Management: Production and Purchasing (3 units)

- HMG4040 - Food and Beverage Operations and Cost Control (3 units)

Human Resources Management

- HRM4015 - Human Resources Management (3 units)

- HRM4025 - Compensation and Benefits (3 units)

- HRM4035 - Training and Development (3 units)

- HRM4045 - Legal Aspects of the Workplace (3 units)

Information Systems and Technology Management

- IST4020 - Systems Analysis and Design (3 units)
- IST4040 - Decision Support Systems for Managers (3 units)
- IST4045 - Data Analytics (3 units)
- IST4055 - Business Applications and Trends: An Exploration into the Internet of Things (3 units)

Project Management

- PMI4010 - Project Management Essentials (3 units)
- PMI4020 - Project Planning, Scheduling, and Staffing (3 units)
- PMI4030 - Controlling Project Costs and Risks (3 units)
- PMI4040 - Project Procurement Management (3 units)

Fast Track Options

MA Organizational Psychology

- ORG6004 - Survey Methods (2 units)
- ORG6005 - Introduction to Scholar Practitioner Model (2 units)
- ORG6320 - Organizational Behavior (3 units)
- ORG8220 - Human Resource Management (3 units)

MBA

- MKT6000 - International Marketing Management (3 units)
- BUS6020 - Strategic Management (3 units)
- BUS6060 - Organizational Behavior and Global Leadership (3 units)
- BUS6090 - Statistical Analysis and Modeling for Business (3 units)

MS Data Analytics

- DAT5000 - Essentials of Informatics Using Python (3 units)
- DAT5005 - Basic Applied Statistics (3 units)

- MGT6015 - Management & Marketing Models for Managerial Decision Making (3 units)
- Business Elective (3 units)

Elective Requirements

Students who do not pursue the fast track option can take up to four (4) elective courses from the following list:

- FIN4010 - International Managerial Finance (3 units)
- FIN4020 - Corporate Finance (3 units)
- FIN4030 - Investments (3 units)
- FIN4040 - Money and Capital Markets (3 units)
- IST4020 - Systems Analysis and Design (3 units)
- IST4040 - Decision Support Systems for Managers (3 units)
- IST4045 - Data Analytics (3 units)
- IST4055 - Business Applications and Trends: An Exploration into the Internet of Things (3 units)
- HRM4015 - Human Resources Management (3 units)
- HRM4025 - Compensation and Benefits (3 units)
- HRM4035 - Training and Development (3 units)
- HRM4045 - Legal Aspects of the Workplace (3 units)
- MKT4015 - Consumer Behavior (3 units)
- MKT4025 - Digital Marketing (3 units)
- MKT4035 - Social Media and Mobile Marketing (3 units)
- PMI4010 - Project Management Essentials (3 units)
- PMI4020 - Project Planning, Scheduling, and Staffing (3 units)
- PMI4030 - Controlling Project Costs and Risks (3 units)
- PMI4040 - Project Procurement Management (3 units)

Curriculum Plan

8-Week Calendar

Term 1 (7 units)
- HUM1020 - University Success (4 units)
- ENG1106 - Composition I (3 units)

Term 2 (6 units)
- MTH1109 - College Algebra (3 units)
- ENG2206 - Composition II (3 units)

Term 3 (7 units)
- NSC1260 - Introduction to Biology (3 units)
- NSC1261 - Introduction to Biology Lab (1 unit)
- SPN1000 - Beginning Spanish I (3 units)

Term 4 (6 units)
- SPN1001 - Beginning Spanish II (3 units)
- GMP1500 - Intercultural Communication (3 units)

Term 5 (3 units)
- ENG1120 - College Critical Thinking (3 units)

Term 6 (3 units)
- FAR1000 - Introduction to the Arts (3 units)

Term 7 (6 units)
- HIS2000 - US History (3 units)
- PSY1101 - Introduction to Psychology (3 units)

Term 8 (6 units)
- SOC2201 - Introduction to Sociology (3 units)
- POL2201 - Introduction to Political Science (3 units)

Term 9 (7 units)
- BUS2015 - Introduction to Business (3 units)
- NSC2010 - Introduction to Chemistry (3 units)
- NSC2011 - Introduction to Chemistry Lab (1 unit)

Term 10 (6 units)
- BUS2010 - Business Mathematics (3 units)
- BUS2020 - Introduction to Business Communications (3 units)

Term 11 (3 units)
- BUS2030 - Business Law (3 units)

Term 12 (3 units)
- BUS3000 - Advanced Business Communication (3 units)

Term 13 (6 units)
- ACT3015 - Financial Accounting (3 units)
- ECO3000 - Principles of Economics (3 units)

Term 14 (6 units)
- FIN3010 - Principles of Finance (3 units)
- ACT3000 - Managerial Accounting (3 units)

Term 15 (6 units)
- BUS3020 - Production and Operations Management (3 units)
- MGT3010 - Overview of Management Practices (3 units)

Term 16 (6 units)
- IST3020 - Information and Technology Management (3 units)
- MKT3010 - Principles of Marketing (3 units)

Term 17 (3 units)
- BUS4080 - Research Methods (3 units)

Term 18 (3 units)
- Fast Track Course 1 or Elective (3 units)

Term 19 (6 units)
- Concentration Course 1 or Elective (3 units)
- Fast Track Course 2 or Elective (3 units)

Term 20 (6 units)
- Concentration Course 2 or Elective (3 units)
- Fast Track Course 3 or Elective (3 units)

Term 21 (7.5 units)
- BUS4910A - Internship I (1.5 units)
- Concentration Course 3 or Elective (3 units)
- Fast Track Course 4 or Elective (3 units)

Term 22 (7.5 units)
- BUS4910B - Internship II (1.5 units)
- BUS4990 - Capstone and Project Management (3 units)
- Concentration Course 4 or Elective (3 units)

Gainful Employment
For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Bachelor_Business_Administration_BS.html.

Bachelor of Science in Project Management

Modality(ies): On-ground, hybrid

Calendar(s): 8-week term

Program Description/Overview
This program prepares individuals to apply quantitative and qualitative knowledge, skills, tools, and techniques to manage projects in a wide range of fields and occupations. The program will utilize a practical approach centered on key knowledge areas defined by the Project Management Institute (PMI®) in the Guide to the Project Management Body of Knowledge, the industry standard for project management.

The curriculum includes instruction in project planning, scheduling, risk and cost management, procurement management, performance and quality assurance, finance, accounting, statistics, project management leadership and decision making. The program has two experiential courses:

1. Project Management Capstone: In this course students will work with real life clients on real world projects, and
2. Project Management Practicum: In this course students are placed in internship sites at local, national or international companies to practice their knowledge and skills in business environments.

This program is not yet approved to utilize federal financial aid; therefore, students enrolling in this program are not eligible to receive federal financial aid (Title IV funds), but may apply for private education loans through an outside lender.

Program Learning Outcomes/ Goals
1. Demonstrate an understanding of principles in project management (A)
2. Apply business knowledge and critical thinking skills in the context of project management (I)
3. Project a positive, pro-active and non-judgmental attitude towards diverse cultural and international identities in interpersonal and professional interactions (M)
4. Demonstrate effective written and oral communication skills, technological skills and research skills (P)
5. Apply project management knowledge and skills by creating project management plans using appropriate techniques and tools per the Project Management Body of Knowledge (PMBOK® Guide) to initiate, plan, execute, monitor and control, and close (A)
6. Make ethical and socially responsible decisions in business scenarios (C)
7. Demonstrate skills to work well in international and multicultural teams (T)

Training Model

The University is dedicated to providing access to an undergraduate program of the highest quality and relevance. This program offers students the opportunity to become members of a cadre of professionals who can successfully lead local and global corporations. Our courses are designed to provide an integrated and well-balanced theoretical- and practical-oriented approach to the study of project management. Students are encouraged to develop a strong intellectual, practical and multicultural expertise during their study. The curriculum places a strong emphasis on professional development and practical application of project management through capstone and internship experience.

Internship, Practicum, and/or Dissertation Information

Students will complete 100 hours of internship training in their senior year.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 120
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Prerequisite Courses

The courses below are prerequisites for the major:

- BUS2010 - Business Mathematics (3 units)
- BUS2015 - Introduction to Business (3 units)
- BUS2020 - Introduction to Business Communications (3 units)
- BUS2030 - Business Law (3 units)

Curriculum Plan
8-Week Calendar

Term 1 (7 units)
- HUM1020 - University Success (4 units)
- ENG1106 - Composition I (3 units)

Term 2 (6 units)
- MTH1109 - College Algebra (3 units)
- ENG2206 - Composition II (3 units)

Term 3 (7 units)
- NSC1260 - Introduction to Biology (3 units)
- NSC1261 - Introduction to Biology Lab (1 unit)
- SPN1000 - Beginning Spanish I (3 units)

Term 4 (6 units)
- SPN1001 - Beginning Spanish II (3 units)
- GMP1500 - Intercultural Communication (3 units)

Term 5 (3 units)
- ENG1120 - College Critical Thinking (3 units)

Term 6 (3 units)
- FAR1000 - Introduction to the Arts (3 units)

Term 7 (6 units)
- HIS2000 - US History (3 units)
- PSY1101 - Introduction to Psychology (3 units)

Term 8 (6 units)
- SOC2201 - Introduction to Sociology (3 units)
- POL2201 - Introduction to Political Science (3 units)

Term 9 (7 units)
- BUS2015 - Introduction to Business (3 units)
- NSC2010 - Introduction to Chemistry (3 units)
- NSC2011 - Introduction to Chemistry Lab (1 unit)

Term 10 (6 units)
- BUS2010 - Business Mathematics (3 units)
- BUS2020 - Introduction to Business Communications (3 units)

Term 11 (3 units)
- BUS2030 - Business Law (3 units)

Term 12 (6 units)
- BUS3000 - Advanced Business Communication (3 units)
- BUS4085 - Statistics (3 units)

Term 13 (6 units)
- ACT3015 - Financial Accounting (3 units)
- ECO3000 - Principles of Economics (3 units)

Term 14 (6 units)
- FIN3010 - Principles of Finance (3 units)
- ACT3000 - Managerial Accounting (3 units)

Term 15 (6 units)
- BUS3020 - Production and Operations Management (3 units)
- MGT3010 - Overview of Management Practices (3 units)

Term 16 (6 units)
- IST3020 - Information and Technology Management (3 units)
- MKT3010 - Principles of Marketing (3 units)

Term 17 (3 units)
- BUS4080 - Research Methods (3 units)

or

- BUS6090 - Statistical Analysis and Modeling for Business (3 units)

Term 18 (3 units)
- PMI4010 - Project Management Essentials (3 units)

Term 19 (6 units)
- PMI4020 - Project Planning, Scheduling, and Staffing (3 units)
- PMI4030 - Controlling Project Costs and Risks (3 units)

Term 20 (6 units)
- PMI4040 - Project Procurement Management (3 units)

- PMI4050 - Project Management Leadership (3 units)

or

- BUS6060 - Organizational Behavior and Global Leadership (3 units)

Term 21 (6 units)
- PMI4060 - Project Management Performance and Quality Assurance (3 units)
- PMI4070 - Project Management Tools (3 units)

Term 22 (6 units)
- PMI4080 - Project Management Capstone (3 units)
- PMI4090 - Project Management Practicum (3 units)

or

- BUS6020 - Strategic Management (3 units)

Bachelor of Science in Psychology

Modality(ies): Hybrid

Calendar(s): 8-week term

Program Description/Overview

This program stresses an understanding and appreciation of societal interdependence, integrated health, and well-being as well as the development of a multicultural and global perspective. While emphasizing the transdisciplinary nature of learning, the program maintains the integrity and quality of a comprehensive psychology curriculum. This program includes a common core curriculum across behavioral health disciplines and strives to prepare students to enter the workforce and or to matriculate into a graduate program.

This program consists of 48 units of lower division general education courses, 12 units of lower division pre-requisite courses, and 60 units of upper division program courses.

Program Learning Outcomes/ Goals

Our learning outcomes reflect our standards and those of the American Psychological Association:

1. Demonstrate understanding and a capacity to apply key theoretical orientations, major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. Demonstrate the ability to devise and conduct meaningful, viable research utilizing quantitative, qualitative, and mixed designs.

3. Demonstrate orally and in writing the ability to discern, analyze and evaluate information utilizing sound logic.

4. Apply psychological theories and scientific principles learned in the classroom to real-world settings.

5. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

6. Demonstrate technological literacy and synthesize information gained through using computer search engines, accessing university library websites, and running computer programs.

7. Demonstrate the ability to communicate both written and orally with appropriate language for the intended audience.

8. Recognize, understand, and respect the complexity of socio-cultural and international diversity.

9. Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

10. Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.

Training Model

This program offers comprehensive, trauma informed, ecologically focused and challenging courses taught from a transdisciplinary perspective. Using adult learning theory of andragogy (methods used to teach adults), students integrate their learning with past experiences and gain new insights, skills, and hands-on experiences with collaborative coursework, field placements, and research projects. With a focus on putting science into service, we encourage faculty supervised research development by having students participate in the writing, publication, and presentation of research in academic and community settings.

Professional Behavior Expectations/Ethical Guidelines

This program provides students a fundamental understanding and appreciation of societal interdependence as well as the development of multicultural and global perspectives. Considerable emphasize on the interdisciplinary nature of learning, trauma informed and ecological perspectives are reinforced. The program maintains high standards of integrity, ethical grounding, and quality of a comprehensive and global curriculum.

Our core values driven by the APA ethical guidelines embrace an interdisciplinary approach toward providing students with the knowledge and skills they will need to apply their education and the ever-changing and complex real world situations. Our core values are:

1. Facilitating integrative learning

2. Infusing transdisciplinary training

3. Planting the seeds of life-long learning

4. Establishing and maintaining sociocultural competencies

5. Advancing critical thinking skills

6. Providing opportunities for personal and social responsibility and growth

7. Incorporating the scientific method in understanding the interconnected complexities surrounding human conditions

8. Address social determinants of health

9. Develop and maintain wellbeing strategies

10. Imbuing trauma informed, ecological frameworks and integrated care into services and practices

Program-Specific Admission Requirements

Any applicants with a cumulative GPA between 2.0 and 2.5 or with letter C grades will be reviewed by the Program Director.

Internship, Practicum, and/or Dissertation Information

An important component of this program is its nine-unit capstone sequence where students gain considerable practical training in two field placements (6 units). Students also gain research experience in their senior thesis course (3 units).

Credit Units

Total Credit Units: 120
Total Core Credit Units: 108
Total Elective Credit Units: 12*
Total Concentration Credit Units: N/A

*Fast Track courses or electives

Prerequisite Courses

• PSY1101 - Introduction to Psychology (3 units)*

*Required to be completed prior to upper division courses

The courses below are prerequisites for the major:

• PSY2000 - Abnormal Functioning (3 units)

• PSY2001 - Physiology Psychology (3 units)

• PSY2002 - Introduction to Statistics (3 units)

• PSY2003 - Introduction to Trauma Informed Systems (3 units)

Emphasis/Concentration/Track Requirements
Fast Track Options

MA Clinical Counseling

• PSY6702 - Research Methods (3 units)

• PSY6705 - Professional, Legal, & Ethical Issues in Clinical Counseling (3 units)

• PSY6709 - Human Development (3 units)

• PSY6722 - Intercultural Awareness Development (3 units)

MA Organizational Psychology

• ORG6004 - Survey Methods (2 units)

• ORG6005 - Introduction to Scholar Practitioner Model (2 units)

• ORG6320 - Organizational Behavior (3 units)

• ORG8220 - Human Resource Management (3 units)

MA MFT

• PSY6328 - Individual and Family Life Cycle (3 units)

• PSY7302 - MFT Research Methods (3 units)

• PSY7314 - MFT Assessment (3 units)

• PSY7330 - Chemical Dependency and the Family (3 units)

Elective Requirements

All students in this program complete interdisciplinary electives as part of the program requirement. The intention is for the students to learn and practice together across traditional disciplinary or professional boundaries when understanding and addressing challenging societal, community and individual issues.

Interdisciplinary areas of study include:

1. Clinical

2. Couple and Family Therapy

3. Criminal Justice Systems

4. Forensic

Coursework for each area are listed below.
Clinical

Junior Year

• PSY3126 - Introduction to Clinical Psychology (3 units)

• PSY4128 - Introduction to Theories of Intervention (3 units)

Senior Year

• PSY4140 - Introduction to Counseling (3 units)

• PSY4110 - Special Populations (3 units)

Couple and Family Therapy

Junior Year

• PSY3160 - Introduction to Marriage and Family Therapy (3 units)

• PSY4150 - Courtship and Marriage (3 units)

Senior Year

• PSY4160 - Systems Theory (3 units)

Criminal Justice Systems

Junior Year

• CJS3115 - Hate Crimes in the 21st Century (3 units)

• CJS3103 - Gangs (Street, Organized, Socialized) (3 units)

• CJS3118 - Juvenile Court and Corrections (3 units)

Senior Year

• CJS4215 - Terrorism: Political and Religious Violence (3 units)

• CJS4105 - The Commercial Sexual Exploitation of Children and Internet Crimes Against Children (3 units)

• CJS4210 - Management in the Public and Private Sector (3 units)

Forensic

Junior Year

- FOR3100 - Introduction to Forensic Psychology (3 units)
- FOR3140 - Juvenile Delinquency (3 units)
- FOR3160 - Introduction to the Criminal Personality (3 units)

Senior Year

- FOR3150 - Introduction to Victimology (3 units)
- FOR3170 - Cognitive Principles in Forensic Psychology (3 units)
- FOR3180 - Crime in Literary and Media Contexts (3 units)

Curriculum Plan

Recognizing the complexities within the field of Behavioral Health and Integrated Care, this program has incorporated into the curriculum several critical components needed for integration of knowledge into practice: trauma informed practices, an ecological framework, transdisciplinary approach, rigorous standards of academia, and evidenced-informed practices both in content and andragogy (e.g. interactive and self-directed methods rather than didactic seminars). Therefore, all upper division courses and some identified interdisciplinary courses are formatted as required two-course sequences (i.e., concurrent requisite). In each required two-course sequence, the two courses that must be taken together as described below. Registration in one of the two courses must happen in conjunction with the other course every time and in sequential terms. The corequisites, when applicable, are listed in the course descriptions.

Additionally, students must pass PSY3000 - Introduction to Professional Practice (3 units) in order to continue with the program.

8-Week Calendar

Term 1 (7 units)

- HUM1020 - University Success (4 units)
- ENG1106 - Composition I (3 units)

Term 2 (6 units)

- MTH1109 - College Algebra (3 units)
- ENG2206 - Composition II (3 units)

Term 3 (7 units)

- NSC1260 - Introduction to Biology (3 units)
- NSC1261 - Introduction to Biology Lab (1 unit)
- SPN1000 - Beginning Spanish I (3 units)

Term 4 (6 units)

- SPN1001 - Beginning Spanish II (3 units)
- GMP1500 - Intercultural Communication (3 units)

Term 5 (3 units)

- ENG1120 - College Critical Thinking (3 units)

Term 6 (3 units)

- FAR1000 - Introduction to the Arts (3 units)

Term 7 (6 units)

- HIS2000 - US History (3 units)
- PSY1101 - Introduction to Psychology (3 units)

Term 8 (6 units)

- SOC2201 - Introduction to Sociology (3 units)
- POL2201 - Introduction to Political Science (3 units)

Term 9 (7 units)

- PSY2003 - Introduction to Trauma Informed Systems (3 units)
- NSC2010 - Introduction to Chemistry (3 units)
- NSC2011 - Introduction to Chemistry Lab (1 unit)

Term 10 (3 units)

- PSY2001 - Physiology Psychology (3 units)

Term 11 (3 units)

- PSY2002 - Introduction to Statistics (3 units)

Term 12 (3 units)

- PSY2000 - Abnormal Functioning (3 units)

Term 13 (6 units)

- PSY3000 - Introduction to Professional Practice (3 units)
- PSY3111 - Foundations of Ecological Psychology: Historical, Current, and Best Practices (3 units)

Term 14 (6 units)

- PSY3010 - Community Impact and Professional Practice (3 units)
- PSY3003A - Applied Statistics for the Behavioral Sciences (2 units)
- PSY3003B - Statistics Lab (1 unit)

Term 15 (4.5 units)

- PSY3005A - Research Methods (2 units)
- PSY3005B - Research Methods Lab (1 unit)
- PSY3910A - Field Placement I (1.5 units)

Term 16 (7.5 units)

- PSY3910B - Field Placement I (1.5 units)
- PSY3112 - Lifespan Development (3 units)
- PSY3108 - Diversity and Culture (3 units)

Term 17 (6 units)

- PSY3100 - Research Design (3 units)
- PSY3109 - Social Psychology and the Community (3 units)

Term 18 (3 units)

- Fast Track Course or Interdisciplinary Elective (3 units)

Term 19 (7.5 units)

- PSY4900A - Senior Research Project (1.5 units)

- PSY4100 - Personality (3 units)

- PSY4000 - Scientific Foundations of Psychology: Biological Bases/Sensation and Perception (3 units)

Term 20 (6 units)

- PSY4001 - Scientific Foundations of Psychology: Cognition and Affective/Conditioning and Learning (3 units)

- PSY4109 - Fundamentals of Psychological Testing (3 units)

Term 21 (4.5 units)

- PSY4910A - Field Placement II (1.5 units)

- Fast Track Course or Interdisciplinary Elective (3 units)

Term 22 (6 units)

- PSY4910B - Field Placement II (1.5 units)

- PSY4900B - Senior Research Project (1.5 units)

- Fast Track Course or Interdisciplinary Elective (3 units)

Term 23 (3 units)

- Fast Track Course or Interdisciplinary Elective (3 units)

Gainful Employment

For important information about the educational debt, earnings, and completion rates of students who attended this program, please visit https://www.alliant.edu/media/gainful-employment-disclosure/Bachelor_Psychology_BS.html.

MILITARY AND VETERANS AFFAIRS

Alliant International University is proud to continue to serve of Veterans, Active Duty Military, Reserve, National Guard and Military Affiliated students while attending school to achieve their higher education goals.

Many of our degrees are approved to use Federal and State benefits. Our Veterans Service Office is here to serve our students with certification of Federal GI Bill® benefits and connections with campus and local resources.

Alliant International University
Veterans Service Office
veteranservices@alliant.edu

Each of our locations has a primary Point of Contact (POC) that you can turn to for assistance and getting connected to University resources and support services. Please visit the veterans/military website for the most current list of POCs.

MILITARY STUDENT APPLICANTS

Military students must satisfy the same admission requirements as all other applicants. Additionally, military transcripts are required of all current or former service members attending Alliant International University.

MILITARY CREDIT PRACTICES AND INFORMATION

1. Official Joint Service Transcripts (JST)
2. Community College of the Air Force
3. DD-214

ACE Credit Recommendations

Unit recommendations for service branches are made by the American Council on Education's Commission on Education Credit and Credential (ACE Guide).

Alliant awards credit for military education, MOS Rankings (Military Occupational Specialties) and Military Experience with ACE recommended baccalaureate/ associate or graduate degree category units. Alliant awards lower and/or upper division units as specified in the ACE credit recommendations.

Military basic training is awarded for the initial basic training completed when the individual entered the military branch. Basic training credit is contingent upon the completion of the required number of weeks of training. A DD-214 does not constitute credit, length of credit does.

Course equivalencies and credit hours awarded for an Alliant degree are determined by our schools and/or academic departments. Credit hours may be awarded for specific courses toward degree requirements or as elective credit.

Joint Service Transcripts (JST)

Joint Services Transcript (JST) is part of an automated transcript system that combines Army, Marine Corps, Navy and Coast Guard detailed personal service member data, military course completions with descriptions, military experience and other learning experiences. The transcript includes college credit recommendations for ACE Guide completed evaluations. The transcript also includes college-level test score data for exams such as CLEP, DSST, DLPT and Excelsior/Regents credit. Alliant will award credit based on our established guidelines for CLEP, DSST, DLPT and Excelsior/Regents credit when these exams are listed on an official "Institutional Copy" of a JST transcript. They are available for all Army, Coast Guard, Marine Corps, and Navy Active Duty, Reserve and Veterans.

Additional information regarding the Joint Services Transcript (JST) can be found below:

Currently active service members or those who have a Common Access Card (CAC) and were prior enlisted can order a JST transcript through the JST system website. For those who are not active duty or do not have a Common Access Card (CAC), you must register for a JST account. Additional information and instructions can be found on the JST system website.

Non-Traditional Credit/Transcripts

BOOST (Broadened Opportunity for Officer Selection and Training)

Naval Education and Training Center, Newport Rhode Island

Students must submit an official BOOST transcript to receive military credit for BOOST units. Military credit is awarded based on completed tracks and course numbers listed on the transcript and referenced to course numbers within the NV-0400-0001 course description of the ACE Guide. Alliant requires the official BOOST transcript for credit awards.

CLEP (College Level Examination Program)

Alliant requires an official transcript or posting on a Joint Services Transcript (JST) to award credit for approved CLEP exams. In 2008, a subsidiary of Educational Testing Services (ETS) called PROMETRIC began issuing official transcripts for CLEP. Refer to the Transfer Credit section for information on exam credit limits.

DSST Program tests by PROMETRIC

Alliant awards up to 24 units of DSST exam credit based on ACE Guide credit recommendations in effect at the time the exam was completed. Alliant may award lower division and upper division credit consistent with ACE Guide lower or upper division baccalaureate credit recommendations.

Transfer Students

Students who have attended other colleges and universities and used VA educational benefits will need to complete a VA Form 22¬1995 (Change of Program or Place of Training). The student may also complete the 22-1995 available on line at the "Manage Benefits" tab under the Apply for Benefits tab or complete the paper form. The paper form should be submitted to the primary POC. The Department of Veterans Affairs will generate a Certificate of Eligibility (COE) reflecting your transfer to Alliant. Please submit a copy of this COE to veteranservices@alliant.edu.

Academic Program Map

The University provides Academic Plans of Study (aka academic roadmaps) to every student. We encourage all military students to review their academic plans of study along with their transfer evaluations to determine their remaining requirements for degree completion. Academic Program Maps are available in the Programs section.

Course Applicability

Only courses that satisfy requirements outlined in a student's Academic Program Map (academic roadmap) can be certified for VA benefits. If a student enrolls in a course that does not fulfill a program requirement, it cannot be certified for VA benefits.

VETERAN EDUCATION BENEFITS

Alliant's Veterans Service Office operates as the primary and initial resource for most military affiliated services. Our mission is to assist military connected students- veterans, active duty service members, reserve, National Guard and military spouse and children- with processing of VA related benefits under a variety of different programs. These include:

1.   Post 9/11 GI Bill® (Chapter 33)

   a. Transfer of Education Benefits (TOE) (Chapter 33 Dependents)

   b. Marine Gunnery Sergeant John David Fry Scholarship ("Fry" Scholarship)

2.   Montgomery GI Bill - Active Duty (Chapter 30)

3.   Montgomery GI Bill - Selected Reserve (MGIB-SR Chapter 1606)

4.   Reserve Educational Assistance Program (REAP Chapter 1607)

5.   Vocational Rehabilitation and Employment Vet Success Program (Chapter 31)

6.   Survivors and Dependents Assistance (Chapter 35)

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs.

For information on these benefits to include eligibility, please visit the U.S. Department of Veteran Affairs website.

VA Education Benefit Documents to Submit Before Registering for Classes

Students utilizing Chapter 33: Post 9/11 GI Bill or the Marine Gunnery Sergeant John David Fry Scholarship must submit their Certificate of Eligibility (COE) to Alliant's Veterans Service Office, veteranservices@alliant.edu. If the COE is not provided before payment is due, students may be required to pay their tuition and fees early and will then be reimbursed after payments have been disbursed by the VA to the University. Students submitting their COE, must include their Student ID#.

Students utilizing Chapter 31: Vocational Rehabilitation & Employment must ensure their assigned counselor submits the necessary VA Form 22-1905 to Alliant's Veterans Service Office in order to have tuition and fees deferred and to be able to register for classes.

Students utilizing Chapter 30: Montgomery GI Bill®, Chapter 35: Dependents Education Assistance, Chapter 1606: Montgomery GI Bill - Selected Reserve, or Chapter 1607: Reserve Educational Assistance Program do not have to submit any documentation prior to registering for classes and are required to make arrangements to pay tuition and fees.

Steps to use GI Bill® at Alliant International University
Step 1: Determine the Type of GI Bill® Benefit(s) You Intend to Use

1.   Chapter 33: Post 9/11 GI Bill®

2.   Chapter 30: Montgomery GI Bill®

3.   Chapter 35: Dependent Education Assistance

4.   Chapter 31: Vocational Rehabilitation & Employment

5.   Chapter 1606: Montgomery GI Bill® - Selective Reserve

6.   Chapter 1607: Reserve Educational Assistance Program

7.   Marine Gunnery Sergeant John David Fry Scholarship

For information on these benefits to include eligibility, please visit the U.S. Department of Veteran Affairs website.

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs.

Step 2: Apply for Your Benefits

Visit Vets.gov website to apply for the benefit you intend to use.

The VA will make a decision on your benefits application and send you a Certificate of Eligibility, usually by mail to the address used on the benefits application. If you have an ebenefits.va.gov account, you may be able to locate your educational benefits status.

Step 3: Register for Your Classes

Work with your designated Student Advisor and register for classes in the same manner as a non-military students.

Step 4: Submit a Request for Certification of GI Bill® Benefits

Submit Student Responsibility Agreement to veteranservices@alliant.edu. Students wishing to utilize federal VA education benefits must provide Alliant's Veterans Service Office the Student Responsibility Agreement documentation each semester after registering for classes. Students do not have to provide a class schedule. The University cannot process VA Education Benefits without the Student Responsibility Agreement.

Chapter 30: Montgomery GI Bill®

1. A signed VA Form 22-1995 the first semester attending and/or if changing a major.
2. A completed and signed Student Responsibility Agreement. Without this document, the VA will not be notified that the student wishes to use their benefits.

Chapter 31: Vocational Rehabilitation & Employment

1. If the VR&E counselor has not already done so, provide a copy signed by the counselor of the VA Form 22-1905 authorizing the student to pursue training.
2. A completed and signed Student Responsibility Agreement. Without this document, the VA will not be notified that the student wishes to use their benefits.

Chapter 33: Post 9/11 GI Bill®

1. If not already submitted, provide a copy of the Certificate of Eligibility in order to have tuition and fees deferred for future terms.
2. A signed VA Form 22-1995 the first semester attending and/or if changing a major.
3. A completed and signed Student Responsibility Agreement. Without this document, the VA will not be notified that the student wishes to use their benefits.

Chapter 35: Dependents Education Assistance

1. A signed VA Form 22-5495 the first semester attending and/or if changing a major.
2. A completed and signed Student Responsibility Agreement. Without this document, the VA will not be notified that the student wishes to use their benefits.
3. Additionally, the VA Claim Number (with assigned suffix) must be indicated on the Student Responsibility Agreement.

Chapter 1606: Montgomery GI Bill® - Selected Reserve

1. A signed VA Form 22-1995 the first semester attending and/or if changing a major.
2. A completed and signed Student Responsibility Agreement. Without this document, the VA will not be notified that the student wishes to use their benefits.

Marine Gunnery Sergeant John David Fry Scholarship

1. If not already submitted, provide a copy of the Certificate of Eligibility to the Alliant Veterans Service Office in order to have tuition and fees deferred for future terms.
2. A signed VA Form 22-1995 the first semester attending and/or if changing a major.
3. A completed and signed Student Responsibility Agreement. Without this document, the VA will not be notified that the student wishes to use their benefits.
4. This benefit is not eligible for Yellow Ribbon Program.

THE NON-STANDARD AND ACCELERATED COURSES POLICY (CALCULATION OF TRAINING TIME FOR GRADUATES)

The formula is Weeks divided by Standard Semester multiplied by Units Required for Full-time Status or Half-time then Equals Hours Prorated Equivalency. The following chart will aid in determining the semester hour equivalency training times:

Semester Hour Equivalency Table for Non-Standard Courses

Course Length (Weeks)	Full-time	Half-time
16	8	5
15	7.5	4.68
14	7	4.37
13	6.5	4.06
12	6	3.75
11	5.5	3.43
10	5	3.125

9	4.5	2.81
8	4	2.5
7	3.5	2.18
6	3	1.87
5	2.5	1.5
4	2	1.25
3	1.5	0.93
2	1	0.65
1	0.5	0.31

Rounding Out

A student can round out a course schedule with non-required courses to bring his/her course load up to full-¬time schedule in his/her last term only. This allows students to continue to receive benefits at the full¬-time rate in their last term of enrollment. This procedure can be done only once per program. In rounding out a full¬-time schedule, students may use any credit hour unit subject, including a subject that has previously been successfully completed (received a passing grade).

The Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Post-¬9/11 Veterans Educational Assistance Act of 2008. It provides funding to veterans who have served at least 36 months of active duty following September 10, 2001, veterans who were honorably discharged from active duty for a service related disability and who served 30 continuous days following September 10, 2001, and dependents eligible for Transfer of Entitlement of the Post ¬9/11 GI.

The University is a participant in the Yellow Ribbon Program and eligibility is determined on a first come, first¬ served basis. Applicants must have 100% eligibility for the Post 9/11 GI Bill to qualify for the Yellow Ribbon Program.

Additionally, active duty service members are not eligible for the Yellow Ribbon program. Additional information and application materials may be found on Alliant's Yellow Ribbon website.

Questions regarding eligibility, program application, and guidance on completing application materials should be directed to Alliant's Veterans Service Office.

When tuition costs are fully covered by the Post¬ 9/11 GI Bill and the Yellow Ribbon Program, no other institutional scholarships or grants that are specified to cover tuition costs (such as academic scholarships or grants) will be awarded. The Yellow Ribbon funds that are provided by the University are tied to tuition costs. If tuition costs are refunded or reduced, the Yellow Ribbon award from Alliant International University and the Department of Veterans Affairs (VA) will be reduced at the same percentage.

Health Professions Scholarship Program (Psychologists)

The Air Force, Army and Navy offer the Health Professions Scholarship Program (HPSP). The programs generally cover 100% of a student's graduate school tuition to become a Psychologist. In addition, the programs generally offer a signing bonus plus a monthly stipend.

Students who complete the program will enter the service as a commissioned reserve officer on active duty and receive officer's pay and benefits. Generally, students are obligated to serve at least three (3) years.

More information can be found by visiting the links below:

1. Air Force HPSP
2. U.S. Army HPSP
3. U.S. Navy HPSP

Military Spouse Benefits

The University is approved to participate in the Department of Defense's Military Spouse Career Advancement Accounts (MyCAA) program. The program provides up to $4,000 of financial assistance for military spouses who are pursuing degree programs, licenses or credentials leading to employment in Portable Career Fields.

Spouses of DoD Active Duty members and federally activated members of the National Guard and Reserve Components are eligible. The period of eligibility for spouses of Guard and Reserve members is from the date of the Alert or Warning Order for Military Recall or Mobilization, through activation and deployment until 180 days following Demobilization. Additional program information may be found here.

California National Guard Education Assistance Program

The California National Guard Assistance Award Program (CNG EAAP) is a state funded program designed to provide an educational incentive to improve skills, competencies, and abilities for up to 1,000 service members who remain active in the National Guard, the State Military Reserve or the Naval Militia. Applicants must submit the program application along with the Free Application for Federal Student Aid (FAFSA) prior to the application priority date of June 1. Applications and program information may be found at www.csac.ca.gov or calling the Office of the Adjutant General at (916) 854-4255.

Reserve Officer Training Corps (ROTC)

USAF ROTC

Air Force Reserve Officer Training Corps (AFROTC) is a three or four year program designed to equip students with leadership skills and commission officers for tomorrow's Air Force. Required coursework

includes lectures, a leadership laboratory practical component, panel discussions, dialogues, problem solving, and physical training. Alliant does not have an AFROTC program on campus; however, through a crosstown agreement with San Diego State University (SDSU), students may participate in AFROTC through the SDSU College of Extended Studies.

All coursework is completed on-¬site at or near San Diego State University (SDSU), with the exception of a four-week summer Field Training program held at Maxwell Air Force Base in Montgomery, Alabama between the second and third year. Scholarships are available for eligible students and credits earned through ROTC courses may be transferred as electives, substitutions or to meet the degree requirements at Alliant. Students may enroll and attend ROTC classes at SDSU by contacting the SDSU Aerospace Studies Department at (619) 594-5550 or 75afrotc@mail.sdsu.edu. Upon successful completion of the program and all requirements of a bachelor's degree, cadets are commissioned as Second Lieutenants and serve a minimum of four years in the active duty Air Force.

Licensing and Certification Tests (Chapter 30, 32, 33, 35, 1606 and 1607)

VA can reimburse the cost of approved licensing and certification tests. Students are reimbursed the cost of the test, not to exceed the approved cost of the test or $2,000. Benefits can be paid for tests that are not passed, for tests retaken if not passed, and for tests required to be recertified or to renew a license.

Students must be eligible for benefits to receive test reimbursement. They must have remaining entitlement and their delimiting date must not have passed. Information about test fee reimbursement can be found here.

VA students can apply for test fee reimbursement by completing and submitting an Application for Reimbursement of Licensing or Certification Test Fees, available here.

Attach a copy of the test results to the application. If test results are not available, attach a copy of the license or certification and a payment receipt. Test fee reimbursement can be paid for each test for which reimbursement is claimed and the required documents are submitted.

Entitlement is prorated based on the amount reimbursed. If a student's full¬-time benefit is $1000 per month and the student is reimbursed $500 for a test, then the student's remaining entitlement will be reduced by ½ month.

For more information or to see if a test is approved, please visit http://inquiry.vba.va.gov/weamspub/buildSearchNE.do.

Applying for Reimbursement
You must be eligible for GI Bill benefits to qualify for reimbursement. Complete VA Form 22-¬0810 (Application for Reimbursement of National Exam Fee).

You may mail the required documentation to the Regional Processing Office in Muskogee, OK (P.O. Box 8888, Muskogee, OK, 74402-¬8888) or you can use the "Submit a Question" section of the GI Bill website to send the VA Form 22-¬0810 and attach required documents to your submission.

Tutorial Assistance (Chapters 30, 32, 33, 35, and 1606)

VA may pay tutorial assistance to a student receiving education benefits. The monthly rate may not exceed the cost of tutoring or $100. The maximum amount payable is $1200. There is no entitlement charge for the first $600 under Chapter 30 and 1606. There is no entitlement charge under Chapter 33 or 35.

The student, tutor, and certifying official (CO) must complete an Application and Enrollment Certification for Individualized Tutorial Assistance VA Form 22-1990t. The application may be submitted at the end of each month or combination of months. The application must be signed and dated on or after the date of the last tutoring session certified. VA can pay for tutorial assistance during the one-year period before the date VA receives the application.

All of the following criteria must be met for a student to be eligible for tutorial assistance:

1. The student must be in a post-¬secondary program ½ ¬time or more. For Chapter 33, rate of pursuit must be "at least 50%."
2. The student must have a deficiency in a course that is part of his or her approved program.
3. The student must be enrolled in the course during the term in which the tutoring is received for the course. Tutoring may not occur between terms.

When a certifying official signs an Application and Enrollment Certification for Individualized Tutorial Assistance, he or she certifies that:

1. Tutoring is essential to correct a deficiency. A letter from the course instructor should be put in the student's VA file. The letter must state that the student is deficient in the course and that individual tutoring is required to correct the deficiency.
2. The tutor meets the college's qualifications. Ideally, the school maintains a list of approved tutors. The list should indicate the subjects a tutor is qualified to tutor and the hourly charge. Students should be assigned a tutor from the approved list. A tutor may not be a close relative of the student.
3. The charges do not exceed the usual charges for tutoring.

VA Work Study (Chapters 33, 30, 31, 32, 35, 1606 and 1607)

Alliant offers GI Bill recipients, who are ¾ time or greater the opportunity to apply for positions as a VA Work-Study at the San Diego campus. Interested students may apply using VA form 22-8691 and submit it to veteranservices@alliant.edu.

Students can also apply by completing VA Form 22-8691 "Application for Work-Study Allowance" and submitting the form to the VA Regional Processing Office in Muskogee, Oklahoma:

P.O. Box 8888
Muskogee, OK 74402-8888

Students must attend school at the ¾ time or full-time rate.

What Type of Work Does a Work Study Student Do?

Students must be assigned to work sites that will permit them to perform VA related activities. These work sites include, but are not limited to: Regional Offices, VA Medical Centers, Vet Centers, VA Outpatient Clinics, National Cemeteries, and local education institutions. Pay is based on the higher of the Federal minimum wage or the State/Local minimum wage. Work performed on or after the effective date of any minimum wage increase will be paid at the higher rate even though the contract may show a lower rate.

STUDENT RESPONSIBILITIES

Student Responsibilities to Begin Receiving Benefits

The following steps must be completed prior to a student receiving VA educational benefits for Alliant courses:

1. Students must be admitted to a degree program or certificate program at Alliant International University.
2. Students expecting to enroll under educational benefits administered by the Veterans Administration may apply online.
3. Submit either the Joint Services Transcript or (JST) the Community College of the Air Force Transcript (CCAF).

Student Responsibilities for Receiving Education Military Benefits

Students must notify their Certifying Official (CO) when any of the following occurs:

1. Dropping or adding course(s)
2. Withdrawing from course(s)
3. Discontinuing regular class attendance
4. Change in academic program (change in major)

VA educational benefits are payable for regular attendance in courses that are part of the veterans' program (major) curriculum. VA educational benefits are not payable for:

1. Classes not attended regularly
2. Repeating a course for which a passing grade was received
3. Classes for which credit is received through successful completion of a proficiency test or grade by examination
4. Classes taken on an audit basis
5. Classes that are dropped
6. Classes taken that are not part of the student's academic program (major) curriculum

Students' Role to Continue to Receive Benefits

To prevent overpayment and subsequent indebtedness to the Federal Government, it is important to notify the POC for your campus immediately of changes that may affect your eligibility for benefits. It is the responsibility of each student to keep their POC apprised of the following:

Class Registration

After registering, students will receive a copy of the 22-199 submitted to the Department of Veterans Affairs (VA). The earlier a student registers, the earlier certification can be transmitted to the VA.

Changes to Schedule

Any additions, drops, withdrawals, or other interruptions must be immediately reported to the VA. Therefore, students are encouraged to discuss possible schedule changes and the impact on benefits prior to undertaking the change.

Failure to Attend Class

Regular class attendance is required for students receiving VA benefits. Students who are unable to attend class for an extended period of time should notify their professors and their POC.

Change of Address

If a student's address changes, both the Department of Veterans Affairs and the University must be notified.

Changes in Credit Hours

All students receiving VA benefits have a responsibility to notify the POC of any changes in credit hours enrolled once the term begins. Failure to notify the POC may result in incorrect payment for which the student may be held liable.

Your Role as a Student—Irrespective of Your VA Benefit Program

The Veterans' Administration requires all students attending Alliant International University under Veterans Educational Assistance Benefits to make satisfactory academic progress and systematic advancement toward an educational objective or be liable for over payments from the Veterans' Administration. Satisfactory progress and regular class attendance are expected.

Note: Most military students at Alliant meet the conditions for "satisfactorily pursuing" a program of study for receiving VA benefits by meeting the University general catalog requirements. However, a few VA requirements are more stringent than the University general catalog requirements and are as follows:

1. Unsatisfactory Progress: The University must notify the Veterans Administration that a student has made unsatisfactory progress if the student:

   a. Fails or withdraws from all classes, or

   b. Is suspended by the University.

Education benefits are terminated when a student makes unsatisfactory progress:

1. Classes not completed: Unless there are extenuating circumstances, students do not receive benefits for any portion of a class dropped after the 10-day add/drop period or for classes in which incomplete (delayed) grades are received and not resolved within one year.

Tuition Deferment

Deferred payment for the application fee and tuition deposits may be granted upon application by the student on the following grounds:

1. Deferral eligibility is granted to students receiving veterans' educational assistance benefits from federal or state assistance programs if aid is delayed in transmission to the university through circumstances beyond the student's control.
2. Students receiving benefits under Chapters 30, 31, 32, 33, 35, 1606, and 1607, U.S.C., are eligible for deferred payment status.

CALLED TO SERVE

The University is committed to providing the highest quality services for active military students and those affiliated with the military. It is our goal to provide a seamless transition for students deployed for national and international military service and back. Alliant employees realize every student's situation is unique dependent upon course load, financial aid status, and date called to serve, to name a few. As such, each student "called to serve" will be provided individualized service to address their specific needs.

Deployments

The University will ensure students do not face an academic disadvantage as a result of being called to national or international service. When a student (or family member) receives orders to deploy, the University works with the student to determine the best options based on the circumstance. In these circumstances, students can withdraw from the University with a 100% refund and without penalty. The University will also make every effort to restore students returning from national and military service to the status they held prior to their departure.

If classes are in session at the time of activation, each case may be evaluated individually and professors consulted as appropriate. The Financial Aid Office has guidelines for students called to serve with student loans. Given the differences in the programs of lenders, students should coordinate with their lenders directly to obtain deferments as prescribed by federal law.

Process

1. Withdrawal: At any point in the term, a student called to serve may withdraw from the University by submitting a withdrawal request along with a copy of deployment orders to the Registrar's Office. The student will receive a full credit of tuition and fees. The Registrar's Office will process the withdrawal and arrange for appropriate adjustments to the student's account.
2. Selective Drops: A student may drop one or more courses and elect to complete remaining coursework according to Option 3 or Option 4 below. A full credit of tuition and fees for dropped courses will be honored.
3. Incompletes: Students who have successfully completed the majority of work for a course may be awarded a grade of "Incomplete" at the discretion of the professor. Professors are strongly encouraged to grant additional time for students to make up the required work.
4. Final Grades: A final grade option becomes available if the following requirements are met:

   a. The professor determines a sufficient amount of the course work has been completed, and

   b. Sufficient information about a student's performance in the course has been obtained.

Students must consult with their professors to determine whether these two requirements have been met for a final grade to be awarded.

Re-Admission Policy

Any student whose absence from the University is necessitated by reason of service in the uniformed services shall be entitled to readmission to Alliant International University if:

1. The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to an Alliant Official,
2. The cumulative length of the absence and of all previous absences by reason of service in the uniformed services does not exceed five years, and except as otherwise provided in this section, the student submits a notification of intent to re-enroll at Alliant.

Exceptions include:

1. No notice is required if giving of such notice is precluded by military necessity, such as: mission, operation, exercise, or requirement that is classified, or

2. A pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

Any student who did not give advance written or verbal notice of service to the appropriate university official may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to Alliant International University that they performed service in the uniformed services that necessitated the student's absence from the university.

A student who is readmitted to the university under this section, will be readmitted with the same academic status as the student had when the student last attended Alliant.

Exception from Readmission Eligibility- upon the occurrence of the following events a student's eligibility might be terminated:

1. Separation of such person from the Armed Forces (including the National Guard and Reserves) with dishonorable or bad conduct discharge, or
2. Dismissal of such person permitted under section 1161(a) of Title 10, United States Code.

Debts and Over-Payments

A debt is established on a school when:

1. The student never attended classes for which he/she was certified regardless of the reason for non-¬attendance.
2. The student completely withdraws on or before the first day of the term. If student reduces, the debt is a student debt.
3. The school received payment for the wrong student.
4. The school received a duplicate payment.
5. The school submitted an amended enrollment certification and reported reduced tuition and fee charges, reduced Yellow Ribbon amount, or reduced both. (Reductions based on student's action should be reported on a 1999B with the changes in the enrollment and will result in a debt to the student.)
6. The student died during the term, or before start of the term.
7. VA issued payment above the amount certified on the enrollment certification that was used to process the payment (VA data entry error).

A debt is established on the student for Tuition/Fees/Yellow Ribbon when:

1. The student withdrew after the first day of the term (FDOT).
2. If the student completely withdrew on the FDOT, the student will be treated as never attended. The student reduced hours whether the reduction occurred before or during the term.
3. If the student attended at least one day of any of the classes certified and a payment has been issued, any debt created by the reduction/withdrawal will be charged to the student.

4. The school submitted a change in enrollment (1999b) and reported a reduction in tuition, fees, and/or Yellow Ribbon due to student action reducing or terminating training.
5. If a student drops a course and adds a course so that there is no net change in training time, any change to tuition, fees, and/or Yellow Ribbon is a student debt.

Student Overpayments

When an overpayment is created, the VA sends a first demand letter notifying the student of the overpayment. When the letter is received, the student should immediately contact the VA regarding the debt. The response should be sent (in writing) directly to the office sending the letter, unless otherwise stated. Responding immediately and reaching a valid repayment agreement in a timely manner could prevent future benefits from being withheld. Due process (rights to appeal or waiver), as well as time limits for each step in the process, is given in the first demand letter.

Time limits: a request for waiver must be received no later than 180 days (6 months) from the date of the initial notification of the overpayment. If a waiver request is received within 30 days of the first demand (notification) letter, no benefits will be withheld until the decision is made. If benefits were withheld and the waiver request was found to be timely, a refund will be issued. If a waiver is granted, any funds that have been applied will be refunded. Note: If a waiver is requested after the first 30 days, but within 180 days, offset of benefits will continue. If a waiver is granted, the amount collected will be refunded.

1. Compromise offers can be made any time. The offer must be a lump sum offer, in writing, and accompanied by a current Financial Status Report.
2. If a waiver is denied, the student will receive a written notification of the decision that will also indicate when future benefits will start being withheld. An appeal to a waiver denial must be made within one year from the date of the denial letter. Withholding of benefits will continue while this issue is pending.
3. Second and third demand letters and one warning letter are sent before referrals are made to nationwide credit bureaus.
4. Second and third demand letters and two warning letters are sent before referral to the Internal Revenue Service to offset the debt from any federal payments being made to the claimant.

Should a veteran/claimant have an overpayment and desire waiver consideration, a request must be received at the VA no later than six (6) months from the date of initial notification of the overpayment. When an overpayment is established, written notification is sent to the veteran/claimant detailing the information needed to be considered for waiver. Briefly, the request must be in writing, specifically stating the reasons for the waiver request, accompanied with a financial status report listing all income, living expenses, installment contracts, assets, etc.

RESOURCES

E-Benefits Portal

The eBenefits portal developed by the Department of Veterans Affairs and the Department of Defense is an on¬line resource for tools and benefits related information. The portal serves Wounded Warriors, Veterans, Service Members, their families, and their caregivers.

Students are encouraged to register and utilize eBenefits to assist with:

1. Obtaining up to date information on their educational entitlement
2. Updating Direct Deposit and personal contact information
3. Downloading VA Letters and Personal Documents
4. Viewing the current status of payments (both education and disability)

Students can access the web portal at http://www.ebenefits.va.gov.

Organizations

There are a number of organizations that offer services to military students and their dependents. The following are a few of them:

1. Department of Veterans Affairs. Many benefits are available to advance the education and skills of Veterans and Service Members. Spouses and family members may also be eligible for education and training assistance; in fact, 25 percent of those benefitting from VA's education programs are non-Veterans. Some might find they're eligible for more than one benefit or that one program is more suited to certain education and training goals than another. Learn about these and other education and training programs administered by the VA. More information can be found here: http://www.benefits.va.gov/gibill/education_programs.asp, or by calling the Student Hotline at 1-888-442-4551.

2. Disabled American Veterans. Dedicated to a single purpose: empowering veterans to lead high-quality lives with respect and dignity. DAV ensures veterans and their families can access the full range of benefits available to them; fighting for the interests of America's injured heroes on Capitol Hill; and educating the public about the great sacrifices and needs of veterans transitioning back to civilian life. More information can be found here: http://www.dav.org/veterans/.

3. American Corporate Partners (ACP). Alliant has partnered with ACP for ACP's Veteran Mentoring Program, which connects Veterans with Corporate Mentors for a yearlong mentorship. Paired based on their career objectives and professional experience, Mentors and Veterans define the goals of their mentorship together and focus on a successful transition from the military to the civilian workforce. Mentors have a wide variety of professional expertise, including defense, education, finance, insurance, information technology, logistics, management, manufacturing, marketing and retail. More

information can be found here: http://www.acp-usa.org/Mentoring_Program.

4. Military OneSource. A confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families. Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment, and education, parenting and childhood services. It is a virtual extension to installation services. More information can be found here: http://www.militaryonesource.mil/.

VA Healthcare

Did you know? If you are a recently discharged veteran with service in a theater of combat operations since November 11, 1998, VA can provide you with free medical care for five years from your discharge from active duty for conditions possibly related to your combat service, regardless of your income status.

Additionally, new conditions may be treated with a mandatory co-¬pay since all veterans meeting this criterion are automatically enrolled in Priority Group 6, regardless of income status. For more information, see Combat Veteran Eligibility.

Veterans Crisis Line

The National Suicide Prevention Lifeline is a 24-hour, toll-free, confidential suicide prevention hotline available to anyone in suicidal crisis or emotional distress. It is accessible by dialing 1-800-273-TALK (8255), and press 1 if you are a Veteran. Calls are routed to the nearest crisis center in the national network of more than 150 crisis centers. The Lifeline's national network of local crisis centers provides crisis counseling and mental health referrals day and night.

Recognize the signs of risk for harming yourself:
1. Thinking about hurting/killing yourself
2. Looking for ways to kill yourself
3. Talking about death, dying, or suicide
4. Engaging in risky activities or self-destructive behavior without thinking (i.e. alcohol/drug abuse, weapons, etc.)
5. Hopelessness, feeling like there is no way out
6. Anxiety, agitation, sleeplessness, mood swings
7. Feeling like there is no reason to live
8. Rage or anger
9. Withdrawing from family and friends

SAN FRANCISCO LAW SCHOOL

For over 100 years, San Francisco Law School has been providing a quality legal education to a diverse student body - many of whom also work and have family responsibilities while attending, earning their law degree, the Juris Doctorate (JD).

San Francisco Law School offers an evening part-time program leading to the JD degree.

The part-time program spans four years with classes held four nights a week - Mondays through Thursdays. Moot Court, Bar Examination preparation classes and other courses are offered in the summer. Electives are often offered on the weekends.

Students at San Francisco Law School are instructed in all subjects tested on the California Bar Examination.

As the oldest evening law school in the western United States, San Francisco Law School was incorporated in 1909, is one of the first law schools to be accredited by the State Bar of California, and has enjoyed continuous accreditation since 1937. San Francisco Law School is committed to delivering a quality legal education and creating opportunity for legal students in California.

With an inclusive culture and continuous commitment to diversity, San Francisco Law School was one of the first in California to actively seek out and enroll women and minority students. Many students at San Francisco Law School are the first in their families to seek a graduate degree. San Francisco Law School's student body welcomes diversity and represents many different professions and aspirations.

San Francisco Law School has a proud tradition of a faculty of practicing attorneys and judges which allow them to bring realistic considerations into the classroom. Students have access to clinical fieldwork and internships through which they can gain professional exposure while in law school. San Francisco Law School strives to maintain an affordable legal program. Financial aid and scholarship assistance is available for qualifying law students.

San Francisco Law School is easily accessible to those who work and live in San Francisco and the Bay Area, as well as in and around San Diego County.

Students are fortunate to have at their door the limitless opportunities for personal and professional growth that the San Francisco Bay Area offers. It is difficult to overemphasize the value of living, working, studying, and most importantly, beginning one's career in the hearty of this thriving, international urban center.

The law school is located in modern facilities near Pier 39 at the northern edge of San Francisco. Law students at the school often work by day at law firms, government agencies, and businesses all within minutes of the campus.

History

San Francisco Law School was incorporated as an evening law school on June 28, 1909, under the laws of the State of California. Yet, the Law School actually began operation in 1901 as the law department of the San Francisco Y.M.C.A.'s Evening School. The Dean of this evening law school was James A. Ballentine, a young Harvard educated lawyer, who also taught at Hastings College of the Law. The Great Earthquake and Fire of 1906, which devastated San Francisco, also brought about the school's separation from the YMCA. The building was destroyed and classes were temporarily held in a tent. It was in this tent that Dean Ballentine met with the faculty and law students and made plans to continue the evening law school.

Now, over one hundred years later, San Francisco Law continues to honor the rich academic tradition founded by Dean Ballentine and his colleagues.

San Francisco Law School was one of the first law schools in California to actively recruit women and minority students. Today the Law School's ongoing commitment to diversity is unmistakable. The student body is culturally and ethnically diverse which lends a dynamic element to the academic community and enhances the interactive nature of the program.

Over the years, San Francisco Law School graduates have continually achieved impressive success. Among our outstanding alumni are California State Governor, the late Edmund G. (Pat) Brown, former Lt. Governor, Leo T. McCarthy, former Undersecretary of the United States Department of Energy, Joseph F. Salgado, past President of The State Bar of California, P. Terry Anderlini, past President of The National Bar Association, Tomas J. Broome, State Senator Milton Marks, Superior and Municipal Court Judges Victor Campilango, Merle R. Eaton, Eugene W. Krum, Betty L. Lamoreaux, Philip J. Moscone, Lynn O'Malley Taylor, and Marilyn Pestarino Zecher. In addition, San Francisco Law School's graduates include many renowned California attorneys who have distinguished themselves in private practice as well as in public service as district attorneys and public defenders.

In 2010, San Francisco Law School merged with Alliant International University. As the law school of Alliant, San Francisco Law School looks forward to continuing its legacy as a provider of opportunity legal education for another century. As a fully accredited branch campus of San Francisco Law School, San Diego Law School is in the process of building on a tradition of more than 100 years of legal education. San Francisco Law School rose from the 1906 earthquake and fire to serve the business and opportunity populations of San Francisco. San Diego Law School is the first California-accredited law school in the San Diego area. The small classes, affordable tuition and financial assistance for qualified students make it a viable option for those who prefer an academic atmosphere in which a great degree of personal attention is the norm.

Mission Statement

The Mission of San Francisco Law School

San Francisco Law School is dedicated to providing the opportunity for a quality legal education to a diverse student population, many of whom are working full-time jobs and have family responsibilities while attending law school.

For 100 years, San Francisco Law School has been devoted to creating skilled attorneys of the highest ethical caliber.

Since its earliest days, San Francisco Law School has been a model of non-discrimination, diversity and opportunity. Students at San Francisco Law School seek to better their own lives and that of their families. Historically, students are the first in their families to be in a doctoral program and, for some, the first to have graduated from college.

About San Diego Law School

As a fully accredited branch campus of San Francisco Law School, San Diego Law School is dedicated to providing students of diverse backgrounds the opportunity to attain a quality legal education. San Diego Law School understands that students often must learn to balance work and family responsibilities in a demanding law school environment.

San Diego Law School is a natural complement to our existing legal program and provides even greater options and flexibility.

San Diego Law School is part of a law school and a university that are steeped in traditions of non-discrimination, diversity and opportunity - where students seek to better their own lives and their families. Historically, many of our students are the first in their families to be in a doctoral program and, for some, the first to have graduated from college.

Accreditation Information

San Francisco Law School has been accredited continuously since 1937 by the Committee of Bar Examiners of the State Bar of California. Graduates of the Law School are eligible to practice law in the State of California upon passage of the California Bar Examination. Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements. The address of the State Bar of California is 180 Howard Street, San Francisco, CA 94105, (415) 538-2000.

Business & Professions Code Section 6061.7(a) Information Report for All Locations, Reporting Year 2017

Click here to view a copy of the report.

Admissions Information

Acceptance to San Francisco Law School is determined by the Admissions Committee, which takes into account the LSAT score, undergraduate GPA, professional background, and personal history of each applicant. The Committee seeks students who will contribute positively to the student body, successfully complete the law school program, and go on to become productive members of the Bar.

San Francisco Law School follows all Non-Discrimination policies. It does not discriminate on any of these bases in administration of its educational policies, admission policies, scholarship and loan programs, or any other school-administered programs.

Admissions Process

To be considered for admission to San Francisco Law School, an applicant must provide the Law School, at least, with the following:

1. A completed application form
2. A personal statement
3. Two letters of recommendation
4. Official copies of all college and graduate course work and degrees
5. Score from an LSAT examination
6. Application fee

All the requirements detailed herein are in addition to the Admissions requirements detailed in the Admissions and Registration section.

Law School Admissions Test

All applicants must take the Law School Admission Test (LSAT) prior to enrollment. This examination is offered four (4) times a year. Applicants can make the necessary testing arrangements by contacting the Law School Admissions Council at www.lsac.org.

The minimum LSAT score required is 147 to be considered for full admission to the program. Students with LSAT scores between 140-146 may be considered for conditional admission to the program, but would be required to successfully complete the first year courses and pass the baby bar exam.

Individuals who took the LSAT less than five years ago will not be required to retake the LSAT exam if 1) the previous scores are acceptable and 2) a copy of previous score(s) can be obtained.

Personal Statement

Personal statements are writing samples and thus should be well-written, grammatically correct and organized. A strong personal statement answers these questions: Why do you want to study law? What in your adult background leads you to believe you will be

successful in law school and in a legal career? What special skills, attributes, and recent experiences will you bring to the law school community? Consider and include other pertinent information the admissions committee should review in weighing your application. All information which applicants wish to have considered by the Committee must be in writing and should accompany the application.

The statement should be in essay form, not resume form, and should be no longer than three (3) pages in length, double-spaced and typed. Applicants should not submit books, tape recordings, plays, theses, dissertations, or other such materials in lieu of, or in addition to, the personal statement. Such materials will not be evaluated by the Admissions Committee.

Interviews and Open Houses

San Francisco Law School encourages visits by applicants. Arrangements may be made to speak with the Director of Admissions, to attend one of the monthly Open Houses and to visit classes. The Admissions Committee reserves the right to require a formal interview as part of the admission process.

Student Admissions Status

Students can be admitted to San Francisco Law School under three status criteria. The first is as enrollment with regular status. The second is enrollment with special status. The third is enrollment with advanced standing.

Admission with Regular Status

Admission with regular status requires an enrollee to have:

1. A Bachelor's degree from an accredited college or university; or
2. An Associate degree from an accredited community college; or
3. Have completed in good academic standing, at least two years of college (a minimum of 60 semester or 90 quarter units) at an accredited institution. The grade point average on all subjects undertaken must be equal to that required for graduation. At least 90% of the work must be in courses of substantive content as defined by the Committee of Bar Examiners.

Admission with Special Status

Applicants who do not satisfy the requirements for admission with regular status may nonetheless be considered for admission as special status students. Special status is designed for students who have achieved a level of maturity and professional experience which has prepared them for successful completion of the law school curriculum.

The State Bar of California requires that all special status applicants pass the College Level Examination Program (CLEP) prior to admission to law school. The applicant must attain passing scores of 50 on the following CLEP examinations:

1. English Composition or English Composition with Essay; and
2. Two of the following: humanities, mathematics, natural sciences, social sciences, or history.

For CLEP Test applications and information contact: The College Board Western Regional Office, 2099 Gateway Place, Ste. 480, San Jose, CA 95110; (408) 452-1400.

Upon successful completion of the first-year curriculum, special status students must also take the First Year Law Students' Examination (FYLSX) which is administered by the California Committee of Bar Examiners. This examination is sometimes referred to as the "Baby Bar."

A special student may advance to the second year of law school before taking the FYLSX. However, those who pass the FYLSX will receive credit only for those studies completed prior to the third time that the FYLSX test is administered after the date that the special student is eligible to take the exam.

Students can continue into their second year of study despite their not having taken or not having passed the examination. In the case of applicants required to pass that examination, those who pass the examination within its first three administrations from the time of their first becoming eligible to take it may receive credit for all legal studies completed to the time subsequent to its first three administrations following such eligibility may receive credit for no more than one year of legal studies.

Admission with Conditional Status

Applicants who do not satisfy the requirements for admission with regular status may nonetheless be considered for admission with conditional status. The SFLS offers several admission with conditional status options. The Admissions Committee may conditionally admit a student and require that the student both complete the first year of law school in good standing and pass the First-Year Law Student Examination (sometimes called the Baby Bar) before being allowed to progress to the second year of law school. In conjunction with the above, or in the alternative, the Admissions Committee may require that an admitted student attend additional tutorials, academic support sessions, and/or an additional writing class.

Admission by way of the Gradual Start Program

The Admission Committee may accept the student into its Gradual Start Program. The Gradual Start Program involves enrolling in the following classes each semester, as well as participating in the Academic Support Program: a first-year legal writing class for 3 credits; a first-year substantive class for 3 credits; and a one-unit elective. The student must attain a grade of 70 or higher in each of these classes. When a student successfully completes this Gradual Start Program, the student will be fully enrolled as a student at the San Francisco Law School.

Admission to Advanced Standing

Students wishing to transfer from other law schools must provide official transcripts of all law study and a letter of good standing from the Office of the Dean of the last law school attended. Only courses successfully completed (C or better grade) are transferable. A student must earn 45 units while in residence at San Francisco Law School in order to graduate. "In residence" is defined as being in regular and punctual attendance at 80% of the classes in which the student is enrolled.

Applicants not in good academic standing at the time of leaving their prior law school, must also provide:

1. Two letters of recommendation from the Dean and/or professors at the law school attended who can attest to the student's ability for success in law school; and

2. A personal statement detailing the circumstances that led to the student's academic disqualification and includes the remedies taken to ensure success in future study.

Restarting Law School— Special State Bar Program

The State Bar of California is unique in allowing those who were not successful in their first year of law school to restart afresh. San Francisco and San Diego Law School will accept applications from those who seek to restart their legal education. In addition to the usual application process, the restart applicant must complete the "Starting Legal Studies Over Certification" from the State Bar of California. (Please note that by the express terms of the California State Bar's "Starting First-Year Law Studies Over Policy," previously academically disqualified law students who start their first year of law studies over pursuant to that policy may not receive any credit for any law studies completed prior to the date they restart their law studies.)

Admission with Visitor Status

Students in good standing at other accredited law schools may be admitted to attend courses at San Francisco Law School on a visitor/ non-matriculating status after providing:

1. An application;
2. A completed enrollment form; and
3. A letter of approval from their Dean.

These courses will be charged at the current unit rate for visiting students. Visitors are subject to all policies and regulations applicable to San Francisco Law School students.

Transfer Credit

Under certain circumstances, and in accordance with the applicable Rules and Guidelines of the California State Bar's Committee of Bar Examiners, San Francisco Law School may, in its discretion, grant academic credit for courses completed at another law school, as follows:

For Students in Good Standing

To the extent deemed appropriate by San Francisco Law School and permitted by its own governing rules - and subject to the limitations prescribed by Guideline 5.8 of the Guidelines for Accredited Law School Rules of the California State Bar's Committee of Bar Examiners - San Francisco Law School may grant academic credit toward the J.D. degree for courses completed at another law school by a student who was not disqualified for academic reasons. (This guideline does not require the law school to grant such credit.)

For Academically Disqualified Students

To the extent deemed appropriate by San Francisco Law School and permitted by its own governing rules - and subject to the limitations prescribed by Guideline 5.7 of the Guidelines for Accredited Law School Rules of the California State Bar's Committee of Bar Examiners - San Francisco Law School may also grant academic credit toward the J.D. degree for courses completed at another law school by a student who has been previously disqualified for academic reasons (and who has been admitted by San Francisco Law School pursuant to Guideline 5.6). (This guideline does not require the law school to grant such credit.)

(Please note that by the express terms of the California State Bar's "Starting First-Year Law Studies Over Policy," previously academically disqualified law students who start their first year of law studies over pursuant to that policy may not receive any credit for any law studies completed prior to the date they restart their law studies.)

If you wish to explore the possibility of receiving academic credit for prior law study, please contact our Admissions Department for more detailed information and guidance.

International Applicants

In addition to the general application procedures outlined in the Admissions and Registration section, law school applicants who attended school outside of the United States must arrange to have all transcripts evaluated by either:

Educational Credential Evaluators, Inc.
P.O. Box 17499
Milwaukee, WI 53217
(414) 964-0477

or

International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, CA 90066
(310) 390-6276

or

Foreign Education Document Service
P.O. Box 4091
Stockton, CA 95204
(209) 948-6589

San Francisco Law School does not offer other services or issue I-20 forms to foreign nationals. The Law School does not require a specific level of English proficiency beyond that which must be demonstrated to achieve an acceptable score on the required Law School Admission Test (LSAT).

Reapplication Procedure

San Francisco Law School does not grant deferred admissions. Applicants who are accepted and choose not to attend must reapply for any subsequent term. All applications are kept on file for at least two years, however, the original Application Fee is good for one year only. Individuals seeking to reactivate a file after one year must submit another application fee, along with a letter stating the year of original application and an updated application form. Additional documentation may be required.

Tuition and Fees

For San Francisco Law School Tuition and Fees, financial aid information, refund policies, and other relevant information, please see the Expenses and Financial Aid section.

Payment Plans

Tuition for each semester is due upon registration, prior to the beginning of the first day of classes. Students who need assistance in meeting the costs of tuition and fees may be permitted, with approval of the Administration, to arrange a payment plan. Please see the Payment Plan policy in the Expenses and Financial Aid section.

Academic Information

The Regular Program is four years, with Fall Semester beginning in early August. Classes meet Monday through Thursday evenings from 6:20-9:10 p.m. The academic year ends in May with final examinations. Units are earned at a rate of 19-21 each year. A total of 87 units is required for graduation and the award of the degree of Doctor of Jurisprudence.

Degree Requirements

Students are awarded the Doctor of Jurisprudence degree after successful completion of 87 semester units of study in the required courses, 45 units of which must be taken in residence at San Francisco Law School. Candidates must have a grade point average of 70 or higher for the final year and a cumulative grade point average of 70 or higher. Graduating students must have been enrolled in law school for at least four years.

Part-Time Regular Program

Students entering San Francisco Law School in the Fall of 2017, are required to take 21 units for their First Year, 22 core units the Second Year, 21 core units the Third Year and 16 units the fourth year, plus 7 elective units for a total of 87 units to graduate.

Part-Time Regular Program

Students entering San Francisco Law School in the Fall of 2017, are required to take 21 units for their First Year, 22 core units the Second Year, 21 core units the Third Year and 16 units the fourth year, plus 7 elective units for a total of 87 units to graduate.

Summer Session

The school offers Moot Court in the Summer Session semester. MBE courses are also offered during the Summer Session, as well as any additional elective courses.

Method of Instruction

The predominant teaching method in the law school is the Socratic Method. The school develops in each student the basic legal skills of approaching problems theoretically through facts, distinguishing the relevant from the irrelevant, and analyzing and reasoning cogently. Each year, students take courses that will significantly improve their practical skills. Students are required to actively participate in classes, therefore, it is vitally important for each student to prepare thoroughly before class.

Academic Freedom Policy

Our Academic Freedom Policy states that all members of the faculty are dedicated to the proposition that the function of the school is to prepare graduates to take and pass the California Bar Examination. The minimum hours of instruction are set by the Committee of Bar Examiners as is the coverage of the subjects on the Bar Examination. Within these constraints, the method employed to teach the course is the prerogative of the instructor.

Grading

San Francisco Law School uses the following numerical system of grading:

100 - 90%	Excellent
85 - 89%	Superior
75 - 79%	Good
70 - 74%	Passing, but of concern
55 - 69%	Unsatisfactory
54% or lower	Failure - no credit

Grade points for a course are computed by multiplying the units attempted by the numerical grade received. The grade point average ("GPA") is determined by dividing the total grade points received in the academic year by the total units earned.

The cumulative GPA ("CGPA") is determined by dividing the total grade points received in all courses by the total units earned for those courses. Grades of "Pass" (in a Pass/Fail course) or "CR (Credit)" in a CR/NC course and "Incomplete" are not included in the CGPA. However, an "Incomplete" that is not timely completed will result in a grade of "Failure" which will be recorded as 54% and will then be included in the CGPA.

Transfer Credits

Students may take courses for credit at other accredited law schools if granted written permission from the Dean prior to enrollment at the other institution. Students are required to successfully complete 87 semester units of credit (1,305 hours) for award of the degree of Doctor of Jurisprudence. At least 44 of the 87 units must be completed in residence at the Law School. Credit may be transferred from other law schools at the discretion and with the permission of the Dean. A grade of at least 70% or a C from schools using letter grades will be required. Grades are not transferable and will not be included in the grade point average computed by the university. Transfer students' grades cannot be used to compete for Valedictorian or other similar awards or standing.

Examinations

Midterm and final written examinations are required in all graded courses. Certain pass/fail courses require term papers only. Exams are graded anonymously and generally form the basis for the student's grade. If the instructor uses facts other than the written examination, the basis for the grade will be announced at the beginning of the semester and a statement of the grading policy will be on file with the administration office.

Examinations are to be taken at their scheduled time only. If extenuating circumstances exist, alternative examination times may be authorized. In this case, a fee of $75 per examination will be assessed.

Academic Support

Tutoring is available to students before and after classes. An Academic Support faculty member is available for students to meet with on Saturdays, or other convenient times, in the law school. For additional Student Services information, please see the Student Services and Student Life section.

Academic Absence

A student who withdraws while not in good academic standing is not entitled to readmission without the approval of the Dean. No academic credit will be given for partially completed courses. See the Academic Absence policy for additional information.

Student Conduct

Students who enter San Francisco Law School do so to acquire a comprehensive legal education and to prepare for a career in the legal profession or related fields. Student conduct which obstructs or interferes with the administrative or academic process, or which interferes with the right of other students endeavoring to pursue their legal education, will be sufficient cause for removal from the law school.

The responsibility for decisions regarding suspensions, dismissal or removal from the law school for misconduct rests with the Dean, subject only to review and rehearing by a faculty committee appointed by the Dean. Each student is provided access to a copy of the student handbook which includes the rules which govern students, the academic program and the law school community. All students are responsible for reviewing the information in the student handbook.

Law school students are also subject to all Codes of Conduct published in the Student Rights and Responsibilities section.

Student Rights Policy

All students have the right to seek information or air any grievance regarding the school concerning academic or non-academic matters. Students may contact the school administration by letter or in person either directly, or through their elected student representatives.

Students who believe that a mathematical error was made on an examination may have the calculations reviewed. A student claiming that an instructor has departed from established policy or has unfairly graded an examination paper may petition in writing to have their claim reviewed by the Academic Standards Committee.

The Committee consists of at least three faculty members appointed by the Dean, and is in accordance with Section 2.01(B) & 3B (1) of the State Bar standards for operation of an accredited law school.

Law school students are also entitled to all rights detailed in the Student Rights and Responsibilities section.

Family Educational Rights and Privacy Act & Transcript Requests

For Family Educational Rights and Privacy Act (FERPA) and Transcript Request information, please see the Student Rights and Responsibilities section.

Students with Disabilities

San Francisco Law School makes reasonable accommodations for students with documented disabilities to attend law school. Any student who seeks an accommodation for the California State Bar Examination must address that issue with the State Bar directly. Review the Accessibilities policy and go to https://www.alliant.edu/consumer/disability-services/ for additional information.

Non-Harassment Policy

San Francisco Law School does not tolerate harassing comments, acts or slurs against students or staff members. Please see Non-Discrimination and Code of Conduct policies for additional information.

Law Library

San Francisco Law School maintains a working library within the University library system that is available to students. The collection includes current California statutes & cases, encyclopedia, specialized treatises, and other legal reference material.

The library maintains on-line access to Lexis/Nexis. Students can access Lexis from the school library and from their homes to perform legal research and cases.

San Francisco Law School students are also granted usage of various law libraries throughout the Bay Area.

State Bar Requirements

A student who plans to practice law in California is required to register with the State Bar of California's Committee of Bar Examiners within 90 days after beginning the study of law. Registration forms are available from the State Bar on the Web at www.calbar.org. It is each student's responsibility to obtain and submit the form to the State Bar by the deadline and provide San Francisco Law School with a copy.

Admission to the State Bar

Information may be obtained from:

The Committee of Bar Examiners
180 Howard Street
San Francisco, CA 94105

Curriculum Part-Time Program

For curriculum information, please visit the Juris Doctorate section of the catalog.

Course Descriptions

For course descriptions, please visit the Course Descriptions section of the catalog.

Student Activities/Organizations

Student Interaction and Group Study

The school encourages student interaction and promotes the forming of study groups. School-sponsored student organizations, like the Student Bar Association (SBA), have established study groups, seminars, and libraries of study aids for the student body.

Student interaction is also facilitated by various school clubs. While all students are members of the SBA, one can choose to participate in other student organizations such as Delta Theta Phi, Law Fraternity International, the National Lawyers Guild, the Association of Trial Lawyers of America, and the Black Law Student's Association.

Student Bar Association

The primary purpose of the Student Bar Association is to create a forum for the discussion of issues relevant to student interests and concerns. The Student Bar Association (SBA) administers funds for a number of student activities, including career day and a spring dinner dance. The SBA also sells student-related merchandise, including t-shirts, sweatshirts, and mugs. All San Francisco Law School students are members of the SBA and are encouraged to take an active role.

Delta Theta Phi, Law Fraternity

Delta Theta Phi is an international law fraternity, maintaining Senates at San Francisco Law School, throughout U.S. law schools, and in various foreign law schools. San Francisco Law School's Ehrlich Senate, established in 1983 is named for an eminent trial lawyer who attended San Francisco Law School. The Ehrlich Senate is highly active in student activities. Prior year's activities have included court visitations, speakers and symposia, food-drives and various social gatherings. The Senate is also involved in academic activities. It maintains a study aid library, a tutorial/mentor program and assists law students by funding loans and scholarships. The fraternity also provides rewarding professional programs including opportunities for job networking, both for students and alumni.

Black Law Student's Association

The Black Law Student's Association (BLSA) is an association designed to articulate and promote the professional needs and goals of Black law students and to assist in the development of successful Black leaders. BLSA is governed by the National Black Law Student's Association and is a chapter member of the "Mighty Western Region", which includes various law schools within the states of Arizona, Alaska, California, Hawaii, Nevada, Oregon, and Washington. BLSA provides annual study retreats, job fairs and regional as well as national conventions.

National Lawyers Guild

Students are eligible for membership in the National Lawyers Guild, which seeks to unite lawyers, law students, and others in the legal profession whose aim it is to work together as a political and social force to protect human rights.

Association of Trial Lawyers of America

The Association of Trial Lawyers of America (ATLA) is an organization of attorneys, legal assistants, judges and law students. The San Francisco Law School Student Chapter, founded in 1993, provides student members with a broad spectrum of trial workshops, networking opportunities, and practical information that augments the classroom experience.

Alumni Association

All graduates of the law school are members of the San Francisco Law School Alumni Association, which is governed by a board

of volunteer directors and has four purposes: to act as a support organization for the goals and objectives of San Francisco Law School; to provide for the active exchange of ideas; to act as a referral resource for all alumni; and to act as a bridge between recent graduates and the legal community.

The San Francisco Law School Alumni Association sponsors alumni social events and participates in the annual spring party, a student-alumni tradition. Each year, the association co-hosts with the school a dinner honoring graduates, providing an informal setting in which to get acquainted and to support them in their transition to the practice of law.

Law Faculty

For faculty information, please visit the Faculty section of the catalog.

FACULTY

California School of Management and Leadership

Core Faculty

Ghassan Hanna
Assistant Professor, San Diego
PhD, Business Administration (Management), 2013, Northcentral University

Research interests: Information systems and technology (networking architecture, software and IT security, database design and management, and Internet of Things applications)

Rachna Kumar
Dean, Professor and Systemwide Program Director, Master's, Business and Management Programs, San Diego
PhD, Management Information Systems, 1994, New York University, Stern School of Management

Research interests: Establishing trust in virtual teams, sustainable work design for success in outsourcing/offshoring contexts, impacts of technology on self-efficacy, transfer of technology skills to developing economies, technology synchronization and organizational performance, technology mediated learning

René M. Naert
Professor, San Diego PhD, Administration, 1996, Walden University

Research interests: Information systems

Saba Ozyurt
Associate Professor and Program Director, Undergraduate Business and Management Programs, Undergraduate General Education (lower division) and MBA
PhD, Political Science and Government, 2009, University of California, Irvine

Research interests: Comparative politics, international relations, immigration, ethnic and gender relations in Western Europe and the United States

Huiyu Qian
Assistant Professor, San Diego
PhD, Applied Mathematics, 2009, Lehigh University

Research interests: Statistical analysis and modeling, predictive analysis and forecasting, quantitative research, data science, machine learning, artificial intelligence, marketing research, operational optimization, financial mathematics and statistics

Hamid Rahman
Professor, San Diego
PhD, Finance, 1987, Syracuse University

Research interests: Finance

Aaron Wester
Assistant Professor, San Diego
DM/IST, Information Systems Technology, 2013, University of Phoenix

Research interests: Quantitative research, data science, business intelligence, analytics, data management, user experience design, statistics, machine learning, web development, virtual reality integration, augmented reality design, responsive design, emerging video gaming innovations disruption, interaction design

California School of Forensic Studies

Core Faculty

Marion Chiurazzi
System-wide Program Director, Northern California and Associate Professor, Clinical Forensic Psychology PsyD Program
PsyD, Clinical Psychology, 1998, California School of Professional Psychology at Alliant International University

Research interests: Correctional psychology, correctional mental health treatment, psychopathy, suicide in correctional settings

Diana M. Concannon
Dean, Associate Provost for Strategic Initiatives and Partnerships and Associate Professor
PsyD, Forensic Psychology, 2005, Alliant International University

Research interests: Forensic Psychology, risk assessment, emergency mental health, disaster mental health, competency-based education and training

Debra F. Glaser
Associate Professor, Los Angeles; Interim Program Director, Irvine and Los Angeles
PhD, Clinical Psychology, 1983, California School of Professional Psychology at Alliant International University

Research interests: Police psychology, critical incidents, threat assessment

Tamar Kenworthy
Fresno, Clinical Forensic Psychology PhD and PsyD Programs; Assistant Professor, Clinical PsyD Program
PsyD, Forensic Psychology, 2004, California School of Forensic Studies

Research Interests: Psychological Assessments - norms, usage with different populations; stress management with a focus on correctional officers; and; the offender population to include mental health issues, risk factors, prison gangs, and developmentally delayed offenders

Glenn Scott Lipson
Professor, San Diego
PhD, Clinical Psychology, 1986, California School of Professional Psychology at Alliant International University

Research interests: Stalking, malpractice, critical incidents, risk assessment

Lisa Ware
Assistant Professor, Sacramento
PhD, Clinical Psychology, 2006, West Virginia University

Research interests: Child behavior disorders, malingering, social phobia and children with autism and developmental disabilities

Instructor and Lecturer Faculty

Lissa H. Parker
Instructor, Professional Training Advisor / Liaison, Master's Programs Administrative Director, Fresno
PhD, Forensic Psychology, 2009, Alliant International University

Research interests: Violent behavior, decision-making within a criminological context, jury decision making, legal decision making, forensic psycholinguistics and threat assessment.

California School of Professional Psychology

Core Faculty

Liana Abascal
Assistant Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 2008, SDSU/UCSD Joint Doctoral Program

Research interests: Eating disorders, obesity, diabetes, health behaviors

Omar Alhassoon

Professor, San Diego, Clinical PhD Program
PhD, Clinical Psychology, 2003, San Diego State University/University of California, San Diego

Research interests: Neuropsychological assessment; multimodal neuroimaging including magnetic resonance spectroscopy and diffusion tensor imaging; CNS changes in alcohol and drug dependence and abstinence; neuroimaging and neuropsychological correlates of psychopathy and other personality characteristics; research synthesis and meta-analysis; efficacy and effectiveness of online psychology education

Nicholas Aramovich

Assistant Professor, San Diego, Organizational Psychology Program
PhD, Social Psychology, 2010, University of Illinois at Chicago

Research interests: Group dynamics, teamwork, group decision-making and problem-solving, leadership and influence in teams, diversity, multiculturalism, and inclusion in organizations, employees' perceptions of justice and fairness.

Matthew Baity

Professor and Program Director, Sacramento, Clinical PsyD Program
PhD, Clinical Psychology, 2003, University of Arkansas

Research interests: Personality and neuropsychological assessment; personality disorders; treatment process, outcome and alliance; premature termination; prediction of substance abuse treatment relapse/success

John Bakaly

Professor, Los Angeles, Clinical PsyD Program
PhD, Counseling Psychology, 1988, University of Southern California

Research interests: Clinical intervention with children and adolescents and their families; treatment of depression, anxiety, and general childhood disorders; parenting programs; school-based psychology; families in transition, divorced and re-married families

Debra Bekerian

Professor, Fresno, Clinical PhD Program and Interim Program Director, Fresno, Clinical PhD Program
PhD, Psychology, 1978, University of California, Berkeley

Research interests: Adult and child event memory (qualitative/quantitative paradigms); child development, including impact of abuse on development and attachment; cognitive models of trauma; applied psychology.

Michelle Bradford

Program Coordinator, Fresno, Organizational Behavior MA/Organizational Development PsyD

Steven F. Bucky

Distinguished Professor, San Diego, Clinical PsyD Program; Director of Professional Training, San Diego
PhD, Clinical Psychology, 1970, University of Cincinnati

Research interests: Childhood psychopathology; chemical dependency; alcoholic family; children of alcoholics; forensic psychology; ethics; sports psychology

Elaine Burke

Associate Professor, Los Angeles, Clinical PsyD Program
PsyD, Clinical Psychology, 1989, University of Denver

Research interests: Multicultural and global issues particularly in the areas of race/ethnicity, trauma, health, socioeconomic status, sex roles and gender, and children; neuropsychology (with a specialty in pediatric and geriatric neuropsychology)

John V. Caffaro

Distinguished Professor, Los Angeles, Clinical PsyD Program
PhD, Clinical Psychology, 1989, The Fielding Institute

Research interests: Child maltreatment; sibling relationships; post-traumatic stress disorder; group psychotherapy

Joanne E. Callan

Distinguished Professor, San Diego, Clinical PhD and PsyD Programs
PhD, Counseling Psychology, 1970, University of Texas

Research interests: Life span development (development, adjustment, psychopathology among, and treatment for, children, adolescents, and adults from a psychoanalytic perspective); psychology of women; gender identity development; application of psychoanalytic theories (attachment and object relations theory); education and training in psychology; professional ethics; and clinical supervision

Sherry Camden-Anders

Associate Professor, Fresno, Organizational

Psychology Program
PhD, Organization Development, 2000, Benedictine University

Research interests: Mergers and acquisitions (merging of cultures), organizational change-large systems change, strategy development, executive and leadership development, implementation of training and design, information technology implementations

Tai Chang

Associate Professor, San Francisco, Clinical PsyD Program
PhD, Clinical/Community Psychology, 1999, University of Illinois at Urbana- Champaign

Research interests: Acculturation and identity development processes as well as their relations to adjustment and help-seeking; the interface of counseling and the Internet, including online mutual help and self-help; Asian-American mental health

Eddie Yu-Wai Chiu

Associate Professor, San Francisco, Clinical PsyD Program
PhD, Clinical Psychology, 1996, California School of Professional Psychology, Los Angeles

Research interests: Ethnic minority stress and coping; immigrant and refugee mental health; culturally relevant assessment and intervention; problem gambling and other behavioral addictions; mindfulness; legal and ethics in clinical practice; child and family issues

Marion Chiurazzi

Associate Professor, Sacramento, Clinical PsyD Program
PsyD, Clinical Psychology, 1998, California School of Professional Psychology at Alliant International University

Research interests: Correctional psychology, correctional mental health treatment, psychopathy, suicide in correctional settings

Victor Cohen

Associate Professor, Los Angeles, Clinical PsyD Program
PhD, Psychology, 1981, University of Michigan

Research interests: Meditation, Mindfulness and the Spirituality-Psychotherapy Interface, Counter transference phenomenon and the interpersonal processes in therapist-client psychotherapy relationships; psychotherapist self-development and teaching and training of clinical skills; alternative paradigms for studying subjective and experiential aspects of the psychotherapy process

Michael Connor

Professor, San Francisco, Clinical PsyD Program

PhD, Clinical Psychology, 1972, University of Hawaii, Manoa

Research interests: Parenting with emphasis on fathers/fathering/grandfathering; means of providing sensitive, culturally competent services to the African American community; exercise and sports psychology; disorders of childhood; antiracist training practices/models

Kristin Conover

Assistant Professor, Los Angeles, Clinical PhD Program

PhD, Counseling, Clinical, and School Psychology, 2015, University of California, Santa Barbara

Research interests: LGBTQ+ and physical disability populations; minority stress and health disparities; feminist and multicultural therapies

Nanette Cowardin-Lee

Program Coordinator, San Francisco, Organizational Psychology MA/PhD

PhD

Harriet Curtis-Boles

Professor, San Francisco, Clinical PsyD Program

PhD, Clinical Psychology, 1984, University of California, Berkeley

Research interests: Issues related to multiculturalism and peoples of color including process and outcome of multicultural education, experiences of international and students of color in graduate education; identity and professional development of women of color; psychotherapy process and outcome with African-American clients; influence of violence exposure on children and families in the inner cities; African-American women and substance abuse

Iman Dadras

Assistant Professor, Los Angeles, MFT Program

PhD, Family Social Science, Couple and Family Therapy Cities, 2016, University of Minnesota

Research Interests: Acculturative stress and immigrant families, self of the therapist, brain-based psychotherapy, justice-oriented psychotherapy, multicultural family therapy, a third order cybernetics and system change

Constance J. Dalenberg

Distinguished Professor, San Diego, Clinical PhD Program

PhD, Psychology, 1983, University of Denver

Research interests: Countertransference; memory for trauma child abuse; trauma-related disorders, dissociation; recovered or repressed memory; ethics and standards in psychology; empirical foundations of psychoanalytic concepts; trauma related to racism and discrimination; treatment of trauma-related disorders

Manijeh Daneshpour

Professor, Irvine and Systemwide Program Director, MFT Program

PhD, Marriage and Family Therapy, 1996, University of Minnesota

Research interests: Multicultural couple and family therapy, gender relations, social justice, and third wave feminism

Sean D. Davis

Professor, Sacramento and Site Director, Online, MFT Program

PhD, Marriage and Family Therapy, 2005, Virginia Tech

Research interests: Common factors of Couple and Family Therapy; international MFT education; process and outcome research; observational research; bridging the scientist/practitioner gap in MFT

David J. Diamond

Associate Professor, San Diego, Clinical PsyD Program

PhD, Clinical Psychology, 1983, University of Michigan

Research interests: Reproductive trauma and other topics related to the reproductive process (the development of parental identity, choices about childbearing, and parenting issues for non-traditional individuals and couples); psychoanalytic approaches to the understanding of human development, attachment, personality, and psychotherapy

Marina Dorian

Associate Professor, San Diego, Clinical PsyD Program

PhD, Psychology, 2007, University of Illinois at Urbana- Champaign

Research interests: Couple and family process; family stress and resilience; family caregivers of the mentally ill; intimacy; mindfulness-based psychotherapy; incorporating mindfulness into clinical training

Dalia Ducker

Professor, San Francisco, Clinical PhD Program; Academic Dean, CSPP

PhD, Social Psychology, 1974, City University of New York

Research interests: Psychology of women, including role strain, work, and health; gender roles; issues relevant to the practice of professional psychology; graduate education

Ron E. F. Durán

Associate Professor, Los Angeles, Clinical PhD Program; Fellow, Rockway Institute

PhD, Clinical Psychology, 1994, University of California, Los Angeles

Research interests: Group-based interventions for persons living with chronic and life-threatening medical conditions; collaboration with community-based agencies to improve health-related service delivery; the measurement of social and academic adjustment of non-traditional undergraduate and graduate students

Nurcan Ensari

Professor, Los Angeles, Organizational Psychology Program; Systemwide Program Director, Organizational Psychology Programs

Director, I/O Psychology Certificate Program - Istanbul Bilgi University, Turkey

PhD, Social Psychology, 1999, University of Southern California

Research interests: Intergroup relations and prejudice, personalization and intergroup contact, leadership, multiculturalism and diversity management, and cross-cultural psychology

Sandra Espinoza

Assistant Professor and Site Director, Los Angeles, MFT Program

PsyD, 2015; Alliant International University

Research Interests: Latino individuals, couples and families, impact of immigration and deportation on mental health, qualitative methods, bilingual therapy, Emotionally focused therapy and attachment styles.

Mary J. Fambrough

Associate Professor, San Francisco, Organizational Psychology Program; Fellow, Rockway Institute

PhD, Organizational Behavior, 2000, Case Western Reserve University

Research interests: Qualitative research methods and alternative forms of representation; a critical look at social systems, organizations, groups, social movements and their impact on marginalized populations in view of power and control; feminist approaches to research and practice; and issues of gender, sexuality, multiculturalism, and identity expression, particularly in work environments

Bernardo M. Ferdman
Distinguished Professor, San Diego, Organizational Psychology Program
PhD, Psychology, 1987, Yale University

Research interests: Diversity, multiculturalism, and inclusion in organizations; inclusive and multicultural leadership; Latinos/Latinas in the United States; Latino/a leadership; ethnic and cultural identity; group and intergroup behavior; organization development; organizational behavior; psychology in the Americas

Dary Fiorentino
Assistant Professor and Interim Program Director, Los Angeles, Organizational Psychology Program
PhD, Cognitive Psychology, 2008, Claremont Graduate University

Research interests: organizational change, motivation, and traffic safety

Jennifer Foster
Assistant Professor, Fresno, Clinical PsyD Program
PsyD, Clinical Psychology, 2017, Alliant International University

Research Interests: Objectification Theory, Psychology of Women, Diversity

Michi Fu
Professor, Los Angeles, Clinical PhD Program
PhD, Clinical Psychology, 2002, California School of Professional Psychology, Los Angeles

Research interests: Cross-cultural (Asian-American) mental health issues; sexual abuse and trauma of women and children; nonverbal therapies and female mental health issues; advocacy of diverse populations and mental health needs; sexually risky behaviors and prevention; personal adjustment

Kasia Fuiks
Program Coordinator, San Diego, Organizational Psychology MA/PhD
PhD

James Garbanati
Professor, Los Angeles, Clinical PhD Program
PhD, Developmental Psychobiology, 1980, University of Connecticut

Research interests: Interactions between health behavior and chronic disease conditions especially those influenced by cultural beliefs; interaction

of psychological and biological factors on the response to or the experience of stress; political beliefs including international perspectives and health system attitudes; program evaluation of health and mental health agencies

Molly Gasbarrini
Associate Professor and Program Director, Los Angeles, Clinical PhD Program
PhD, Clinical Psychology, 2013, Texas A&M University

Research interests: Couple therapy process and outcome; evidence based cross-cultural assessment; infidelity; treatment of military sexual trauma; individual and family effects of PTSD in military and veteran populations; training approaches and supervision for family/couple therapists

Samuel Gerson
Professor, San Francisco, Clinical PsyD Program
PhD, Clinical Psychology, 1978, University of Texas, Austin

Research interests: Intersubjectivity; gender and sexuality; interaction of affect and clinical judgment; the process of therapeutic interactions; schools of psychodynamic psychotherapy

Richard N. Gevirtz
Distinguished Professor, San Diego, Clinical PhD Program
PhD, Psychology, 1971, DePaul University

Research interests: Scientific study of mind/body medicine modalities; physiological patterning in stress-related disorders; clinical protocols for biofeedback training; mediators of autonomic control; anxiety disorders; heart rate variability (HRV) measurement and biofeedback

George Gharibian
Assistant Professor, Los Angeles, Clinical PsyD Program PhD, Counseling Psychology, 2014, University of Memphis

Research Interests: Counselors cognitive biases; Acculturation and multicultural issues in children, adults, and families; Generalized self-efficacy, stress and trauma

Tatiana Glebova
Associate Professor and Site Director, Sacramento, MFT Program
PhD, Marital and Family Therapy, 2002, Fuller Theological Seminary

Research interests: Family therapy process and outcome research; observational research; contextual therapy; families with adolescents; adolescent risky behaviors including substance abuse; cultural issues

Kathryn Goldman Schuyler
Professor, San Francisco, Organizational Psychology Program
PhD, Sociology, 1979, Columbia University

Research interests: Leadership and strategic change; mindfulness; somatic foundations of organizational learning; executive development; developing healthy organizations; ethics and sustainability; Tibetan Buddhism and transformational change; organizational consulting; action research and qualitative methods

Julii Green
Assistant Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 2012, University of North Dakota

Research interests: Intimate partner violence and ethnically diverse family relationships; trauma and attachment; multicultural and community psychology; recruitment and retention of ethnically diverse graduate students; Native American/Alaska Native/& Indigenous mental health and wellness; ethnicity and underage substance use; child welfare system involvement, trauma and resilience; feminism and women's issues (e.g. reproductive justice); cultural competency in mental health services; community-based participatory action research; mixed methods research

Nicole Sabatini Gutierrez
Assistant Professor, Irvine, MFT Program
PsyD, 2018; Alliant International University

Research interests: Vicarious traumatization and post-traumatic growth of therapists; self-of-the-therapist development; sexual trauma; sexual identity development; addiction and the family; and addressing multiculturalism and client centered advocacy in education and clinical supervision.

Robert Harris
Professor, Fresno, Clinical PsyD Program; Director, Fresno Psychological Services Center
PhD, Clinical Psychology, 1986, University of Kansas

Research interests: Psychological assessment; ADHD; self-handicapping and the interface of clinical and social psychology

Noah Hass-Cohen
Associate Professor, Los Angeles, Clinical PhD Program
PsyD, Clinical Psychology, 2008, Phillips Graduate Institute

Research interests: Child and Adolescent treatment, art psychotherapy; attachment theory and clinical

applications, interpersonal neurobiology, trauma, neuropsychological and psychoeducational assessment, dimensions in diversity teaching methodologies, and online learning

Frederick J. Heide

Professor, San Francisco, Clinical PsyD Program
PhD, Clinical Psychology, 1981, Pennsylvania State University

Research interests: Charismatic communication; impact of musical theatre on attitudes and behavior; mindfulness and improvisation; humor; constructivist therapies; transpersonal psychology; cognitive therapy; spiritual use of cannabis; psychedelics

Jennifer Hsia

Assistant Professor, Los Angeles, Clinical PhD Program
PhD, Psychology, 2015, University of South Dakota

Research interests: impacts of biological, psychological, and cultural factors on physical and behavioral health; microaggressions on marginalized identities; substance use in marginalized groups

Alexander Lin Hsieh

Assiosicate Professor, and Clinical Training Coordinator, Sacramento, MFT Program
PhD, Marriage and Family Therapy, 2013, Brigham Young University

Research interests: Cultural competency, minority issues, Asian-American families and couples in therapy, observational research, and adolescent internalized issues including shame, depression, and self-esteem

Davis Ying Ja

Professor, San Francisco, Clinical PhD Program
PhD, Clinical Psychology, 1981, University of Washington

Research interests: Substance abuse and AIDS treatment and prevention in multicultural communities; program evaluation in behavioral health systems including managed care systems; juvenile and adult justice systems including drug courts and alternative community approaches in juvenile probation; organizational systems with a focus on managed behavioral health policy, evaluation, and analysis; early childhood prevention and intervention; multicultural influences in family therapy; cost analysis; studies in programs for assertive community treatment (PACT)

Valata Jenkins-Monroe

Professor and Program Director, San Francisco, Clinical PsyD Program
PhD, Clinical Psychology, 1978, California School of Professional Psychology, Berkeley

Research interests: Cognitive styles and problem-solving abilities of Third World children; development of children of substance abusive mothers; child sexual abuse treatment; African American women and substance abuse; intergenerational study of black teen parenting; race and racism; special needs children; forensic psychology

John Kantor

Associate Professor, San Diego, PhD in Leadership Program and Organizational Psychology Program
PhD, Industrial-Organizational Psychology, 1988, California School of Professional Psychology

Research interests: Leadership, organizational diagnosis, survey development, consumer research

Debra Kawahara

Professor and Associate Program Director, San Diego, Clinical PsyD Program; Associate Dean for Academic Affairs, CSPP
PhD, Clinical Psychology, 1994, California School of Professional Psychology, Los Angeles

Research interests: Multicultural psychology and cultural competency in clinical practice; Asian/Asian American mental health; family systems theory and therapy; feminism and women's issues; qualitative research methodology

Tamar Kenworthy

Fresno, Clinical Forensic Psychology PhD and PsyD Programs; Assistant Professor, Clinical PsyD Program

PsyD, Forensic Psychology, 2004, California School of Forensic Studies

Research Interests: Psychological Assessments - norms, usage with different populations; stress management with a focus on correctional officers; and; the offender population to include mental health issues, risk factors, prison gangs, and developmentally delayed offenders

Mojgan Khademi

Associate Professor and Interim Program Director, San Diego, Clinical PsyD Program
PsyD, Psychology, 1992, Indiana University of Pennsylvania

Research interests: Psychodynamic theory, attachment and personality; obesity and weight loss; prevention of eating disorders; suicide and bereavement; multicultural issues applied in clinical settings; feminism

Angela B. Kim

Associate Professor, San Diego, MFT Program
PhD, Counseling Psychology, 2010, Teachers College, Columbia University

Research interests: Asian American mental health and coping behaviors; immigrant and refugee youth and families' cultural adjustment; acculturation and enculturation issues; differences between parent and child; career development of racial and ethnic minority youth; culturally appropriate interventions

Toni A. Knott

Associate Professor, Field Placement Director, Fresno, Organizational Psychology Program
PhD, Human Systems, 1999, The Fielding Graduate Institute

Research interests: Collaboration, team development, appraisal systems (feedback, appreciative inquiry), international organization development, personal/organizational transitions and organizational change

Ya-Shu Liang

Assistant Professor and Program Director, Fresno, Clinical PsyD Program
PhD, Counseling Psychology, 2006, University of Oklahoma

Research and clinical interests: Diversity; multicultural care; weight, eating and body image issues; Asian and Asian-American psychology.

Alan J. Lincoln

Distinguished Professor, San Diego, Clinical PhD Program; Program Coordinator, Applied Behavior Analysis Certificate Program; Interim Director, Psychopharmacology Program

PhD, Clinical Psychology, 1980, California School of Professional Psychology, San Diego; MSCP, Clinical Psychopharmacology, 2004, California School of Professional Psychology

Research interests: Early childhood psychopathology; biological and neuropsychological basis of autism and neurodevelopmental disorders; neurodevelopmental effects of child abuse; attention deficit/hyperactivity and severe

language disorders; assessment of children; differential diagnosis and treatment of childhood psychopathology

Lisa Liu
Assistant Professor, Los Angeles, Clinical PsyD Program
PhD, Clinical Psychology, 2010; University of California, Los Angeles

Research Interests: Diversity and multicultural issues; mental health of immigrant and ethnic minority youth and families; impact of family and sociocultural context on psychopathology; evidence-based treatments with diverse populations; Asian American mental health

Michael Loewy
Associate Professor, San Francisco, Clinical PhD Program; Fellow, Rockway Institute
PhD, Counseling Psychology, 1994, University of California, Santa Barbara

Research interests: Social justice in psychology and psychotherapy; multicultural competence; Health at Every Size; LGBTQIA issues; impact of social privilege and oppression, especially as regards to body size, physical appearance, sexual orientation, race, gender, gender expression, religion, age, and social class

Patricia Denise Lopez
Professor, Los Angeles, Organizational Psychology Program
PhD, Organizational Psychology, 1996, Columbia University

Research interests: Managerial and team effectiveness, motivation and employee engagement, organizational change, gender and cross-cultural management, organizational issues related to globalization

Rodney L. Lowman
Distinguished Professor, San Diego, Organizational Psychology Programs
PhD, Psychology, 1979, Michigan State University

Research interests: Organizational consulting psychology; career assessment and counseling; coaching; ethical issues in the practice of consulting and I-O psychology; internationalizing multiculturalism; occupational mental health; work dysfunctions; academic leadership roles

James N. Madero
Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 1975, Catholic University

Research interests: Projective tests; differential diagnoses; workplace violence prevention; school violence prevention

Cristina Magalhaes
Associate Professor, Los Angeles, Clinical PsyD Program; Fellow, Rockway Institute
PhD, Clinical Psychology, 2005, Nova Southeastern University

Research interests: Human diversity; immigration and acculturation; LGBTQ psychology; resilience and coping; child psychology; expressive therapies; abuse/trauma

Meenakshi Menon
Associate Professor, San Francisco, Clinical PhD Program
PhD, Developmental Psychology, 2008, Florida Atlantic University

Research interests: Child and adolescent well-being; gender role development; self-concept development; parent-child relationships

Gerald Y. Michaels
Associate Professor, San Francisco, Clinical PsyD Program
PhD, Clinical Psychology and Developmental Psychology, 1981, University of Michigan

Research interests: Developmental psychopathology; transition to parenthood; parents' and children's social perceptions in the family; parent skills training; children of divorce; school-based mental health

Valory Mitchell
Distinguished Professor, San Francisco, Clinical PsyD Program
PhD, Psychology, 1983, University of California, Berkeley

Research interests: Psychology of women; development of personality across the lifespan; lesbian/gay issues; interface of feminist, self, relational, and psychodynamic theory

Eduardo Morales
Distinguished Professor and Interim Program Director, San Francisco, Clinical PhD Program; Fellow, Rockway Institute

PhD, Counseling Psychology, 1976, Texas Tech University

Research interests: HIV; substance abuse; intervention for adolescents; community prevention; ethnic and sexual minorities; drug-exposed infants and parents; juvenile delinquency; workforce development and pipeline; Latino health and higher education

Joan Murray
Associate Professor, Los Angeles, Clinical PsyD Program
PhD, Clinical Psychology, 1979, University of California, Los Angeles

Research interests: Women's issues; environmental issues; disabilities; geropsychology

Rajeswari Natrajan-Tyagi
Professor and Site Director, Irvine, MFT Program
PhD, Child Development and Family Studies, 2004, Purdue University

Research interests: Immigration; cross-cultural research; cultural immersion programs; self-of-therapist training and supervision; qualitative research; systemic training and evaluation

Alba Nino
Associate Professor, San Diego, MFT Program
PhD, Couple and Family Therapy, 2013, Drexel University

Research interests: Person of the therapist training and supervision; immigrant therapists; immigrant families; attachment based therapies; attachment focused therapies

Nicholas Noviello
Associate Professor, Los Angeles, Clinical PhD Program
PhD, Psychology, 1985, University of California, Irvine

Research interests: Personality traits and emotional expressiveness, content analysis of speech and text, personal belief systems, well-being

Randy Noblitt
Professor, Los Angeles, Clinical PsyD Program
PhD, Clinical Psychology, 1978, University of North Texas

Research interests: Cult and ritual abuse; child abuse; trauma and dissociation; dissociation of identity; disability determination; critical theory

Erin O'Callaghan
Assistant Professor and Program Director, Los Angeles, Clinical PsyD Program

PhD, Clinical Psychology, 2007, University of Miami

Research interests: Pediatric health psychology; pediatric psychoneuroimmunology; psychological and neuropsychological functioning in children and adolescents with chronic health conditions

Kevin J. O'Connor

Distinguished Professor, Fresno Clinical PhD Program; Coordinator, Ecosystemic Clinical Child Psychology Emphasis; Director, Ecosystemic Play Therapy Training Center; Interim Coordinator, Health Psychology Emphasis; Fellow, Rockway Institute
PhD, Clinical Psychology, 1980, University of Toledo

Research interests: Caregiver-child interactions; Marschak Interaction Method Rating System; Therapist-Child Interaction Rating System; child psychotherapy process; therapist child interactions; play therapy

Rhoda Olkin

Distinguished Professor, San Francisco, Clinical PsyD Program;
Executive Director, Institute on Disability and Health Psychology
PhD, Counseling Psychology, 1981, University of California, Santa Barbara

Research interests: Distributive justice; Disability-Affirmative Therapy; models of disability; parents with disabilities; diversity training; case formulation, psychopathology, diagnosis, DSM & ICD; family therapy; cognitive behavior therapy and DBT

John Park

Assistant Professor, Los Angeles, Clinical PsyD Program
PhD, Clinical Psychology, 2015, Loma Linda University

Research interests: substance use disorders and treatment; role of faith based organizations in mental health services; cultural issues and health disparities in racial ethnic minorities; clinical interventions for depression and anxiety disorders

David Paul

Program Director, Clinical Counseling; Assistant Professor, Fresno
PhD, Counselor Education and Supervision & Marriage and Family Therapy, Barry University

Research interests: Counselor supervision, narrative analysis, vocational psychology, study abroad outcomes, and involuntary job loss

Veronica Perez

Assistant Professor, San Diego, Clinical PhD Program
PhD, Clinical Psychology, 2008, University of Oregon

Research interests: Neural correlates of

psychosis and schizophrenia, biomarkers of psychopathology, pathophysiology of cognition, EEG abnormalities in patients at clinical high-risk for psychosis, neurophysiological response to cognitive interventions

E. Janie Pinterits

Associate Professor, San Francisco, MA Clinical Counseling Program and Assistant Provost for International & Multicultural Initiatives
PhD, Psychology, 2004, University of California, Santa Barbara

Research interests: Systems of privilege and oppression; assessment of White privilege attitudes; multicultural and social justice advocacy competence; rural issues; resilience; training and supervision

Jason J. Platt

Professor and Program Director, Mexico City, MA International Counseling Psychology and CSPP Latin American Immersion Programs
PhD, Marriage and Family Therapy, 2003, Syracuse University

Research interests: Clinical competencies; critical pedagogy; immersion education; international education; international issues in mental health; nationalism in mental health education and supervision; Latin American and Cambodian mental health

Matthew Porter

Associate Professor, San Diego, Clinical PsyD Program; Fellow, Rockway Institute
PhD, Clinical Psychology, 2005, New School for Social Research

Research interests: Adjustment and development in response to existentially threatening life events; the role of self-regulation, social support and individualism-collectivism on same; non-individualistic conceptualizations of lifespan developmental outcomes; religion and spirituality in physical, mental and social health; quantitative, qualitative and mixed methods

Natalie Porter

Professor, San Francisco, Clinical PhD Program
PhD, Psychology, 1981, University of Delaware

Research interests: Gender, anti-racist and social justice issues pertaining to child, adolescent, and women's development, and to therapy, ethics, clinical training, mentoring and supervision; leadership in women

Susan J. Regas

Distinguished Professor, Los Angeles, Clinical PhD Program
PhD, Marriage and Family Therapy, 1983, Purdue University

Research interests: Ronald McDonald House Family/Child and Couple clinical psychology internship; treatment of sex, intimacy and relationship problems; differentiation-based couple therapy; differentiation and sexual satisfaction assessment; couple therapy effectiveness; person of the therapist

Neil G. Ribner

Distinguished Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 1971, University of Cincinnati

Research interests: Family studies; divorce; stepfamilies; custody evaluations; parenting; siblings; cultural issues in interpersonal violence; graduate psychology education and training

Emil R. Rodolfa

Distinguished Professor, Sacramento, Clinical PsyD Program
PhD, Counseling Psychology, 1981, Texas A&M University

Research interests: The definition and assessment of competencies; the art and science of supervision; professional training; college student mental health; boundary issues and other legal and ethical issues in the practice of psychology

Irwin S. Rosenfarb

Professor, San Diego, Clinical PhD Program
PhD, Clinical Psychology, 1986, University of North Carolina, Greensboro

Research interests: Schizophrenia; mood disorders; the role of cultural factors in the course and treatment of severe psychopathology

Jessie Lowell

Assistant Professor and Internship Training Director, Los Angeles, Clinical PsyD Program
PsyD, Clinical Psychology, 2007, Loma Linda University

Research interests: Early childhood mental health; trauma, grief, and loss in the early childhood population; behavioral, emotional, and developmental outcomes of early trauma, neglect, and loss; assessment and treatment of high-risk infants and children; effects of prenatal and early environment exposure to alcohol and substances; parent, sibling, and caregiver functioning in families with children with chronic illnesses, developmental disabilities, and/or other behavioral/emotional difficulties.

Anita Sankar

Associate Professor, San Francisco
PhD, Counselor Education, 2005, University of Iowa

Research interests; Acculturation, adolescent development across cultures, attachment and psychological separation, social justice

Gita Seshadri

Associate Professor, Sacramento, MFT Program
PhD, Marital and Family Therapy, 2010, Loma Linda University

Research interests: Experiences of interracial couples and families, culture, process based research, qualitative research, parent-child relationships, factors influencing attachment in relationships, the impact of family of origin on self, couple, and family, how addiction impacts the family, and bullying/trauma

Skultip Sirikantraporn

Assistant Professor, San Diego, Clinical PsyD Program
PsyD, Clinical Psychology, 2010, Antioch University

Research interests: Cross-cultural psychology of trauma and addiction; biculturalism; mental health prevention among Southeast Asian Americans; cognitive and cultural resilience

Jill Stoddard

Associate Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 2007, Boston University

Research interests: Adult anxiety disorders including PTSD/trauma; Cognitive Behavioral Therapies; Acceptance & Commitment Therapy; mindfulness; emotion regulation; health issues including chronic pain and overweight/obesity

Ronald Stolberg

Associate Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 2001, Pacific Graduate School of Psychology

Research interests: Personality assessment instruments with an emphasis on the MMPI-2/MMPI-A; assessment instruments use among practicing clinicians; standard of care practices; suicide; clinical work with adolescents

Ronald W. Teague

Professor, Sacramento, Clinical PsyD Programs
PhD, Clinical Psychology, 1973, California

School of Professional Psychology, San Francisco; ABPP (Clinical Psychology; Psychoanalysis in Psychology)

Research interests: Psychology of antiquity; psychohistory phenomenology; Jungian psychology; psychoanalysis; psychoanthropology; psychology and the humanities; history of psychology; trans-cultural psychoanalysis; theoretical and philosophical psychology; Chinese psychology

Peter Theodore

Associate Professor and Associate Program Director, Los Angeles, Clinical PhD Program; Fellow, Rockway Institute
PhD, Clinical Psychology, 2005; University of Miami

Research interests: Intersection of substance abuse and HIV-related risk behaviors among gay and bisexual men (GBM); health disparities among LGBT persons; affirmative addictions treatment models; mental health issues among LGBT youth

Steven R. Thorp

Associate Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 2001, University of Nevada, Reno; ABPP (Clinical Psychology)

Research Interests: Psychological trauma and posttraumatic stress disorder (PTSD) in adults, particularly in veteran populations and older adult populations. Psychotherapy outcome trials, including technologies for augmenting psychotherapy.

Quyen Tiet

Professor, San Francisco, Clinical PhD Program
PhD, Clinical Psychology, 1996, University of Colorado, Boulder

Research interests: Stress/trauma, coping and resilience; depression and suicide, PTSD, substance use, and dual diagnosis; treatment factors and patient outcomes; technology and integrative healthcare

Jonathan Troper

Assistant Professor, Los Angeles, Organizational Psychology Program; Director, Center for Innovation and Change (CIC)
PhD, Psychological Studies in Education, 1997, University of California, Los Angeles

Research interests: Organizational change, organizational communication, management consulting, program evaluation, training new

consultants and students as consultants, employee surveys, leadership assessment and development, training and development, performance assessments, group leadership and learning

Monica D. Ulibarri

Associate Professor and Associate Program Director, San Diego, Clinical PhD Program
PhD, Clinical Psychology; 2005; Arizona State University

Research interests: HIV prevention with marginalized populations such as female sex workers, injection drug users, drug-involved couples, and commercially sexually exploited youth along the Mexico-U.S. border, with an emphasis on how gender-based violence, mental health, and substance use intersect with HIV risk behaviors

Lynne Valek

Visiting Associate Professor, Fresno, Organizational Psychology Program
PhD, Human and Organizational Systems, 1999, The Fielding Graduate Institute

Research interests: Collaboration, organizational change, dialogue, conscious capitalism, sustainability, organizational culture

Donald J. Viglione, Jr.

Distinguished Professor, San Diego, Clinical PhD Program
PhD, Clinical Psychology, 1981, Long Island University

Research interests: Rorschach and personality assessment; assessment of malingering and response manipulation; child psychopathology; trauma, dangerousness, and sexual offenses

Linna Wang

Professor, San Diego, MFT Program
PhD, Marriage and Family Therapy, 1996, Brigham Young University

Research interests: Cross-cultural issues; mental health service delivery issues; MFT training in the multicultural context; survey research; impact of family factors on children; Native American studies

Lisa Ware

Assistant Professor, Sacramento, Clinical PsyD Program
PhD, Clinical Psychology, 2006, West Virginia University

Research interests: Child behavior disorders, malingering, social phobia and children with autism and developmental disabilities

Scott R. Woolley

Distinguished Professor and Site Director, San Diego, MFT Program

PhD, Marriage and Family Therapy, 1995, Texas Tech University

Research interests: Emotionally Focused Therapy; couples therapy; courtship, couples, marriage, therapy process, and outcome research; observational research; cultural issues in couple and family relationships; MFT supervision processes; MFT therapy training; chemical dependency

Randall Wyatt

Associate Professor, San Francisco, Clinical PsyD Program; Director of Professional Training, San Francisco

PhD, Clinical Psychology, 1989, California School of Professional Psychology, Alameda

Research interests: Creative arts and psychology; trauma and recovery; the interface of technology and psychology; child, family and society; spirituality and psychological well-being; cultural anthro-psychological approaches to diversity; clinical outcomes and the therapy relationship

Diane Zelman

Professor, Hong Kong, Clinical PsyD Program

PhD, Clinical Psychology, 1989, University of Wisconsin, Madison

Research interests: Health psychology; culture and health; chronic pain; sleep; disability; online pedagogy; neuropsychology; addictions; psychopharmacology

Affiliated Faculty

Tracy L. Heller

Associate Professor, Los Angeles, Clinical PhD Program; Provost and Vice President for Academic Affairs

PhD, Clinical Psychology, 1994, University of California, Los Angeles

Research interests: Children with Attention Deficit Hyperactivity Disorder; behavioral, social, and cognitive components of ADHD; multimodal treatments of ADHD

Lecturer Faculty

Dale Glaser

Principal Lecturer, San Diego, Organizational Psychology Program

PhD, Industrial-Organizational Psychology, 1993, California School of Professional Psychology, San Diego

Research interests: Multivariate statistics, statistical modeling, psychometric testing, and survey research

Calvin C. Hoffman

Principal Lecturer, Los Angeles, Organizational Psychology Program

PhD, Industrial-Organizational Psychology, 1984, University of Nebraska

Research interests: Job analysis and job design, selection system design and validation, human resource systems, management and employee development, and performance evaluation and feedback

Postdoctoral Master of Science in Clinical Psychopharmacology

Omar Alhassoon

PhD, Clinical Psychology, 2003, San Diego State University/University of California, San Diego

Thomas Brady

MD, Medicine, 1982, School of Medicine, University of Alabama, Birmingham

Susana Galle

PhD, Psychology, 1974, University of California, Berkeley; MS, Clinical Psychopharmacology, 2008, Alliant International University; ND, Naturopathy, 1999, Clayton College of Natural Health

Merrill Norton

PharmD, Pharmacy, 2008, University of Georgia

Matthew Philpott

PhD, Oncology, 1989, University of Wisconsin

Ruth A. Roa-Navarrete

PsyD, Psychology, 2002, Nova Southeastern University; MS, Psychopharmacology, 2010, Alliant International University

Judith L. Steinman

PhD, Psychobiology, 1982, Institute of Animal Behavior - Rutgers, The State University of New Jersey

E. Alessandra Strada

PhD, Clinical Psychology, 2006, Alliant International University

Randall Tackett

PhD, Pharmacology, 1979, University of Georgia

Clinical Psychology: PsyD Program, Hong Kong

Stephen Behnke

PhD, Clinical Psychology, 1994, University of Michigan

German Cheung

PsyD, 2006, Biola University

Stephen Cheung

PsyD, Clinical Psychology, 1992, Baylor University

Nurcan Ensari

PhD, Social Psychology, 1999, University of Southern California

Lisa Joseph

PhD, Psychology, 2007, Palo Alto University (Pacific Graduate School of Psychology)

Debra Kawahara

PhD, Clinical Psychology, 1994, California School of Professional Psychology, California

Melanie Maynard

PsyD, Counseling Psychology, 2009, University of East London

Keith Morrison

PhD, 1995, University of Durham

Becky Newman

PsyD, Clinical Psychology, 2003, California School of Professional Psychology, California

Mary Poon*

PsyD, Psychology, 2003, The Wright Institute

Sharmeen Shroff*

PsyD, Clinical Psychology, 2010, California School of Professional Psychology, San Francisco

Charlotte Tang*

Director of Clinical Training

PhD, Clinical Psychology, 2007, California School of Professional Psychology, San Francisco

Darryl Thomander

PhD, Psychology, 1974, Michigan State University

Katharine Threlfall*
PhD, Clinical Psychology, 2013, California School of Professional Psychology, San Francisco

Adrian Tong*
PhD, Counseling Psychology, 2003, University of Toronto

Gloria Wong*
PsyD, Clinical Psychology, 2011, California School of Professional Psychology, Hong Kong

Mary Vu-Nguyen
PsyD, Psychology, 2007, George Washington University

Erica Liu Wollin*
PsyD, Psychology, 1998, Wheaton College Graduate School

Diane Zelman
Professor and Associate Program Director
PhD, Clinical Psychology, 1989, University of Wisconsin

 * Faculty member is based in Hong Kong

Master of Arts in Clinical Psychology, Japan

Akira Enatsu
MA, 1992; Institute of Transpersonal Psychotherapy

Mikang Hong
PsyD, Clinical Psychology, 2006, California School of Professional Psychology, San Diego

Miwako Y. M. Ishii
Assistant Program Director
MS, 2002, San Francisco State University

Keiko Ito
PhD; 2006, Stanford University

Angelica Junko Motoki
PhD, 2002, Pacific Graduate School of Psychology

Yoshiyuki Kogo
MA, 2000, California Institute of Integral Studies

Takashi Kubo
MA, 2006, John F. Kennedy University

Riichiro Miwa
PsyD, Psychology, 2005, Pepperdine University

Teri Nakamoto
PsyD, Clinical Psychology, 2009, California School of Professional Psychology, San Diego

Tomoe S. Naoi
PsyD, Clinical Psychology, 2006, California School of Professional Psychology

Kazumi Nishio
PhD, Clinical Psychology, 1982, California School of Professional Psychology, San Francisco

Nahoko Nishizawa
Associate Professor and Online Program Coordinator
PsyD, Clinical Psychology, 2004, California School of Professional Psychology, San Francisco

Satoru Saito
MD, Medicine, 1968, Keio University; PhD, 1989

Kay Yoko Tanaka
Associate Professor and Program Director
PhD, Clinical Psychology, 2001, Loma Linda University

Master of Arts in International Counseling Psychology - Mexico City

Kenneth Andersen
Adjunct Professor
M.A., Counseling Psychology; 2013; Alliant International University

Laura Patricia Betancourt Arriaga
Adjunct Professor
M.A., Lic. en Psicología; 1988; Universidad Iberoamericana

Debora Mondellini
Adjunct Professor
M.A., Counseling Psychology; 2007; Alliant International University

Jason J. Platt
Associate Professor and Program Director
PhD, Marriage and Family Therapy, 2004; Syracuse University

California School of Education

Core and Non-Core Faculty

James Adams
Systemwide Program Director, Educational Psychology
PsyD, Educational Psychology, 2013, Alliant International University

Evangeline Akridge
Systemwide Program Director, School Psychology and School Counseling; Assistant Professor
PsyD, Educational Psychology, 2013, Alliant International University

Sonja Lopez Arnak
Assistant Professor and Interim Program Director, Teacher Education and MAE in Teaching
EdD, Educational Leadership & Administration, University of Southern California

Research interests: Teacher education, international and global education, multicultural education, and literacy

Shirley Baker
Associate Professor, System Director, Educational Leadership and Management
EdD, Educational Leadership and Management, 2009; Alliant International University

Research interests: TESOL program description, TESOL teacher preparation

Miles Beauchamp
Assistant Professor, San Diego; Undergraduate Studies
PhD, English, 2005, Warnborough University

Research interests: Media networking

Jin-Suk Byun
Assistant Professor, San Diego, Teaching English to Speakers of Other Languages
PhD, Linguistics; 2006; University of Illinois at Urbana-Champaign

Research Interests: Input, Interaction, and Output in SLA; Automaticity and skill-specificity; TESOL/TEFL program development

Stephen J. Cochrane
Assistant Professor, San Diego; Program Director, Special Education

PhD, Education, 2005, Capella University

Research interests: Special education

Steven Fisher
Associate Professor, San Diego
PsyD, Clinical Psychology, 1998, United States International University

Research interests: Child maltreatment, school-based mental health services, and child/adolescent disruptive behavior disorders

Danielle Kaplan
Associate Professor, San Diego; Director, Teacher Education
PhD, Human Development, Cognition, Learning, and Intelligent Technologies, 2001, Columbia University

Research interests: Cognitive development; learning; technology and media in education; instructional design

Kenneth Kelch
System Program Director, Teaching English to Speakers of Other Languages and Language Education; and International Language Education and Cultural Center
EdD, TESOL, 2005, Alliant International University

Research interests: TESOL pedagogy

Estela C. Matriano
Professor, San Diego; Executive Director for the World Council for Curriculum and Instruction
EdD; Curriculum and Instruction and International Education, 1968, Indiana University

Research interests: Global education

Jerold D. Miller
Professor, San Diego; Program Director, Distance Learning Educational Leadership, Policy and Community Practice: MAEd Program
EdD, Technology and Learning, 1985, United States International University

Research interests: Technology planning and curriculum development

Beverly J. Palley
Assistant Professor, San Francisco; Educational Leadership, Policy and Community Practice
EdD, Educational Leadership and Change, 2003, Fielding Graduate Institute

Research interests: Teacher training programs, improving alternative certification approaches in teacher internship programs; CalTPA (California Teaching Performance) State Trainer for Teacher Credentialing and Online Master Education Curriculum Development

Cynthia Pancer
Assistant Professor, San Diego
EdD, Computer Education, 1987, United States International University

Research interests: Virtual learning, teacher preparation, charter schools, blended learning

Carlton Parks
Professor, Los Angeles
PhD, Developmental Psychology, 1986, University of Minnesota

Research interests: Developmental psychopathology, interpersonal relations, ethnically and culturally diverse youth, stress and coping resources/skills; multicultural education; school/clinical-child psychology

James Perren
Associate Professor, San Diego, Teaching English to Speakers of Other Languages
EdD, CITE/TESOL; 2008; Temple University, Pennsylvania

Research interests: Service learning in applied linguistics, intercultural communication, language teaching methodology, technology in language education, and second language acquisition

Thomas Ryerson
Lecturer; Internship/Practicum Supervisor
PsyD, Educational Psychology, 2004, Alliant International University

Research interests: Families with dual sensory impaired children, school based mental health

Donald Wofford
Assistant Professor and Systemwide Director of Clinical Practice
PsyD, Educational Psychology, 2002, California School of Professional Psychology/Alliant International University

Research interests: School based mental health

Clinical Practice Instructors

Patricia Anderson
San Francisco Bay Area; Instructor and Director of University Supervisors
MA; St. Mary's College

Diane Hijos di-Bari

San Francisco
PsyD, Educational Psychology, 2010, Alliant International University

Leah Felson
San Francisco; Instructor and Field Service Coordinator for Special Education
MAEd, Education, 2012, Alliant International University

Amanda Klein
San Francisco Bay Area; Instructor and Program Manager for the Educational Leadership, Policy and Community Practice: Early Completion Option Program
MA, Teaching, 2002, University of San Francisco

Lisa Mauricio
Los Angeles; Program Coordinator for Educational Leadership, Policy and Community Practice: Los Angeles
MA, Counseling, 2001, Loyola Marymount University

San Francisco Law School

San Diego Faculty

Basil George Dezes, JD
J.D. Pepperdine School of Law; BA University of Maryland. Attorney practice areas: complex business litigation, including insurance coverage, insurance bad faith and class-action litigation.

Courses: Contract, Evidence

Michael Egenthal, JD
BA. University of Maryland, 2001; JD University of California, San Diego, 2008. Law Offices of Michael Egenthal. Ink Forms Rivers, Inc, Founder, law tutoring company; University of California, San Diego, instructor in Contracts and Business Law.

Courses: Academic Support, Legal Writing

Isabel Eustaquio, JD
BA Northwestern University, 1987, JD ITT Chicago-Kent College of Law, 1994; San Diego County Public Law Library, Reference Librarian; West Group, San Diego, Account Representative; University of San Diego Law School, Instructor.

Course: Legal Writing

Pamela Kleinkauf, JD

BA. San Diego State University, MA International Relations, University of San Diego, JD National University 1992. Law Offices of Pamela Kleinkauf, specializing in Business, Civil Litigation, Real Estate, and Bankruptcy; University of California, San Diego, adjunct paralegal professor in Bankruptcy, Business and Civil Law; San Diego State University, Professor, paralegal courses in Business Law, Corporations and Real Estate litigation; Palomar College, professor, Paralegal and Political Science courses, served on Paralegal Program Advisory Board.

Course: Civil Procedure

Gary LaFleur, JD

BA University of Minnesota, 1973; JD William Mitchell College of Law, 1979. Law Office of Gary LaFleur; Federal Bar Association, past president; FAB Board of Directors and Advisory Committee, present member, standing committee on discipline; US District Court, current; University of San Diego School of Law, former adjunct professor; Kaplan College, instructor Criminal Justice Program - Constitutional Law, Criminal Law, Criminal Procedure, Ethics, Criminology, Composition.

Course: Constitutional Law

Alex Landon, JD

JD from University of San Diego School of Law; BA California State University, Northridge. Certified legal specialist in Criminal Law. Former executive director of the Defenders Program of San Diego, the chair of the Commission of Legal Services to the Indigent Accused (State Bar). Prof Landon has taught Corrections and Sentencing at the University of San Diego School of Law.

Course: Criminal Law

Debra Morse, JD

BS Nursing, University of Southern Maine,1976; MA Human Behavior, National University 1992; JD University of San Diego, 1996. Law Offices of Debra Morse; San Diego County Public Law Library, reference librarian; Professional and Paralegal Programs, guest lecturer; Nursefinders, director of nursing/administrator of San Diego branches; Kimberly Quality Care, director of nursing;

La Jolla Surgery Center, director of surgical services. Assisted San Diego US Attorney General in pursing Medicare Fraud (US v Rutgard).

Course: Legal Research

D. Patrick O'Laughlin, JD

BS University of Maine, 1987; JD Hamline University School of Law, 1996. Law Office of Kimball, Tirey and St, John, partner (1997-present); University of San Diego, adjunct professor, Civil Litigation, Introduction to Business Entities, Contracts, Real Property, Corporations, Creditor's Remedies, Bankruptcy; Cayamaca College, adjunct professor, Legal Aspects of Real Estate; Judge Pro Temp, San Diego Superior Court, Small Claims, 2003-present.

Course: Real Property

Scott Pearce, JD

BA Pacific University, 1980; Oxford Institute of International & Comparative Law, 1982; JD University of Southern California, 1984. Law Offices of Scott Pearce, 1984-present, Civil Litigation, Business, Criminal and Entertainment Law; Catherine College of Business, Bar Exam review lecturer; University of West Los Angeles and University of San Diego, former adjunct professor, Legal Research & Writing Litigation; National University, former adjunct professor/online course design consultant, Paralegal Studies; Kaplan University School of Legal Studies, adjunct professor, 2008-present.

Course: Torts

San Francisco Faculty

Duke Amaniampong

B.S., Bentley College, 1981, MBA in Computer Information Systems, 1998, J.D., Santa Clara University School of Law, 1995. Mr. Amaniampong specializes in intellectual property and technology licensing matters.

Courses: International Business Law, Contracts, Contracts Writing, Torts

Marvin Appelbaum

A.B., University of California, Berkeley, 1970, with Honors. J.D., University of San Francisco School of Law, 1988, Magna Cum Laude. Admitted to practice before the California

state and Federal Courts, 1988. Student Extern with California Supreme Court, Justice Mosk, 1988. Worked as independent researcher and writer serving Bay Area attorneys 1990-present. Adjunct Faculty, Empire College of Law 1997. Faculty of San Francisco Law School since 1996.

Courses: Real Property/Remedies

Michael Aczon

University of San Francisco, J.D. Solo Practitioner since 1983, Specializing in Entertainment Law; Past Member of Hara Grammys Entertainment Law Initiative Advertising Committee; Published Author and Columnist; Taught at JFK Law School, Diablo Valley College, SF State University

Course: Entertainment Law

Louise J. Belle

B. S. California State University, Sacramento; M.B.A. California State University Sacramento; J.D., Hastings College of Law, Trial Court Research Attorney, Private Practice, Adjunct Professor Empire College School of Law, GGU, JFK University, California State University, Hayward, Lincoln Law School, San Jose

Course: Torts

Jack F. Bonanno

B.S., University of San Francisco, 1960, highest ranking graduate J.D., University of San Francisco, 1963; Honor Society, Moot Court Judges' Board. Admitted to practice before the California State and Federal Courts, 1964. LLm. Georgetown University, 1964; Judge Advocate General's Corps. U.S. Army 1964-1967. Professor, University of San Francisco Law School, 1967-1973. Private Practice, 1973 to present. Adjunct Professor, Hastings College of Law, 1973-present. Adjunct Professor, Golden gate University School of Law, 1989-present. Mr. Bonanno holds the John Jay Ferdon Chair in Wills & Trusts. Faculty of San Francisco Law School since 1967.

Course: Wills & Trusts

Hon. Carol Brown
B.A., University of Southern California, 1968. J.D., University of Southern California, 1984. Admitted to practice before the California and Federal Courts, 1985. Currently an administrative law judge with the California Public Utilities Commission.

Course: Remedies

Geoffrey Brown
B.A. University of California, Berkeley, 1966; J.D, San Francisco Law School. Professor Brown was admitted to the California Bar in 1971. That same year, entered the San Francisco Public Defender's Office, and in 1978 was elected the Public Defender of San Francisco an office he held for five terms. In 2001 he was appointed as Commissioner of the California Public Utilities Commission. He served as Dean of the John F. Kennedy University, School of law for several years.

Courses: Constitutional Law, Criminal Procedure and Evidence

George Butterworth
UC Hastings, JD; Member Hasting Law Journal, Associate Research Editor, Hastings Law Journal, Associate Attorney 2010-Present, Law Offices of Lynn Searle, 1976-2010, Office of the San Francisco District Attorney: Criminal Prosecutions; 1974-1976, Research Assistant and Editor, Matthew-Bender Publishing; Taught at the following Schools: Hastings College of Law, University of San Francisco, San Francisco Law School, Lecturer for California District Attorneys Association.

Course: Trial Practice

Malea Chavez
B.S. Arizona State University, 1999, Arizona Regent Scholar, Arizona State University Honors Thesis: "Silent Victims, Abuse in Same-Sex Relationships", J.D. University of California, Hastings College of the Law, 2003, Admitted to California Bar in 2006. Publications include "Queer Families, Queer Politics" (editor), "Ties That Heal: Guatemalan Women's Networks and Medical Treatment", "Remedies for Weight-Based Discrimination".

Courses: Intro to Superior Court; MBE Skills; Elimination of Bias

Thomas Andrew Davis
B.A., Santa Clara University, 2002, J.D. Loyola New Orleans College of Law, 2007, admitted to practice in California 2008. Certified in Civil Law and International Law.

Course: Applied Legal Reasoning

Harry M. Dorfman
B.A., Harvard University, cum laude, 1979. J.D., Hastings College of the Law, 1984; San Francisco District Attorney's Office, Sexual Assault Trial Unit. California State Assembly, Chief Counsel, Committee on Public Safety. San Francisco District Attorney's Office, Head Attorney, Misdemeanor Trial Unit; Assistant Head Attorney, Special Prosecutions; Head Attorney, Career Criminal Unit, and General Felony Litigation Prosecutor.

Course: Criminal Law

Steven Feller
B.A., University of California, Berkeley, MLIS, San Jose State University, J.D. John F. Kennedy University, School of Law. Full -Time Faculty Member San Francisco School of Law, Librarian at JFK University School of Law & GGU

Courses: Legal Research, Legal Research and Writing

Michael J. Fox
A.B., University of California, Santa Cruz, 1973, with Honors. J.D., Northeastern University School of Law, 1977. Admitted to practice before the California State, and Federal Courts, 1978. Law clerk to the Honorable William T. Sweigert, U.S. District Court, San Francisco, 1977-1979. Disciplinary prosecutor with Office of Trial Counsel, State Bar of California, 1981-1983. Practiced law with Long & Levit, 1983-1988, Morrison & Foerster, 1988-1992 and Lieff, Cabraser, Heimann & Bernstein, 1992-1993; Judge Pro Tem, Marin County Superior Court, 1987; Probation Monitor Referee, State Bar of California, 1993-1994; lecturer, Sack-Erickson Bar Review, 1989-1990; Adjunct Faculty, Golden Gate University School of Law, 1993-1994. Faculty of San Francisco Law School since 1982.

Course: Professional Responsibility

Janet Frankel
B.A., University of California, Los Angeles, 1986. J.D., Hastings College of Law, 1992. Admitted to practice in the State of California, 1992.

Course: Community Property

Abe Gupta
B.S., Stanford University, 2003. J.D., University of San Francisco, 2006. Mr. Gupta is a member of the California Bar.

Course: Legal Writing

Michael Habeeb
J.D. San Francisco Law School, B.A. Journalism, San Francisco State University, Attorney at Law, Law Offices of Michael E. Habeeb, Law Offices of Gerald L. McVey and Law Offices of McVey & Mullery, 1/86-3/98; Instructor: Canada College 8/09-Present; Communications Manager/Marketing Project, College of San Mateo, 11/01-8/09; Community Education Director, San Mateo Community College; Community Education Instructor, Sequoia Adult School.

Course: Immigration Law

Richard B. Hechler
B.A., Boston University, 1976. J.D., Golden Gate University, School of Law, 1981. Admitted to the State Bar of California 1982. Mr. Hechler has practiced for the District Attorney's Office, City and County of San Francisco for twelve years. He presently heads the Elder Abuse Unit and is a member of the Financial Abuse Specialist Team, the Elder Abuse Investigative Team and the Consortium for Elder Abuse Prevention

Course: Elder Law

Paul Lufkin
Paul Lufkin has been an attorney on the staff of the Supreme Court of California (in San Francisco) since 1994. Mr. Lufkin also teaches Constitutional Law and Immigration Law at the John F. Kennedy University School of Law, in Pleasant Hill, California. Previously, Mr. Lufkin taught Immigration Law at McGeorge School of Law in Sacramento, California. Prior to entering public service, Mr. Lufkin was for six years an associate in the law offices of Morrison & Foerster (San Francisco), where

he specialized in securities litigation. During that period, he served for two years in Tokyo, Japan, as a legal advisor to the Mori Sogo Law Offices (Otemachi District). Mr. Lufkin is a graduate of the University of California at Santa Barbra (B.A., 1976), Boalt Hall School of Law at the University of California Berkeley (Harvard Exchange 1988 - 89), and was admitted to the California Bar in 1989. Mr. Lufkin's publications include California's Anti-SLAPP Statute As Tools for Protecting The Rights of Freedom of Speech and Petition: An Evolving Process (John F. Kennedy University Law Review 2007, with J. Partridge), Deconstructing Davis v. United States: Intention and Meaning in Ambiguous Requests For Counsel (Hastings Constitutional Law Quarterly 2005, with D. Kaiser), and Sisterhood is Global: The Emerging Use of International Human Rights Law (New College of California Law Review 2003)

Course: Constitutional Law

Geraldine McGrath
B.A., San Francisco State University, 1972. J.D., San Francisco Law School, 1982. Admitted to practice in California, 1982.

Courses: Advanced Legal Writing, Legal Writing

Leslie S. Patrick
B.A., Cornell, 1955. J.D., Harvard, 1958. Admitted to practice in California, 1960. Deputy Corporations Counsel, Division of Corporations, State of California to 1962. Private practice since 1962, Professional Law Corporation in San Francisco since 1978. Former instructor, Continuing Education of the Bar. San Francisco Law School Associate Dean since 1983. Faculty of San Francisco Law School since 1962.

Course: Contracts

Christopher Reggie
J.D, The Harvard University; B.A., University of California, Berkeley; Fluent in Spanish; 2003-Present Founder The Reggie Law Firm; 1999-2002, Wild Brain, Inc., Vice President of Business Affairs and General counsel; Unc. Productions, Principal.

Courses: Corporations, Contract Drafting, E-Discovery

Laura Rosenthal
J.D., University of Denver College of Law; B.A. University of Denver; 2013-Present Laura C. Rosenthal, Attorney at Law; 2012-Present, Contract Legal Services, 2008-Present, Assistant Legal Department Head, Empire College School of Business.

Courses: E-Discovery, Law & Motion, Law Practice Management.

Roy Scheingart
B.S., California State University, Hayward, 1974. J.D., San Francisco Law School, 1979. Currently a prosecutor for the Alameda County District Attorney's Office. Professor Scheingart has served in the Career Criminal Division prosecuting recidivist criminals, and was responsible for all felony sentencing and prison certifications for the County of Alameda. Faculty of San Francisco Law School since 1995.

Course: Trial Practice

Lois Schwartz
J.D., School of Law (Boalt Hall), University of California, Berkeley; M.A., University of Chicago, Graduate Library School, M.A. with honors, University of Chicago, Department of English Literature; B.A., University of Chicago; Academic Employment: Hastings college of Law, Full Time Faculty Member and Senior Lecturer in Law; Boalt Hall; Santa Clara University School of Law, Golden Gate University School of Law; San Francisco Law School, Mills College JFK School of Law; Research Attorney' Office, Contra Costa County, Alternate Defenders Office, Girard & Vinson, of Counsel.

Course: Civil Procedure

Sondra Solovay
BA, Brown University, 1992., with Honors, J.D., Boalt Hall School of Law, University of California at Berkeley, 1996. Best Brief, 1994. Admitted to California Bar in 2001. Ms. Solvay is also a member the Bar of the Sixth Circuit, the Author's Guild, and a former member of the Advisory Board, Emergency Care Project, World Institute on Disabilities in 2001 and 2003. She has received five Achievement/Recognition Awards from the National Association to Advance Fat Acceptance, as well as Certificates of

Appreciation from WomanCare Plus Research Project and Emergency Care Research Project, World Institute on Disabilities in 2001. She is the Director of the Fat Legal Advocacy, Rights and Education Project (FLARE!). Her writings and publications include: The Fat Studies Reader, 2009, with E. Rothblum; "Remedies for Weight-Based Discrimination." In Weight Bias: Nature, Consequences, and Remedies, Ed. Brownell, Puhl, and Schwartz, 2005; "Fat Chance." Harvard Business Review. 2005, "Now You See Me, Now You Don't." in Scoot Over, Skinny: The Fat Nonfiction Anthology. Ed. Donna Jarrell and Ira Sukrungruang. 2005. Tipping the Scales of Justice: Fighting Weight-Based Discrimination, 2000 as well as numerous interviews, workshops and other presentations.

Course: Torts

Undergraduate Faculty

Miles Beauchamp
Associate Professor, San Diego
PhD, English, 2005, Wamborough University

Research interests: Social media for the professions, new media, professional communications, writing for media, publishing, enlightened brand management

Daniel M. Blumberg
Associate Professor, San Diego, Department of Undergraduate Psychology
PhD, Psychology, 1987, Clark University

Research interests: stress inoculation and resiliency; trauma recovery; peace officer burnout; effective hiring and promotional practices; workplace bullying; victim advocacy

Dawn Griffin
Associate Professor and Program Director, San Diego, Department of Undergraduate Psychology
PhD, Forensic Psychology, 2005, Alliant International University, Center for Forensic Studies, Fresno

Research interests: trauma informed systems of care; neurological development as a result of complex trauma; traumatology; developmental psychopathology with emphasis on attachment; presexualization

Michelle Lopez
Assistant Professor, San Diego, Department of Undergraduate Psychology
PhD, Clinical Psychology, 2013, Alliant International University - California School of Professional Psychology (CSPP)

Research interests: anxiety disorders, trauma and stress related disorders, transdiagnostic treatment of emotional disorders, and cognitive behavior therapies.

René M. Naert
Professor, San Diego
PhD, Administration, 1996, Walden University

Research interests: Information systems

Saba Ozyurt
Associate Professor and Program Director, Undergraduate Business and Management Programs, San Diego; Program Director, Undergraduate General Education (lower division)
PhD, Political Science and Government, 2009, University of California, Irvine

Research interests: Comparative politics, international relations, immigration, ethnic and gender relations in Western Europe and the United States

Hamid Rahman
Professor, San Diego
PhD, Finance, 1987, Syracuse University

Research interests: Finance

Mexico Campus

Core Faculty

Jason Platt
Associate Professor and Program Director, MA International Psychology
PhD, Marriage and Family Therapy, 1986, Syracuse University

Adjunct Faculty

Jesus Almazon
MA, 1986, Universidad La Salle

Xavier Aguilar
PhD, 1970, Universities of Heidelberg and Saarland, Germany

Laura Betancourt
MA, 1998, Universidad Iboamericana; MA, 2002; Centro Eleia

Ana Bonilla
MBA, 2005, Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

Fadwa Brady
MA, 2002, Washington State University

Phil D.S. Gillette
ABD, University of California, Los Angeles

David Hawyard
PhD, 2004, Universidad La Salle

Robert Jackson
PhD, 1988, University of California, Berkeley

Graciana Mendez
BA, 2004, Universidad de Buenos Aires

Deborah Mondellini
MA, 2007, Alliant International University

Pierfrancesco Moscuzza
MA, 2006, Alliant International University

Stephen Murray
ABD, The Open University, United Kingdom

Ana Cristina Petersen
ABD, Universidad Nacional Autonoma de Mexico

Juan Manuel Rodriguez
PhD, 1969, Universidad Nacional Autonoma de Mexico

Helen Selicoff
PhD, Universidad de las Americas

Elena Sinitsyna
ABD, Belorussian Bedagogical University, Minsk

Sarah Taylor
PhD, 2010, State University of New York, Albany

Ruth Troeller
PhD, London School of Economics and Social Science, England

University Research Faculty

Wayne Bardwell
PhD, Clinical Psychology, 1997, California School of Professional Psychology, San Diego

Kerri Boutelle
PhD, Health Psychology, 1996, Illinois Institute of Technology

Pat Deleon
Distinguished Research Professor
PhD, Clinical Psychology, 1969, Purdue University; MPH, Health Services Administration, 1973, University of Hawaii; JD, Law, 1980, Catholic University

Robert Geffner
Distinguished Research Professor
PhD, Psychology, 1978, University of California, Santa Cruz; ABPP, ABPN

Erika Holtermann
PhD, Psychology, 2002, Case Western Reserve University

David Hubbard
Research Professor
MD, Medicine, 1977, University of Connecticut School of Medicine

Susan Johnson
Distinguished Research Professor
EdD, Education, 1984, University of British Columbia

Patricia Judd
PhD, Clinical Psychology, 1989, California School of Professional Psychology

Dennis Reeves
Research Professor
PhD, 1983, University of Kansas

Madeleine Richeport-Haley
Senior Research Professor
PhD, 1975, New York University

University Emeriti Faculty

I.M. Abou-Ghorra
Founding Campus Dean, 1973-1981
Fresno
PhD, 1961, University of Southern California

Sue Ammen
Professor Emeritus
Fresno
PhD, Clinical Psychology, 1989, California School of Professional Psychology, Fresno

Richard Baker
Professor Emeritus
San Diego
PhD, 1981, University of New Mexico

David Bainbridge
Professor Emeritus
San Diego
MS, 1973, University of California, Davis

Linda Beckman
Professor Emeritus
Los Angeles
PhD, 1969, University of California, Los
Angeles

Mary Ellen Butler-Pascoe
Professor Emeritus
San Diego
EdD, Computer Education, 1990; United
States International University

John D. Cone
Professor Emeritus
San Diego
PhD, 1968, University of Washington

James V. DeLeo
Professor Emeritus
San Diego
PhD; 1976, California School of Professional
Psychology, San Diego

Anwar Dil
Professor Emeritus
San Diego
PhD, Indiana University

Donald Eulert
Professor Emeritus
San Diego
PhD, American Studies, 1968; University of
New Mexico

Lucy Rau Ferguson
Professor Emeritus
San Francisco
PhD, 1957, University of California, Berkeley

Sharon L. Foster
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PhD, Clinical Psychology, 1978, State
University of New York, Stony Brook

Thomas S. Gale
Professor Emeritus of International Relations
PhD, School of African and Oriental Studies,
London University

Kelin Gersick
Professor Emeritus
Los Angeles
PhD, 1976, Harvard University

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Professor Emeritus
San Francisco
PhD, Clinical Psychology, 1975, Michigan
State University

Bill R. Hampton
Professor Emeritus of Education
San Diego
EdD, St. Louis University

Ann Hozier
Professor Emeritus
Los Angeles
PhD, 1957, University of Kansas

Young Hum Kim
Professor Emeritus
San Diego
PhD, 1960, University of Southern California

Richard R. Kopp
Professor Emeritus
Los Angeles
PhD, 1972, University of Chicago

Arthur L. Kovacs
Professor Emeritus
Los Angeles
PhD, 1958, University of Michigan

Meenakshi S. Krishnamoorthy
Professor Emeritus
San Diego
PhD, 1960; Manchester University

Ann Lawson
Professor Emeritus
San Diego
PhD, 1988, United States International
University

Gary W. Lawson
Professor Emeritus
San Diego
PhD, 1975, Southern Illinois University

Paul C. Lebby
Professor Emeritus
Fresno
PhD, Psychology, 1994, University of
California, Berkeley

Thomas F. McGee
Professor Emeritus
San Diego
PhD, 1960, University of Chicago

Julian Meltzoff
Professor Emeritus
San Diego
PhD, 1950, University of Pennsylvania

Terry G. Newell
Professor Emeritus
Fresno
PhD, 1967, University of Minnesota

Mary Philips
Professor Emeritus of Performing Arts
San Diego
PhD, University of California at Los Angeles

John D. Preston
Professor Emeritus
PsyD, 1979, Baylor University

Adele S. Rabin
Professor Emeritus
San Diego
PhD, Clinical Psychology, 1984, University of
Houston

Kenneth E. Richardson
Professor Emeritus
San Diego
PhD, Claremont Graduate University

Mark Sherman
Professor Emeritus
San Diego
PhD, 1970, University of Connecticut

Donald E. Smith
Professor Emeritus of Art
San Diego
PhD, Florida State University

Lawrence Solomon
Professor Emeritus
San Diego
PhD, 1954, University of Illinois

Richard C. Sorenson
Professor Emeritus
San Diego
PhD, 1965, University of Washington

Patrick A. Sullivan
University Professor Emeritus of Strategic
Management
San Diego
DBA, United States International University

Walter Teutsch
Professor Emeritus of Music
San Diego
JUD, University of Wuerzburg

Jeffrey Tirengel
Professor Emeritus
Los Angeles
PsyD, Clinical Psychology, 1991, California
School of Professional Psychology, Los
Angeles

Christopher Tori
Professor Emeritus
San Francisco
PhD, Psychology, 1971, University of
Kentucky

Reiko True
Professor Emeritus
Tokyo
PhD, 1976, California School of Professional
Psychology

Steven R. Tulkin
Professor Emeritus
San Francisco
PhD, 1971; Harvard University

Rebecca Turner
Professor Emeritus
San Francisco
PhD, 1987, George Washington University

Jack Tygett
Professor Emeritus
San Diego
University of California, Los Angeles

Lelia Veaco
Professor Emeritus
Fresno
EdD, 1973, University of the Pacific

John R. Walker
Professor Emeritus of Hotel, Restaurant, and
Tourism Management
San Diego

DBA, United States International University

Sidney Warren
Professor Emeritus of Political Science
San Diego
PhD, Columbia University

Dennis Weis
Professor Emeritus
San Diego
PhD, 1971, Brown University

Paul D. Werner
Professor Emeritus
San Francisco
PhD, Psychology of Personality, 1976,
University of California, Berkeley

Al Zolynas
Professor Emeritus
San Diego
PhD, 1973, University of Utah

COURSE DESCRIPTIONS

Course Numbering
Click here to view information for course numbering.

The following is a listing of courses and abridged descriptions of all Alliant International University courses available at the time of publication. Please note that the academic programs are under continuous review and evaluation. Therefore, courses may vary somewhat from those described on the following pages.

Note: Classes not found in the program description may not be taught on the campus where the student is attending. Check online course schedules for a list of classes available at each site in a given semester.

ACR6100 - Psychology & the Justice System
(3 units) This core course explores the application of behavioral sciences to the criminal justice field and the study of crime and legal phenomena from psychological, social and cultural perspectives. Addresses numerous current ways in which the legal system and the behavioral sciences intersect, as well as related assumptions and controversies. Specific topics may include legal decision making, victims and victimology, risk prediction, criminogenesis and other behavioral science applications.

ACR6200 - Applied Theories of Crime and Crime Control
(3 units) Examines past and contemporary theories associated with adult and juvenile criminality and approaches to addressing it.

ACR6300 - Violence and Criminal Behavior
(3 units) Addresses micro-level and macro-level theories and risk factors related to violence and criminal behavior with emphasis on psychological and sociocultural factors. Explores violent intent, human aggression, deviance, interpersonal violence and violent groups; media influence; mental illness, personality and psychopathy; and motivation.

ACR6400 - Criminological Research & Data Analysis
(3 units) Provides an overview of the research process and practice of criminological and criminal justice research. The course explores concepts such as the nature of causation; the structure of inquiry; research design, conceptualization, measurement and sampling; modes of observation, including experimentation, survey and evaluation research; data analysis techniques essential to studying and understanding crime, victimization and prevention; and both the application and the interpretation of qualitative and quantitative data and analysis.

ACR6500 - Criminal Law and Procedure
(3 units) The course examines the definitions and necessary elements of crime, principles inherent in legal decision making, such as questions of fact versus questions of law, legal requirements and doctrines such as ignorance of fact and ignorance of

law, causation, attempt, complicity and conspiracy, and juvenile versus adult proceedings. Also provides an overview of arrest through appellate proceedings, including bail, arraignment, preliminary motions and hearings, grand jury proceedings, discovery and trial procedure. Affirmative defenses and recent Supreme Court decisions on right to counsel, fair trial and other constitutional guarantees are addressed.

ACR6550 - Constitutional Issues in Criminology
(3 units) Examines the principal Constitutional provisions and major cases associated with the criminal justice process. Focuses on long-term controlling and more recent Court decisions in areas such as evidence--obtaining, collecting and presenting in court-- sentencing and the death penalty, use of force, entrapment, detention, victim impact and homeland security.

ACR6600 - Crime and Victimization in a Global Context
(3 units) Provides an in-depth exploration of crime, violence and victimization on a global level as well as differences between the US and other countries in crime trends, prevention and punishment. Non-US domestic terrorism, international terrorism, human trafficking, kidnapping for ransom, drug cartels, and piracy, as well as investigation, prosecution and amelioration efforts are discussed.

ACR6700 - Criminal Justice Ethics, Values and Diversity in Post-911 America
(2 units) Provides an understanding of ethics applicable to the criminal justice arena specifically as well as situated within a larger framework of values and day-to-day existence. Explores the interplay of ethics, values and diversity and the influence of social evolution and significant events. The eternal struggle between civil liberties and public safety, peacekeeping strategies in multicultural communities, racial profiling and interment, recent events concerning the monitoring of Americans, and Court decisions on DNA collection are discussed.

ACR6800 - Communication and Conflict Resolution
(3 units) This course presents contemporary findings concerning communication and human factors as they relate to conflict resolution. Focuses also on research and established best practices related to understanding, analyzing, and managing conflict. While focusing on the human and emotional aspects of conflict, the course includes the influence of gender and culture. The course presents communication and conflict resolution models in a practice-based approach.

ACR6825 - Conflict and Crisis Negotiation
(3 units) This course will provide an overview of law enforcement crisis negotiation and its application to crisis situations, such as domestic violence encounters and kidnapping on an individual level and hostage/barricade and standoff encounters on an organizational level. The highly applied nature of the course will incorporate research and best practice findings into case examination and

interactive, experiential learning. Students will also understand and apply active listening skills, empathy, rapport, influence, and behavioral change concepts to conflict and crisis situations.

ACR6850 - Critical Incidents, Conflict Resolution and Crisis Management
(3 units) This incorporates theory and contemporary evidence-based models and best practices to provide an understanding of inter-group and intra-group dynamics associated with the organizational response to critical incidents such as hostage/barricade management, armed conflicts, terrorism, kidnapping, natural and other disasters, and tactical operations, which comprises the negotiations team, the tactical team, and the on-scene commander, as well as coordination of efforts with government, organizations, and the community. This course will address topics such as inter-group and intra-group conflict intervention and communication strategies, negotiation, tactical and command protocols, hostage/barricade resolution continuum options, and case studies.

ACR6900 - Criminal Justice Program Development & Policy Analysis
(3 units) Overview and application of the concepts, techniques and processes of creating, implementing and evaluating programs designed to reduce or prevent crime or terrorism, to educate the public, to improve criminal justice practices, or to assist victims, and to analyze criminal justice and victim-centered policy.

ACR7100 - Advanced Criminal Behavior: Mass, Serial and Pattern Criminals
(3 units) Course examines the psychological, behavioral and investigative factors related to perpetrators of targeted violence and other mass casualty incidents, and spree, stalking and serial crimes. Addresses stalking behavior on its own and in the context of deliberate lethal violence. Explores the fundamental concepts, assumptions, techniques and specific purposes associated with criminal behavioral profiling and behavioral evidence analysis as investigative tools.

ACR7200 - Violent Threat Assessment and Management
(3 units) Overview of theories and evidence-based approaches to identifying and mitigating potential acts of violent criminality and terrorism. Addresses the evaluation and management of credible threats, focusing on stalking, threats against public officials, school and workplace threats and terrorist threats, as well as victim factors.

ACR7225 - Interviewing, Interrogation & Expert Witness Testimony
(3 units) Course focuses on two critical communication-related elements to operating in the criminal justice arena. Provides an overview of the history and the legal precedent associated with interviewing and interrogating from a law enforcement and a national security perspective. Examines current evidence-based practices in educing information from witnesses, victims and

suspects as well as in providing scientifically sound, easy-to-understand expert testimony in a court of law. Cognitive interviewing, interpretation of verbal and physical behavior, memory and false confessions, deception detection, interviewing special populations, and ethical considerations are discussed.

ACR7400 - Contemporary Issues in Victimology

(3 units) Explores foundational concepts in the area of victimology, including victim selection; the effects of age, gender, race, and pre-morbid functioning; victim-offender dynamics; and the impact of victimization on individuals and communities. Topics will also include victimization risk assessment and prevention, victims and their interaction with the justice system, and victim advocacy.

ACR7425 - Effective, Compassionate Interviewing

(3 units) Explores foundations and nuances of interviewing victims, witnesses and other vulnerable individuals in a variety of contexts. Provides a case-based approach to assessing interviewing situations and individual needs, as well as agency needs and legal implications. Includes the essentials of compassionate communication, the practical application of principles, and assessing and maintaining appropriate boundaries.

ACR7450 - Psychological, Emotional and Physical Impacts of Victimization

(3 units) This course examines the myriad effects of victimization resulting from violent crime or mass-casualty incident on the individual. Specific emphasis is placed on factors that may differentially enhance or mitigate impact, and on the implications for those working with victims.

ACR7900 - Coursework into Practice: Applied Criminology Capstone Project

(2 units) This capstone project is undertaken during the student's final term in the program. The project focuses on the development of a portfolio containing the following:
1. The student's CV
2. A 5-year plan for professional goals
   a. including an outline of steps necessary to achieve progress on two possible career paths
   b. including a statement of how the program has enhanced preparedness for professional goals and how the student will use program knowledge / skills in professional endeavors
3. One of the following demonstrations of knowledge / skills acquisition, focusing on the totality of the learning experience and applying it to real-world problems, policies or other entities.
   a. Full Case Analysis
   b. A program evaluation plan
   c. A brief policy analysis
   d. An amicus brief or legal analysis incorporating social scientific evidence
   e. A social-benefit program proposal
   f. A research paper demonstrating knowledge and expertise in a given area and / or offering a solution to a current problem

ACT3000 - Managerial Accounting

(3 units) An extensive analysis of the role of managerial accounting in the decision-making process and in the control of an organization's resources; various analytical tools are introduced including cost volume-profit analysis, budgeting with standards and variances, the allocation of costs through traditional and activity-based costing systems; the discussion of ethical issues facing the business professional are integrated into the curriculum.

ACT3015 - Financial Accounting

(3 units) This course introduces students to the general nature of financial accounting and the underlying terms, systems and concepts. The students will examine how financial statements such as the Income Statement, the Balance Sheet, and the Statement of Cash Flows are inter-related. They will gain an understanding of managing short-term and long term assets and liabilities, preparing and analyzing financial statements and cash flows, cost systems, budgeting, performance evaluation, job order costing, and capital investment analysis. Students will learn how to interpret information presented in financial statements, explicit or implicit, to understand the firm performance, both on a standalone basis as well as relative to other peer firms in the industry.

ACT5000 - Financial and Managerial Accounting

(3 units) Financial statements, accrual accounting, statement of cash flows, financial reporting, cost behavior, cost-volume-profit analysis, activity based costing, profit planning, budgeting, flexible budgeting, segment profitability reporting, relevant cost data for decision making, transfer pricing, product and services pricing, and performance measuring including ROI, residual income, and balanced scorecard, including measures to analyze costs and factors associated with sustainability.

BUS2010 - Business Mathematics

(3 units) Fundamental mathematical operations in banking and borrowing; financial ratio analysis; payrolls; retail; insurance; and elementary statistics.

BUS2015 - Introduction to Business

(3 units) Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance.

BUS2020 - Introduction to Business Communications

(3 units) This course is designed to introduce students to the fundamental principles of effective business communication in a global environment. It will emphasize written communications such as standard and persuasive business letters, memorandums and informational as well as analytical reports, along with proposals, resumes and other employment-related documents. The course addresses the skills necessary for developing, planning, organizing, outlining and editing various business documents.
Prerequisites: ENG2206 or equivalent

BUS2030 - Business Law

(3 units) This course is a survey course that introduces students to various laws and policies that impact business practices and behaviors. Beyond the requirements of the law, businesses must find methods for adjudicating disputes concerning such issues as corporate rights, responsibilities, environmental impact, consumer rights, and the moral status of corporations. The course uses the legal system as a way to study ethical and legal issues that arise in business and professional practice.

BUS3000 - Advanced Business Communication

(3 units) This course focuses on principles of effective written and oral communication - including those components with presentation applications - for business majors. Emphasis is on professional practices in workplace communication with study and application of APA documentation style. Students study and apply principles of effective composition, communication, and research in projects related to business applications. Students will do assignments designed to help develop the kinds of written and oral communication skills they will need to communicate effectively in professional business settings.
Prerequisites: BUS2020

BUS3020 - Production and Operations Management

(3 units) This course provides an introductory analysis of productive systems, operations planning and control. Topics covered include forecasting, inventories, scheduling, quality assurance and productivity.

BUS4080 - Research Methods

(3 units) The course will explore major types of research methods of data collection and treatment applied critical analysis of source materials; mechanics of writing research papers.

BUS4085 - Statistics

(3 units) This course provides students with knowledge of statistical analysis and use of statistical tools such as SPSS.

BUS4910A - Internship I

(1.5 units) The goal of the first section of the Internship course is to help business students prepare for a successful transition into the workplace. Students will learn about and apply existing tools to better understand themselves, their strengths, and their career goals and ambitions. They will work on improving their resumes, learn how to create and improve their Linked In profiles, and practice their networking skills.

BUS4910B - Internship II

(1.5 units) The second section of the internship course will provide students supervised internship opportunity in companies and community organizations. Students will complete 100 hours of internship training and apply their business knowledge in real life work setting.

BUS4990 - Capstone and Project Management

(3 units) The capstone course provides senior-level business students with an opportunity to apply the theories and concepts learned throughout their program to real life business and management projects by way of collaborating with clients and business partners in the community. Participants will work as members of small project teams, to investigate a current business situation and to produce a comprehensive, professionally crafted project based on agreed upon objectives and deliverables with the client. The capstone class project will allow students to demonstrate their capability to investigate and understand the in-depth intricacies of complex business issues and to work in a multicultural team.

BUS6020 - Strategic Management

(3 units) This course will introduce the concepts of strategic management. It will concentrate on modern analytical approaches that drive successful strategic practices and result in enduring competitive advantage. This course is designed with a technological and global outlook and will provide students with a pragmatic approach to inform their environmental analysis, strategy formulation and implementation, and evaluation and control of strategic initiatives. The course will also cover tactical planning, budgeting analysis, and uncertainty and risk management. Corporate social responsibility and ethical judgment as well as teambuilding will also be covered. In addition to the classroom instruction, students are required to get real-World experience through a practicum in an approved organizational setting for 100 - 160 hours. However, if a student is unable to secure a practicum site, another option such as a project will be made available to them to ensure they meet the course requirements through an applied project designed with the instructor. (International students need to meet their international student advisor for details).

BUS6060 - Organizational Behavior and Global Leadership

(3 units) Using a module and primarily experiential approach, this course engages students in understanding the realities of the impact of globalism on managerial activities.

BUS6090 - Statistical Analysis and Modeling for Business

(3 units) This course provides a conceptual understanding of the role that quantitative methods play in decision processes. This application-oriented course demonstrates the use of many quantitative methods that have been developed over the years; how they work; and how the decision-maker can apply and interpret the data. The course also features a straightforward "Problem-Scenario Approach" which motivates and helps the student understand and apply mathematical concepts.

BUS6150 - Contributors to Strategic Management

(3 units) Study of the major contributors to the theory and technology of strategic management. A critical survey of the literature of the different schools of thought in the context of the strategic management paradigm. Relates other strategic management models to strategic management as taught at Alliant.
Prerequisites: BUS6020

BUS6900 - Capstone: Management in a New Age

(3 units) This capstone course provides student with a unique learning experience to collaborate with their peers, practice their management skills, and showcase their accomplishments. By working on a major project (thesis or research), emphasis will be placed upon managing in an age in which political, cultural and sustainable boundaries have merged; where both the workforce and the issues at hand are global in nature. Although most of the instruction will involve the case method and guest speakers, the emphasis of the course will have participants working on a major project for the entire semester that end with a capstone conference.
Prerequisites: Completion of at least 6 MBA courses

BUS7011 - Foundations and Critical Issues in Global Business

(3 units) The course provides a foundation for issues affecting leadership in international business. Theoretical foundations and contemporary research on strategic management, international marketing, economics, finance and analytics will be covered. Students will be challenged to incorporate issues affecting the contemporary global business environment (issues such as corporate social responsibility, poverty, globalization, international relations, and sustainability), in building a global model of business solutions. Students examine applied practices and theoretical foundations, analyze current research and develop their own propositional paper in a specific area of international business.

BUS7023 - Advanced Multivariate Statistics

(3 units) Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; canonical correlation; factor analysis; structural equation modeling (e.g., EQS, LISREL).

BUS7025 - Foundations of Research

(3 units) This course is designed to present an overview of quantitative, qualitative and mixed research methods in business and leadership. Students will gain insights into research philosophy and approaches to theory development, formulating the research design, selecting samples, and using secondary data. They will also understand methods for collecting primary data through observation, interviews, and questionnaires. Quantitative and qualitative data analysis will be discussed

BUS7027 - Advanced Multivariate Statistics

(3 units) Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; canonical correlation; factor analysis; structural equation modeling (e.g., EQS, LISREL).
Prerequisites: BUS7034, DAT7025, MGT7025, MKT7025, DAT7026, MGT7026, and MKT7026

BUS7028 - Action Research

(3 units) This course examines action research as an alternative applied research methodology. Students will learn principles and practices of action research and apply at their internship/ company workplace. Special consideration will be given to group processes and actionable outcomes.
Prerequisites: BUS7034, DAT7025, MGT7025, MKT7025, DAT7026, MGT7026, and MKT7026

BUS7031 - Advanced Statistics Ia

(2 units) The course will cover the necessary statistical techniques employed in contemporary behavioral science research and program evaluation, in order to be able to: (a) analyze research data; (b) understand and critically review statistical findings in empirical papers; (c) present empirical results to other scholars; and (d) run statistical analyses using SPSS. Through the Advanced Statistics I class, students develop an understanding of the philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; mediation/moderation; power calculation and corrections for multiple comparisons. Through the Advanced Statistics I Lab, students become familiar with the computer hardware/operating environments and statistical software packages. They acquire the ability to conduct statistical analyses and problem solving with data through exercises in: hypothesis testing; testing statistical assumptions; examining data distributions and standard scores; comparing means; introduction to ANOVA Design; introduction to correlation analysis; simple and multiple regression analysis; mediation and moderation analysis; and reliability analysis.
Prerequisites: BUS7025

BUS7032 - Advanced Statistics Ib

(2 units) The course will cover the necessary statistical techniques employed in contemporary behavioral science research and program evaluation, in order to be able to: (a) analyze research data; (b) understand and critically review statistical findings in empirical papers; (c) present empirical results to other scholars; and (d) run statistical analyses using SPSS. Through the Advanced Statistics I class, students develop an understanding of the philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; mediation/moderation; power calculation and corrections for multiple comparisons. Through

the Advanced Statistics I Lab, students become familiar with the computer hardware/operating environments and statistical software packages. They acquire the ability to conduct statistical analyses and problem solving with data through exercises in: hypothesis testing; testing statistical assumptions; examining data distributions and standard scores; comparing means; introduction to ANOVA Design; introduction to correlation analysis; simple and multiple regression analysis; mediation and moderation analysis; and reliability analysis.
Prerequisites: BUS7031

BUS7033 - Advanced Statistics IIa
(2 units) The course will cover multivariate techniques (analyses involving three or more variables) employed in contemporary behavioral science research and program evaluation. Particular emphasis on understanding when these techniques are appropriate and inappropriate for a given research question and dataset. Mastery of skills necessary to: a) read and understand most results reported in journal articles; b) communicate about empirical results with other scholars in the field; c) critically review the statistics and conclusions used in empirical studies - for oneself, for employers, or for other researchers; d) perform own analyses; e) interpret SPSS output; f) design own research with particular analytic strategies in mind. Topics covered include: multiple regression; multivariate analysis of variance and covariance; discriminant analysis; logistic regression; principal components and factor analysis; introduction to structural equation modeling, path analysis and confirmatory factor analysis.
Prerequisites: BUS7032

BUS7034 - Advanced Statistics IIb
(2 units) The course will cover multivariate techniques (analyses involving three or more variables) employed in contemporary behavioral science research and program evaluation. Particular emphasis on understanding when these techniques are appropriate and inappropriate for a given research question and dataset. Mastery of skills necessary to: a) read and understand most results reported in journal articles; b) communicate about empirical results with other scholars in the field; c) critically review the statistics and conclusions used in empirical studies - for oneself, for employers, or for other researchers; d) perform own analyses; e) interpret SPSS output; f) design own research with particular analytic strategies in mind. Topics covered include: multiple regression; multivariate analysis of variance and covariance; discriminant analysis; logistic regression; principal components and factor analysis; introduction to structural equation modeling, path analysis and confirmatory factor analysis.
Prerequisites: BUS7033

BUS7035 - Advanced Statistics I
(3 units) The course will cover the necessary statistical techniques employed in contemporary behavioral science research and program evaluation, in order to be able to: (a) analyze research data; (b)

understand and critically review statistical findings in empirical papers; (c) present empirical results to other scholars; and (d) run statistical analyses using SPSS. Through the Advanced Statistics I class, students develop an understanding of the philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; mediation/moderation; power calculation and corrections for multiple comparisons. Through the Advanced Statistics I Lab, students become familiar with the computer hardware/operating environments and statistical software packages. They acquire the ability to conduct statistical analyses and problem solving with data through exercises in: hypothesis testing; testing statistical assumptions; examining data distributions and standard scores; comparing means; introduction to ANOVA Design; introduction to correlation analysis; simple and multiple regression analysis; mediation and moderation analysis; and reliability analysis.
Prerequisites: BUS7025

BUS7036 - Advanced Statistics II
(3 units) The course will cover multivariate techniques (analyses involving three or more variables) employed in contemporary behavioral science research and program evaluation. Particular emphasis on understanding when these techniques are appropriate and inappropriate for a given research question and dataset. Mastery of skills necessary to: a) read and understand most results reported in journal articles; b) communicate about empirical results with other scholars in the field; c) critically review the statistics and conclusions used in empirical studies - for oneself, for employers, or for other researchers; d) perform own analyses; e) interpret SPSS output; f) design own research with particular analytic strategies in mind. Topics covered include: multiple regression; multivariate analysis of variance and covariance; discriminant analysis; logistic regression; principal components and factor analysis; introduction to structural equation modeling, path analysis and confirmatory factor analysis.
Prerequisites: BUS7035

BUS7054 - Research Scholars Community
(3 units) The purpose of this mandatory intensive course is to offer students a learning experience through face-to-face interaction with students, faculty, and academic staff in a stimulating scholarly environment. The learning experience is a holistic view of the research process and has a high intellectual stimulation which will enable students to be engaged in discourse and activities to enhance their scholarly as well as professional skills and competencies in a unique academic environment with a multicultural and diversity sensitivity. This scholarly-based learning focuses on developing skills and identifying areas for development. Students prepare for the dissertation process and how their scholarly work will be integrated in their professional careers.

BUS7055 - Research Scholars Communities 1
(1 unit) The purpose of this three-day mandatory intensive course is to offer students a learning experience through face-to-face interaction with students, faculty, and academic staff in a stimulating scholarly environment. The learning experience is a holistic view of the research process and has a high intellectual stimulation which will enable students to be engaged in discourse and activities to enhance their scholarly as well as professional skills and competencies in a unique academic environment with a multicultural and diversity sensitivity.

BUS7056 - Research Scholars Communities 2
(1 unit) The purpose of this three- day mandatory intensive course offered in the advanced stage of the program is to meet the individual needs of the students. This scholarly-based learning focuses on developing skills and identifying areas for development. Students prepare for the dissertation process and how their scholarly work will be integrated in their professional careers.

BUS7060 - Cross Cultural Management and Global Issues
(3 units) A study of the value systems, thinking patterns and models of reality that are inherent in different cultures and cultural differences within and among people and organizations. Included are the dimensions and measurement of culture; business and social cultures in organizations; national and ethnic cultures; value systems in different cultures; thinking patterns in different cultures; models of reality in different cultures; and alignment between environment, manager, culture of environment- serving organizations and methods for comparative cross-cultural research.

BUS7061 - Cross Cultural Management and Global Issues
(2 units) A study of the value systems, thinking patterns and models of reality that are inherent in different cultures and cultural differences within and among people and organizations. Included are the dimensions and measurement of culture; business and social cultures in organizations; national and ethnic cultures; value systems in different cultures; thinking patterns in different cultures; models of reality in different cultures; and alignment between environment, manager, culture of environment- serving organizations and methods for comparative cross-cultural research.

BUS7062 - Cross Cultural Management and Global Issues
(3 units)

BUS8031 - Global Change Management
(3 units) This course is focused on developing systems of organization that recognize and manage change in the global environment. The study addresses the need for an organization to respond quickly and to address effectively the turbulence and instability that may arise in rapidly changing environments. Successful management of change depends upon the ability of persons and the organization to adapt to new conditions not only

with new technologies, but also with organizational structures and procedures that that allow internal change processes.   In this course, students study and research the methods and principles of systematic change management- including their own reactivity and ability to initiate changes and gain support for them.

BUS8051 - Innovation, Technology and Sustainability Management

(3 units) This course brings together the areas of innovation management and new product development with a strong emphasis on innovation as a management process. The course will examine how to use innovation to improve the competitiveness of economies and firms, Studying innovation management and new business models will give insight into the problems faced by firms as they try to develop innovative products that help them survive and prosper. Topics will include entrepreneurship, process innovation and managing Innovation by integrating technological, market and organizational change. Students will learn both the professional practice aspects of innovation as well as the theoretical and academic models relevant to innovation management such as knowledge management and organizational change management.

BUS8062 - Internship

(3 units) This course will provide students with the opportunity to learn practical applications in the career they are preparing for. Students will partake in professional environments of teaching or consulting, which can include classroom teaching sessions and/or business meetings and processes during which they will observe and carry requisite responsibilities. Students and supervisors will reflect and evaluate experiences. They will spend 200-300 hours in a supervised internship engagement during the course.

BUS8064 - Competency Project I

(3 units) This course provides students with a unique learning experience to practice their professional research skills and showcase their accomplishments. The course is run as a community of learners and incorporates peer review collaboration. By working on a major applied-learning project, the emphasis of the course will have participants planning one specific project for secondary research within the course context and identify the project's goals, research questions, literature search, and deliverables. Students will review organizational data from secondary sources to develop a plan to solve an organizational problem evident from secondary research, offer suggestions for potential improvement or develop recommendations in terms of enhanced policies or procedures. The ground DBA program students will have the option of spending 200-300 hours in a supervised practicum engagement during the course.

BUS8065 - Competency Project II

(3 units) This course enables students to extend their major learning project and consider the potential application and implementation of the identified project deliverables that were developed during a Competency Project 1 course. The course is run as a community of learners and incorporates peer review collaboration. Students will learn approaches for conducting organizational analysis focusing on problem solving using root cause analysis. Included in the course is a discussion of extending literature search results into a model for research, data collection strategy for their specific project, data analysis and an examination of qualitative and quantitative strategies. The course will also cover some important steps to consider when starting a consulting practice to apply research skills to clients, and how to attract and retain clients. The ground DBA program students will have the option of spending 200-300 hours in a supervised practicum engagement during the course.
The comprehensive exam will be part of this course

BUS8071 - Teaching and Consulting Practicum

(3 units) This course is geared for teachers in the higher education arena and for consultants. The course will cover topics such as teaching foundations, including principles of lecturing and interactive teaching, learning styles and brain science, course preparation and learning objectives and assessment, testing and grading, feedback for continual improvement, lecture room issues and issues of student and time management. The course will teach students how to conduct organizational consulting focusing on problem solving using root cause analysis. Included in the course are a discussion of data analysis and an examination of qualitative and quantitative strategies. Students will also learn how to conduct an organizational analysis. The course will cover some important steps to consider when opening a consulting business, and how to attract and retain good paying accounts.

BUS9940 - Dissertation/Doctoral Project Supervision

(1 unit) Summer dissertation supervision.

BUS9979 - Dissertation Research 1
(2 units)

BUS9980 - Dissertation Research 1

(3 units) Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. The purpose of the course will be to familiarize the student with the dissertation process and the research literature in their area of interest.
Full-time engagement in dissertation work.

BUS9980A - Dissertation Research 1A
(1.5 units)

BUS9980B - Dissertation Research 1B
(1.5 units)

BUS9981 - Dissertation Research 2

(3 units) The purpose of the course is to begin working on the research design and research questions and hypotheses of their dissertation. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest.
Full-time engagement in dissertation work.

BUS9981A - Dissertation Research 2A

(1.5 units) The purpose of the course is to begin working on the research design and research questions and hypotheses of their dissertation. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest.
Full-time engagement in dissertation work.

BUS9981B - Dissertation Research 2B

(1.5 units) The purpose of the course is to begin working on the research design and research questions and hypotheses of their dissertation. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest.
Full-time engagement in dissertation work.

BUS9982 - Dissertation Research 3

(3 units) The purpose of the course is to understand research models, research designs and implementation, and data collection. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest.
Full-time engagement in dissertation work.

BUS9982A - Dissertation Research 3A

(1.5 units) The purpose of the course is to understand research models, research designs and implementation, and data collection. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest.
Full-time engagement in dissertation work.

BUS9982B - Dissertation Research 3B

(1.5 units) The purpose of the course is to understand research models, research designs and implementation, and data collection. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest.
Full-time engagement in dissertation work.

BUS9983 - Dissertation Research 4

(3 units) The purpose of the course is to begin the final design and writing of the dissertation

in preparation for execution. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest. *Full-time engagement in dissertation work.*

BUS9983A - Dissertation Research 4A

(1.5 units) The purpose of the course is to begin the final design and writing of the dissertation in preparation for execution. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest. *Full-time engagement in dissertation work.*

BUS9983B - Dissertation Research 4B

(1.5 units) The purpose of the course is to begin the final design and writing of the dissertation in preparation for execution. Students will work individually and in groups as well as their with dissertation committee members to identify research interests, topics, and research questions. In addition, the student will continue in-depth study of the research literature in their area of interest. *Full-time engagement in dissertation work.*

BUS9990 - Dissertation Extension

(3 units) The DBA candidates are expected to complete, defend and file their dissertations in the Library during their final semester. If the dissertation is not filed in the Library after the completion of the final semester, the student is required to register and continue to register in BUS9990 until the dissertation is filed in the Library.

CCS8210 - Foundations in Multicultural and Global Educational Systems

(3 units) This course combines the fields of Multicultural and Global Education as well as other diversity paradigms to address the growing need to internationalize cross-cultural theory and practice in the 21st century.

CHD1101 - Working with Children

(3 units)

CHD2110 - Children's Literature

(3 units) This course is an orientation to the selection and teaching of literature for children ages 0-18 at various developmental levels, according to interests, needs, and abilities. Students will compare classical and contemporary children's literature, highlighting the changing definition of childhood. The course includes opportunities to develop oral reading techniques for both children and adults. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD2210 - Introduction to Child Development

(3 units) Human development is an amazing process that begins at conception and continues over the lifespan. This class provides an introduction to the fundamentals of children's growth and development, from the prenatal period through adolescence. Students are expected to acquire a basic understanding of how factors within the child, family, and broader society shape the process of development. The course includes several key issues facing children in society today. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD2220 - Children's Art, Music and Movement

(3 units) Simple creative activities are some of the building blocks of child development. Learning to create and appreciate visual and musical aesthetics is an essential curriculum component across all stages of childhood. Review of the effects of brain development in the arts will be discussed. Students will develop curriculum in art, music, and movement. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3110 - The American Family

(3 units) The American family is often thought to be changing in ways considered unfortunate for children and society. At the same time, the family continues to occupy a central place in people's lives. This course examines how and why American families change, and explores the consequences of these changes. Aspects of family life considered include premarital sex, mate choice, marriage relations, work and family, gender roles, childrearing, family violence, divorce, and intergenerational relations. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3120 - Communicating with Families in a Diverse Community

(3 units) This course examines issues of trust and family involvement, focusing specifically on relationships between the school and diverse families. After providing a brief introduction to three core concepts-trust, culture, and family involvement-the course proceeds to a summary of relevant research and a discussion of common obstacles to school-family partnerships. Tips for reaching out to diverse families, profiles of several successful family involvement efforts, and community resources are covered. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3130 - Child Observation, Screening, Assessment, and Documentation

(3 units) Assessment and evaluation practices must be valid, reliable, and sensitive to the cultural and linguistic background of the child. They must also be appropriate for the developmental behavior being assessed. These practices include observing children in natural situations and documenting observations

through a variety of strategies that include anecdotal records and observational checklists; work samples such as drawings, writing samples or dictations; and photographs or videotapes of children's behaviors, creative constructions and playful activity throughout the day. Standardized assessment and screening tools are included in the repertoire. Families are key to the process as they contribute information about their children's interests, activities, behaviors, developmental progress, health, and prior experiences, as well as share information from the perspective of the teacher. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3140 - Child Cognitive Development

(3 units) The course will begin with discussions of theoretical frameworks for studying cognitive development, including constructivist, sociocultural, and information processing theories. The second part of the course will focus on specific areas of cognitive development, including memory and problem-solving. The final part of the course will cover the development of academic skills, such as scientific reasoning, reading, and mathematics, as well as issues related to learning inside and outside of the classroom. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3150 - Teaching Mathematics and Science: A Developmental Perspective

(3 units) This course will help students develop an understanding of the multiple social perspectives underpinning mathematics and science instruction. It will provide opportunities for students to explore the teaching and learning of mathematics and science in countries around the world.
The alignment of appropriate math and science content with developmental stages is emphasized as well as the importance of play as a constructive process for academic understanding. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3210 - Teaching Language and Literacy: A Developmental Perspective

(3 units) Theories of oral language acquisition, development in first and second languages and the role of language as a foundation for literacy are the focus of this course. Special emphasis is on dual language learners and the role of language in reading and writing development. Attention throughout the course is given to the role of talk across the curriculum and a survey of principles and practices for supporting a language-rich curriculum. Students will practice methods of assessing and responding to individual language differences. In addition, the relationship between linguistic diversity and academic achievement will be explored. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3220 - Pre-Natal and Infant Development
(3 units) This course studies characteristic developmental changes in and environmental influences on human infants from conception to approximately two years of age. Special emphasis is on sensory-perceptual abilities, social-emotional interactions, and cognitive developmental processes Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3230 - Child Physical and Motor Development
(3 units) This course provides instruction in the motor development of infants, children, adolescents, and adults. It includes the phases and stages of motor development for children 0 to 18, as well as genetic and environmental factors influencing growth and biological maturation. The course emphasizes play as a constructive process with applications to cognitive and social development. Special attention is given to facilitating play in early childhood classrooms. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3240 - Childhood Health, Safety, and Nutrition
(3 units) This course provides students with a comprehensive overview of the basic and changing health, safety, and nutritional needs of growing children. Appropriate methods to meet these basic needs through both educational and social services will be emphasized. Readings emphasize the influence family, community, and culture has on a child's health and safety. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD3250 - Creating and Maintaining Program Policies and Practices
(3 units) Policies that lead to positive relationships among staff, families and with the community are key to quality early care and education programs. This course prepares students to assume leadership in developing policy, as well as implementing the policies and requirements of NAEYC, California Department of Education, and other professional organizations. Students will gain the skills to advocate for children and families. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD4110 - TK, Age-Graded Classrooms and Alternative Classroom Environments
(3 units) Transitional kindergarten, nursery school, home care, preschool, charter, magnet, cross-age-what does it all mean? This course investigates the history and current practice of a wide variety of care and educational environments. Students will learn to compare research on the benefits of each model and learn to match models to community needs and resources. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD4120 - Child Development Administration and Leadership
(3 units) This course focuses on developing knowledge and competencies in administration of programs for young children. Topics include fiscal planning skills, marketing, human resources, family involvement, teacher selection, training and supervision, program evaluation and leadership abilities necessary for managing an early childhood program.

CHD4130 - Child Social-Emotional Development
(3 units) In this course students will explore factors involved in children's social and emotional development and how children's early experiences can shape that development. The long-lasting effects of children's early experiences and ways in which adults can support young children's healthy social-emotional development will be emphasized. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD4140 - Adolescent Development
(3 units) This course examines adolescent development from two perspectives: theories about adolescent development and developmental issues in adolescents within the family, peer, and school contexts. Throughout the course, discussion focuses on diversity in adolescence by examining racial, ethnic, and gender differences that may influence adolescents' experiences. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD4150 - Early Intervention and Resiliency Skills for Children with Special Needs
(3 units) This course introduces children with exceptionalities, their families, support services, inclusive settings, and educational and support plans. Students become familiar with legal protections and processes, including the laws that have been put in place to protect and assist children: IDEA, ADA, and the use of IEPs. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, cultivating resiliency skills, and identification of community resources. Assignments include both a systematic observation of children and a course project demonstrating competence in the course objectives.

CHD4210 - Supervised Field Experience
(3 units) The structured field experience requires students to analyze the needs of diverse children across a span of ages, ethnicities, abilities and resources. Deriving from a careful needs assessment, the structured field experience requires students to design lessons, a brief program, or a school or community project that meets the targeted need. This course is constructed around both classroom and field experiences. Field experiences are conducted at a licensed California preschool, supervised and evaluated by a Child Development Permitted Teacher.

CHD4220 - Capstone in Child Development
(3 units) As the culmination of the Child Development major, students demonstrate their ability to design a substantive program or address a significant issue for children at their chosen age of interest. The Capstone requires students to analyze the needs of diverse children across a span of ages, ethnicities, abilities and resources. Deriving from a careful needs assessment, the Capstone requires students to design lessons, a brief program, or a school or community project that meets the targeted need.

CJS1101 - Introduction to Criminal Justice Systems
(3 units) Examination of the history, philosophy, and ethical considerations of criminal justice and the nature and impact of crime. Provides an overview of the criminal justice system, including law enforcement and court procedures.
Designated as Criminal Justice Transfer Curriculum

CJS2000 - The Fundamentals of Criminal Law
(3 units) Introduction to the criminal justice system with emphasis on prosecution, defense and corrections and the process by which the accused move through the American Justice system. Students will acquire the skills needed to provide accurate crime classification, requisite elements of criminal liability and significant defenses.

CJS2002 - Law Enforcement Communication
(3 units) Effective verbal and written communication lies at the very foundation of success inside the criminal justice system. This course will provide an overview of those written and oral skills expected of the student in order to properly communicate within this realm. The framework for this course will provide a series of classes to help the student prepare to appropriately outline, draft, and complete written work that will effectively communicate the type of fact based narrative necessary to convey thoughts, ideas, and actions. The student will be exposed to concepts such as point of view, tense, tempo, and voice. Students will examine ways to craft language to break down complex thoughts or actions in a progressive manner that can be used to replicate a situation or support a position. In addition, students will get instruction on proper methods of source citation and narrative quotation. They will examine ways to write using language specific to a type of content, for example, fact based reporting requiring elements of criminal action or behavior. Students will further engage in presentations designed to help them transfer these written skills into verbal presentations.

CJS3000 - Introduction to Professional Practice

(3 units) This course provides a survey of the various professional and educational opportunities in the helping professions including fields of clinical and forensic psychology, marital and family therapy, school psychology, developmental psychology, and industrial-organizational psychology. Students will gain an appreciation for how mental health providers participate in healthcare delivery in public and private healthcare systems. Students are exposed to career tracks at the bachelor's, master's, and doctoral degree levels though interaction with professional representatives from various disciplines and fields. This course will also provide an in-depth exploration of the ideas and values that guide professional practice in the helping professions, including professional codes of conduct and philosophical ethical principles. Western and non-western ethical philosophies are explored in the process of making professional ethical decisions. *Students must pass this course in order to proceed with BS in CJS program.*

CJS3003 - Anthropology of Law

(3 units) A cross-cultural examination of legal systems and disputes from an in-depth anthropologicSal of study social settings, systems and contexts of the uses, consequences and social changes resulting from the rule of law. *Co-requisite: CJS3106*

CJS3005A - Research Methods

(2 units) The course will provide an introduction to the scientific method of investigation and associated research designs and methodologies. Experimental, quasi-experimental, naturalistic, and epidemiological designs and both quantitative and qualitative methods of inquiry are introduced. Students will learn to evaluate and critique research and develop core competencies in conducting research for the social sciences. *Co-requisite: CJS3003A, CJS3003B, CJS3005B*

CJS3005B - Research Methods Lab

(1 unit) Application of the research principles articulated in 3005A. Students will design, carry out, analyze data, and report the findings of a research investigation of their choice. *Co-requisite: CJS3003A, CJS3003B, CJS3005A*

CJS3103 - Gangs (Street, Organized, Socialized)

(3 units) Historical, ecological, economic, socio-cultural, diversity, psychological, legal and political aspects of gang formation and participation will be examined. Strategies and policies that have been used in gang prevention, intervention and suppression will be assessed. Comparison of street, organized, and socialized gangs will be considered.

CJS3106 - Criminal Procedure I

(3 units) The application of the U.S. Constitution to criminal procedure, with emphasis on search and seizure, arrest, confession, punishments and other aspects of due process. *Co-requisite: CJS3003*

CJS3108 - Diversity and Culture

(3 units) Obtaining multicultural and international competence is a life-long journey. Our culture influences every aspect of our lives, including how we relate to others within and outside of our culture of origin, our attitudes about work and family, and our beliefs about health and health seeking behavior. Students will learn the theoretical foundations, analytical tools and related contemporary literature for this journey. Students will analyze one's own worldview and the worldviews of others (including health and health believes), decision-making, negotiation and communication styles, etc. of peoples and nations, and will understand the role of cultural diversity in their personal and professional development. *Co-requisite: CJS3112*

CJS3110 - Criminal Procedure II

(3 units) Fundamentals of crime investigation, including crime scene analysis, evidence collection, interviews and interrogations, searches, surveillance and trial preparation. *Co-requisite: CJS3112*

CJS3112 - Corrections (US and Global)

(3 units) Examination of: corrections in the criminal justice system; organization of correctional systems; correctional role; institutional operations; alternatives to institutionalization; treatment and rehabilitation; current and future issues in the US and Abroad. *Co-requisite: CJS3110*

CJS3115 - Hate Crimes in the 21st Century

(3 units) The history and criminology of hate crimes, hate crime laws, perpetrator typologies, recruitment practices and systems responses are examined. The impacts of fear, bias, ignorance, stressors, conformity and violence are fundamentally complex and will be analyzed through the lenses of historical trauma and ecology. Impacts of hate crimes as seen from the offenders, victims, communities and societal responses are evaluated. *Students encouraged to CJS3108 prior to this course.*

CJS3118 - Juvenile Court and Corrections

(3 units) Focuses on the issues of legislative, judicial, and prosecutorial waiver of juveniles into adult criminal court. The question of sociopathy, the nature of brain development, and the impact of adverse childhood experiences will be examined. *Students encouraged to take CJS31121 prior to this course.*

CJS3910 - Fieldwork I

(3 units) The Field Experience in Psychology provides students with supervised experience working in the community where they will have an opportunity to apply psychological theories and practice learned in the classroom to real-world settings. This work will help to prepare students for human services careers upon obtaining a bachelor's degree as well as prepare students to enter a graduate program in psychology or related fields. Student placements can include clinical, forensic, school, hospital and other applied settings and may also include assisting in an ongoing applied research project. Student placements are determined by both student interest and academic and interpersonal preparation. Final field Placement I assignments must be approved by the Program Director. *130 hours*

CJS4100 - Criminal Justice Integrated Systems

(3 units) An in depth examination of the theory and practice of systems linked to the fields of Criminal Justice (Probation and Parole, Federal Law Enforcement, Border Security, Fire, Medical, Psychological, Education, Courts, Social Services). *Co-requisite: CJS4103*

CJS4103 - Crime Prevention

(3 units) Historical, current, innovative and theoretical perspectives of crime prevention are studied. Crime prevention/intervention strategies are evaluated to discern outcome effectiveness. Community programs and environmental factors such as 'place matters', peacemaking, problem-oriented and community policing will be evaluated. *Co-requisite: CJS4100*

CJS4105 - The Commercial Sexual Exploitation of Children and Internet Crimes Against Children

(3 units) Focuses on the current issues and impact of CSEC and ICAC, including the legal definitions, classifications, and techniques and tactics used by perpetrators. Examines public and private systems responses and the impact on children and families. *Students encouraged to take CJS 4108 prior to this course.*

CJS4108 - Technology and Crime

(3 units) Examination of the latest innovations in the application of new technological advances in the criminal justice system. Topic areas include exploring the new technology of crime commission, and the corresponding new technology of crime control strategies. Focus on the application of both "hard" technology (e.g. equipment, hardware, devices, etc) and "soft" technology (e.g. computer software programs, information systems, classification devices, and other problem-solving applications).

CJS4200 - Criminal Justice Response Teams

(3 units) Examination of the evidence based practices of multidisciplinary teams that plan, prepare and respond to crisis situations. Focuses on the various roles played by specialized teams and analyzes systems responses. Students will learn about communication and interaction skills between teams, other systems and community members and how to improve team effectiveness. Teams that will be analyzed include: CERT, SIP, DVRT, HazMat, HIGH RISK, PERT, SWAT, USAR, and Fatality review teams. *Co-requisite: CJS4203*

CJS4203 - Restorative Justice and Conflict Resolution

(3 units) The principles and practices of Restorative Justice and Conflict Resolution aimed at creating more peaceful and just communities are examined, including the roles of offender, victim, church,

state, and community. The course includes an exploration of mediation, alternate sentencing, diversion programs, and the roles played by various professionals in these practices.
Co-requisite: CJS4200

CJS4210 - Management in the Public and Private Sector
(3 units) Examines techniques for evaluating and improving staffing, budgeting and general environment. Students acquire the skills needed to promote up the chain of command in Criminal Justice fields.

CJS4212 - Public Health, Wellness and Criminal Justice
(3 units) This course examines and evaluates the health, mental health and substance abuse problems associated with the community, crime and corrections. Students will explore programs and services for men, women and juveniles both in the US and abroad.

CJS4215 - Terrorism: Political and Religious Violence
(3 units) Terrorism from a global perspective will be investigated and alternative explanations from international and transnational viewpoints will be evaluated. An overview of global and multicultural practices and systems related to the prevention, intervention and response to terrorism are debated. The lectures will stimulate engagement of challenging situations surrounding political and religious views.

CJS4900 - Capstone: Senior Thesis
(3 units) With assistance from the faculty advisor, students propose and conduct a research project and report on their findings. A manuscript is prepared as it would be for submission for publication in professional journals.
Prerequisites: Senior standing.

CJS4910 - Field Placement II
(3 units) Faculty supervised field experience related to the practice of criminal justice.
130 hours

COM1999 - Public Speaking and Debate
(3 units) Focuses on building public speaking expertise by researching, writing, and delivering a variety of well-organized, logical, informative, and persuasive speeches in front of an audience. Students will learn to utilize effective audio-visuals to enhance their presentations. Students will also identify and develop their own style of delivery.

COM3900 - Advanced Public Speaking and Debate
(3 units) This course is designed to master public speaking, debate and argumentation. Students will develop skills in refutation, cross-examination, researching, writing, and delivering persuasive speeches using effective audio-visuals.

CTE7040 - Development of Cross-Cultural Competencies
(3 units) Exploration of the influence of culture and society on educational systems and communities.

Focus on culture and cultural diversity and their relationship to the academic achievement of linguistically and culturally diverse students. Examination of the nature and manifestation of culture, cultural contact and
cultural diversity in California, the U.S. and other global settings. Emphasis on knowledge and skills to develop culturally inclusive instruction and ability to utilize cross-cultural communication skills.

CTE7410 - Theory and Method of Second Language Teaching
(3 units) Examination of theories of first and second language acquisition. Explores various factors affecting language development including cognitive, linguistic, physical, socio-cultural, and political. Introduces methods, approaches, and techniques for teaching English Language Development, Content ELD, and
Specially Designed Academic Instruction Delivered in English.

CTE7415 - Assessment and Instruction of English Learners
(4 units) Examination of the role, purposes, and types of assessments, language and content-area assessment, and principles of standards-based assessment and instruction. Studies the foundations of English language/literacy development and content instruction. Emphasis on application of knowledge and strategies for teaching English language development, Content ELD, and Specially Designed Academic Instruction Delivered in English (SDAIE).

CTE7420 - Principles of Linguistics
(2 units) Investigation of the nature, organization and function of human language. Studies the different components of language structure and use: phonology, morphology, syntax and semantics, language functions and variations, discourse, and pragmatics. Focus is on the application of this knowledge to teaching English learners.

DAT5000 - Essentials of Informatics Using Python
(3 units) An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation, and object-oriented programming. Recursion, iteration, and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively.

DAT5005 - Basic Applied Statistics
(3 units) This course introduces the basic methods of applied statistics. The course teaches analysis of data with graphs and basic descriptive statistics. Students will also learn concepts of normal distribution, simple probability theory, random samplings from populations, experimental treatments, sampling

distributions, concepts of confidence intervals and significance testing, regression analysis and standard analysis of variance.

DAT6010 - Foundations of Data and Decision Algorithms
(3 units) This course covers fundamentals of algorithm design, including greedy algorithms, divide-and-conquer algorithms, dynamic programming, heuristics and approximate algorithms, parallel and distributed algorithms, multi-dimensional data structures, time complexity of algorithms, and development of programs from algorithms.

DAT6020 - Database Design Principles and Technologies
(3 units) This course presents with centralized emphasis on database design, implementation, and administration. The course provides comprehensive coverage of SQL, data modeling, normalization, storage management, transaction management, and query evaluation.

DAT6030 - Architectures and Methods for Data Mining
(3 units) This course will introduce the core data mining concepts and practical skills for applying data mining techniques to solve real-world problems. Topics cover major data mining problems as different types of computational tasks (prediction, classification, clustering, etc.) and the algorithms appropriate for addressing these tasks, as well as systematic evaluation and model assessment.
Prerequisites: DAT6020

DAT6040 - Data Visualization
(3 units) This course will cover ways of presenting information in a graphical format in order to conceptually analyze and interpret the data for managerial relevance. Students will explore options for data visualization, including usage of multiple charts and graphs, as well as the types of software available.

DAT6050 - Big Data Tools
(3 units) This course explores software, tools and techniques used to analyze, capture, search and store large or complex data. In addition, students will discuss issues regarding privacy and security, as well as the types of software available to analyze Big Data.
Prerequisites: DAT6030

DAT6900 - Capstone: Data Management in a New Age
(3 units) This capstone course provides students with a unique learning experience to collaborate with their peers and apply their knowledge in practical and integrated scenarios. The Capstone is organized as projects and aligns with the university's Professional Practice values.

DAT7024 - Qualitative and Survey Research
(3 units) Course will cover materials of qualitative and survey research. It will also prepare students for a DBA qualifying project.

DAT7025 - Qualitative Research
(2 units) Course will cover materials of qualitative research. It will also prepare students for a DBA qualifying project.

DAT7026 - Survey Research
(2 units) Course will cover materials of survey research. It will also prepare students for a DBA qualifying project.

DAT8021 - Information Management
(3 units) Information and its application, usage, integration, and sharing dictates fundamental performance and structures of industries, new business models, and new opportunities for growth and profitability. Researching technology solutions requires understanding the technologies which create information and value. This course focuses on topics such as value propositions generated by information and associated technology, business transformation using information technology, information enabled decisions, risk management, competitive strategies.

DAT8022 - Knowledge Discovery and Data Mining
(3 units) This course will focus on current research in knowledge discovery in databases dealing with data integration, mining, and interpretation of patterns in large collections of data. Topics include data warehousing, data pre-processing techniques, data mining techniques for classification, regression, clustering, analysis for deviation and association, patterns mined from data.   Applications to business and industry segments will be discussed.

DAT8023 - Big Data Analytics
(3 units) This course presents current research in the application of algorithms and techniques for measuring, analyzing and mining patterns in large-scale datasets, data analysis issues related to large-scale data sampling and estimation, data cleaning, management and clustering. Research approaches for applications in areas such as urban computing, social media analysis and recommender systems will also be presented.

DAT8024 - Seminar in Special Topics in Data Science
(3 units) The seminar focuses on research in new directions in research and applications of data science techniques. It explores thought-leaders and researchers approaches on topics related to data analysis, visualization and applications to domain sciences.

ECO3000 - Principles of Economics
(3 units) The course introduces principles of microeconomics and macroeconomics, with a focus on current global issues, from the multiple perspectives of currently competing schools of thought in economics. The course covers the fiscal and monetary roles of government, including central banking; the economic roles of households and firms; the interrelation of economic perspectives with perspectives in marketing, politics, management, and the humanities; and how supply and demand influence prices, productivity, inflation, and employment. Students will gain knowledge that can be applied to their personal and professional lives as well as to ongoing study in management and economics.

ECO5000 - International Economics and Trade
(3 units) This course introduces students to international economics and trade in a globalizing, multi-cultural world, using many real-world case studies, to emphasize the relevance and importance of this subject for businesses.

EDP8001 - Psychological Intervention with Children and Adolescents: 1
(2 units) This two-course sequence will focus on the psycho-educational interventions from multi-theoretical perspectives that are used in working with children, adolescents and their families.

EDP8002 - Psychological Intervention with Children and Adolescents: 2
(2 units) This two-course sequence will focus on the psychoeducational interventions from multi-theoretical perspectives that are used in working with children, adolescents and their families.

EDP8010 - Organizational Psychology and Management in Systems: Consultation
(2 units) Advanced course on how to work effectively as an agent of change within the contexts of schools and the surrounding school districts. In addition, this course will enable students to assist parents to learn how to advocate for their children in relation to achieving their full academic potential. Advanced course on how to work with families in private practice to help parents learn how to advocate for their children in relation to their educational development.

EDP8016 - Current Trends/Legal Issues in School and Child Psychology
(2 units) This course is an overview of the professional, legal and ethical principles concerning the practice of school psychology and other fields related to psychology. This is an advanced course designed to familiarize students to the standards in assessment, and consultation.

EDP8017 - Current Trends/Legal Issues in School and Child Psychology
(3 units)

EDP8018 - Inter-Disciplinary Group Facilitation
(2 units) Course is designed to train students to facilitate various types of groups, with particular focus on staff development, SST teams, IEP meetings and community groups.

EDP8023 - Behavior Interventions and Crisis Management in the Classroom
(2 units) This course is an advanced course to further enhance students' assessment and intervention techniques to aid in consultation to parents and teachers pertaining to managing student behavior in the classroom.

EDP8025 - Psychopharmacology
(2 units) Advanced course on how pharmacological approaches/intervention modify brain biochemistry, specifically mood and behavior. Subjects covered include assessment, generic and trade names of medications, side effects, dosage range, course of treatment, etc.

EDP8027 - Developmental Psychopathology: Etiology, Phenomenological and Perspectives
(2 units) The objective of this course is to provide the student with an advance understanding of DSM-V: Diagnosis in the schools grounded within a developmental psychopathology framework.

EDP8028 - Advanced Alternative Psycho-Educational Assessment
(2 units) Advanced study of the State of California's eligibility criteria for individuals with exceptional needs. Focus on alternative assessment of African-American and other ethnic minority/culturally diverse children. Coursework will involve assessment opportunities focusing on various areas of eligibility, observations of disabilities in the classroom, and how they affect school progress and the determination of appropriate recommendations that follow assessment results to enhance the learning of students.

EDP8030 - Human Diversity: Sociocultural Influences on the Developing Child
(2 units) This course provides the student with an overview of the current state of our knowledge as it pertains to the impact of sociocultural influences on the development of ethnically and culturally diverse children, adolescents, and their families.

EDP8050 - Advanced School-based Research Design, Program Development and Evaluation
(2 units) This course provides the student with an overview of the principles of school-based research design, including program development and evaluation, and the development of the awareness of how to become consumers of research when developing their doctoral projects.

EDP8051 - Special Focus Area 1, Family: Multicultural Counseling
(3 units) An advanced course designed to assist school psychologists in their acquisition of the knowledge, skills, and awareness/ attitudes that are consonant with culturally-informed psychoeducational practice within the schools.

EDP8052 - Special Focus Area 2, Adolescent Development/Intervention
(3 units) The focus of this course is to orient the student to the existing literature focusing on the provision of comprehensive psycho-educational services within secondary schools with early, middle, and late adolescents, and their families.

EDP8053 - Special Focus Area 3, Pediatrics Psychology

(3 units) This course provides students with the opportunity to acquire knowledge about their role within the context of multidisciplinary teams to provide quality psychoeducational services to infants and preschoolers who are experiencing chronic medical illnesses.

EDP8054 - Special Focus Area 4, Infant/Preschool Assessment

(3 units) Course focus is designed to provide students with the basic skills to observe the behavior and development of children from birth to five years of age in the contexts of family and social settings. Additionally, the focus of this course will be on the knowledge associated with the informed practice of infant and preschool mental health.

EDP8055 - Special Focus Area 5, Child Neuropsychology

(3 units) The focus of this course is designed to provide an understanding of development and functional neuroanatomy and the major neuropsychological syndromes which impact children. Knowledge of neuropsychology and the accompanying disorders will offer students the ability to recognize the learning processes involved and to develop appropriate recommendations for the school and home environment.
Please note there is a mandatory lab assessment fee for this course.

EDP8056 - Special Focus Area 6, Provision of Services for Children and Adolescents in Alternative Placement

(3 units) The objective of this course is to provide an overview of the issues associated with the provision of psycho-educational services for children, adolescents, and their families within the context of alternative placements (e.g. residential treatment centers etc.).

EDP8511 - Organizational Psychology and Management in Systems: Consultation

(3 units) Advanced course on how to work effectively as an agent of change within the contexts of schools and the surrounding school districts. In addition, this course will enable students to assist parents to learn how to advocate for their children in relation to achieving their full academic potential. Advanced course on how to work with families in private practice to help parents learn how to advocate for their children in relation to their educational development.

EDP8513 - Leadership Supervision

(3 units) This course focuses on theoretical understanding and skill development in areas of Leadership and Supervision. Supervision includes both administrative and clinical supervision. Clinical supervision focuses on developing the professional skills of the supervisee and ensuring the welfare of their clients. Administrative supervision centers on the functioning of the service unit. This aspect of the course includes a focus on personnel issues and legal, contractual, and organizational practices.

EDP8518 - Interdisciplinary Group Facilitation

(3 units) Course is designed to train students to facilitate various types of groups, with particular focus on staff development, SST teams, IEP meetings and community groups.

EDP8525 - Psychopharmacology

(3 units) Advanced course on how pharmacological approaches/intervention modify brain biochemistry, specifically mood and behavior. Subjects covered include assessment, generic and trade names of medications, side effects, dosage range, course of treatment, etc.

EDP8527 - Developmental Psychopathology

(3 units) The objective of this course is to provide the student with an advance understanding of DSM-V: Diagnosis in the schools grounded within a developmental psychopathology framework.

EDP8550 - Research Design

(3 units)

EDP8557 - Consultation and Program Evaluation

(3 units) This course focuses on the principles and methods of consulting and collaborating with professionals in educational, mental health, and other human service organizations. Provides experiences in needs assessment, consultation, and intervention development and implementation within a team-decision-making framework. Includes the evaluation of academic and behavioral intervention programs within public schools and other educational settings.

EDP9901 - PsyD Project: Beginning Development

(2 units) The goal of the first course in this three course sequence is to orient the student in the selection of a doctoral project topic and proposal. Training in how to access the library efficiently and effectively is to assist students in their development of the doctoral project proposal.

EDP9901A - Psy.D. Project: Beginning Phase

(1 unit) The goal of these first two courses in this six one unit course sequence is to orient the student in the selection of a doctoral project topic and proposal. Training in how to access the library efficiently and effectively is designed to assist students in their development of the doctoral project proposal.
Prerequisites: EDP8017, ELM8830, EDP8051, ELM8878, EDP8518, EDP8511,ELM8832, ELM8850, EDP8527, EDP8550, EDP8525, EDP9901a/b
Co-requisite: EDP9902a/EDP8513, EDP9902b/EDP8056

EDP9901B - Psy.D. Project: Beginning Phase

(1 unit) The goal of these first two courses in this six one unit course sequence is to orient the student in the selection of a doctoral project topic and proposal. Training in how to access the library efficiently and effectively is designed to assist students in their development of the doctoral project proposal.

Prerequisites: EDP8017, ELM8830, EDP8051, ELM8878, EDP8518, EDP8511, ELM8832, ELM8850, EDP8527, EDP8550, EDP8525, EDP9901a/b
Co-requisite: EDP9902a/EDP8513, EDP9902b/EDP8056

EDP9902 - PsyD Project: Intermediate Phase

(2 units) The Intermediate Phase of the Doctoral Project Series occurs in the Fall. The PsyD student is expected to complete the detailed outlines associated with their doctoral project, select a doctoral project consultant, and participate in a doctoral project proposal meeting by the end of the Fall semester.

EDP9902A - Psy.D. Project: Intermediate Phase

(1 unit) The Intermediate Phase of the Doctoral Project Series occurs during the 3rd and 4th Psy.D project series(EDP9902a/b). The PsyD student is expected to complete the detailed outlines associated with their doctoral project, select a doctoral project consultant, and participate in a doctoral project proposal meeting by the end of the fourth class.

EDP9902B - Psy.D. Project: Intermediate Phase

(1 unit) The Intermediate Phase of the Doctoral Project Series occurs during the 3rd and 4th Psy.D project series(EDP9902a/b). The PsyD student is expected to complete the detailed outlines associated with their doctoral project, select a doctoral project consultant, and participate in a doctoral project proposal meeting by the end of the fourth class.

EDP9903 - PsyD Project: Final Phase

(2 units) The Final Phase of the Doctoral Project Series occurs typically in the Spring of their third year in the program. Following the PsyD student's doctoral project proposal meeting, the PsyD student completes the final draft of their doctoral project and defends it in front of their Doctoral Project Committee.

EDP9903A - Psy.D. Project: Final Phase

(1 unit) The Final Phase of the Doctoral Project Series occurs 5th and 6th courses in the Psy.D. Project series (9903a/b). Following the PsyD student's doctoral project proposal meeting, the PsyD student completes the final draft of their doctoral project and defends it in front of their Doctoral Project Committee.
Co-requisite: EPD9931

EDP9903B - Psy.D. Project: Final Phase

(1 unit) The Final Phase of the Doctoral Project Series occurs 5th and 6th courses in the Psy.D. Project series (9903a/b). Following the PsyD student's doctoral project proposal meeting, the PsyD student completes the final draft of their doctoral project and defends it in front of their Doctoral Project Committee.
Co-requisite: EPD9931

EDP9931 - Professional Roles
(2 units) Professional Roles is designed to focus on several major professional roles that an applied educational psychologist may incorporate into their professional identities (e.g. being an instructor on the undergraduate or graduate level, and writing professionally for the social/behavioral sciences and education).

EDP9932 - Professional Roles 2
(2 units) Professional Roles 2 is designed to focus on additional professional roles that are typically embraced by applied educational psychologists (licensure and professional practice, the supervision process, ethical and professional conduct).

EDP9950 - Dissertation/Project Extension
(3 units) This course is the continuation of the three course doctoral project sequence to facilitate the completion of the doctoral project for the student.

EDU6003 - Preservice for Intern Teaching
(2 units) This course is designed to give the beginning intern teacher the foundations for a smooth transition into the classroom. It provides the new professional with an overview of theories of pedagogy and developmental learning, methods of instruction, special needs identification and instruction, classroom management skills, teaching English Language Learners, California State Standards for Instruction, and Teaching Performance Expectations presented by the California Commission on Teacher Credentialing. The course is presented online with opportunities for classroom observations and was developed to enhance understanding and improve delivery, supporting observation of the candidate's ability to transform theory into practice.

The pre-service course is a requirement set by the California Commission on Teacher Credentialing to ensure proper preparation of new teachers entering the classroom and supports Education Code (EC) sections 44450-44468 (the Teacher Education Internship of 1967) authorizing institutions of higher education to partner with local education agencies to develop internships. This course has been developed to meet the Commission's Standards of Program Quality and Effectiveness.

EDU6004 - Educational Foundations
(3 units) Educational Foundations is an accelerated course designed to introduce the basic principles of teaching and learning in the K-12 setting. Exemplary curriculum, methodology and instructional strategies are the focus of this one unit course. This course is required during the first semester of enrollment and takes place over the first eight (8) weeks of the semester. Course content is presented online during these eight sessions and requires substantial preparation, collaboration, and participation.

EDU6005 - Psycho-Educational Development of Diverse Learner Classroom Application
(3 units) This course affords the Teacher Candidate with a critical knowledge base for effective instructional planning. The course is an overview of human development, conception through adolescence, in the following domains: physical development (changes in the body and how a person uses the body), cognitive development (changes in styles of thinking, language ability and use, and memory), and psychosocial development (changes in feelings or emotions as well as in relations with other people). Each domain influences each of the others. Each, individually and related, influence performance in school. Instruction and curriculum address this continuity and change throughout childhood and adolescence.

The course also explores the educational practices which work effectively with special populations as well as state regulations which call upon the teacher to meet the needs of a diverse student population. The study will explore the influence of cultural and social factors on development, such as the impact of ethnicity, of language background, of gender, and of socioeconomic status. Effective and appropriate of research based information is the cornerstone of this course.

EDU6012 - Applied Linguistics Seminar: Reading
(3 units) This course is a research-based methodology for teaching a balanced approach to Reading and Language Arts in cross-culturally and linguistically diverse classrooms. There is a focus on explicit and meaningful applied instruction in reading, speaking, listening, phonemic awareness, phonics, assessment, evaluation, and other relevant reading and language arts skills based on California State mandated curriculum frameworks. This course is designed to provide multiple-subject teacher candidates with the necessary background and skills to successfully teach comprehensive Language Arts and Reading in a cross-cultural, linguistically diverse classroom. We will cover various professional standards in accordance with the Commission on Teacher Credentialing (CTC); specifically the described reading portion of Standard 7-A. You will also be prepared for the Reading Instruction Competency Assessment (RICA)

EDU6020 - Seminar: Setting Classroom Procedures
(1.5 units) The primary objective of the four term Seminar Series is to develop Candidate capacity to increase student learning and achievement while working toward a preliminary teaching credential.

The four term Seminar Series courses provide Candidates with opportunities to develop their capacity to increase K-12 student learning and achievement. Candidates receive practical instruction on research-based best practices, application to the K-12 classroom, and further exploration of both theory and practice through course readings and discussions. These courses provide opportunities to bridge application of theories learned throughout pedagogy coursework to results driven teaching focused on best practices.
Co-requisite: EDU6036 or EDU6046 or EDU6056

EDU6021 - Seminar: Supporting Differentiated Learning
(1.5 units) The primary objective of the four term Seminar Series is to develop Candidate capacity to increase student learning and achievement while working toward a preliminary teaching credential.

The four term Seminar Series courses provide Candidates with opportunities to develop their capacity to increase K-12 student learning and achievement. Candidates receive practical instruction on research-based best practices, application to the K-12 classroom, and further exploration of both theory and practice through course readings and discussions. These courses provide opportunities to bridge application of theories learned throughout pedagogy coursework to results driven teaching focused on best practices.
Co-requisite: EDU6037 or EDU6047 or EDU6057

EDU6022 - Seminar: Common Core and Instruction
(1.5 units) The primary objective of the four term Seminar Series is to develop Candidate capacity to increase student learning and achievement while working toward a preliminary teaching credential.

The four term Seminar Series courses provide Candidates with opportunities to develop their capacity to increase K-12 student learning and achievement. Candidates receive practical instruction on research-based best practices, application to the K-12 classroom, and further exploration of both theory and practice through course readings and discussions. These courses provide opportunities to bridge application of theories learned throughout pedagogy coursework to results driven teaching focused on best practices.
Co-requisite: EDU6038 or EDU6048 or EDU6058

EDU6023 - Seminar: Grading and Goal Setting
(1.5 units) The primary objective of the four term Seminar Series is to develop Candidate capacity to increase student learning and achievement while working toward a preliminary teaching credential.

The four term Seminar Series courses provide Candidates with opportunities to develop their capacity to increase K-12 student learning and achievement. Candidates receive practical instruction on research-based best practices, application to the K-12 classroom, and further exploration of both theory and practice through course readings and discussions. These courses provide opportunities to bridge application of theories learned throughout pedagogy coursework to results driven teaching focused on best practices.
Co-requisite: EDU6039 or EDU6049 or EDU6059

EDU6035 - Multiple Subject Methods
(3 units) The goal of this course is to help Teacher Candidates (K-8) develop as reflective practitioners and researchers of their own 'best practices'. The course involves an intensive study of methods, skills, strategies, and materials for teaching Language Arts,

Mathematics, Science and History/Social Science. These primary multiple subject areas will focus on translating theory into effective practices. Teacher candidates will engage in critical analysis of a variety of objectives, instructional materials and strategies, assessment and evaluation techniques, and usage guidelines of the California State Framework as well as Common Core State Standards. This course will address the needs and strengths of a diverse student population and the appropriate design of an integrated and comprehensive multiple subject curriculum for all learning levels of English learners.

EDU6036 - Clinical Practice I: Student Teaching Practicum
(0.5 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6020

EDU6037 - Clinical Practice II: Student Teaching Practicum
(0.5 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6021

EDU6038 - Clinical Practice III: Student Teaching
(1.5 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work

with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6022

EDU6039 - Clinical Practice IV: Student Teaching
(1.5 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6023

EDU6046 - Clinical Practice I: Standard Intern
(1.5 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6020

EDU6047 - Clinical Practice II: Standard Intern
(1.5 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6021

EDU6048 - Clinical Practice III: Standard Intern
(1.5 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6022

EDU6049 - Clinical Practice IV: Standard Intern
(1.5 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6023

EDU6056 - Clinical Practice I: ECO Intern
(3 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6020

EDU6057 - Clinical Practice II: ECO Intern
(3 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses

is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6021

EDU6058 - Clinical Practice III: ECO Intern
(3 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6022

EDU6059 - Clinical Practice IV: ECO Intern
(3 units) The primary objective of Clinical Practice is to provide Credential Candidates with an enriched and comprehensive opportunity to develop, refine, and demonstrate TPE competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical practice courses is to help candidates become effective, reflective professionals by applying the theories and methods learned in university pedagogy and seminar courses in real classroom settings. Clinical Practice consists of fieldwork and or observations. Candidates work with university field supervisors in coordination with district support providers or master teachers.

There are four terms of Clinical Practice that must be taken at the same time as the seminars.
Co-requisite: EDU6023

EDU6063 - Principles, Practices and Socio-Cultural Issues of Teaching English Language Learners
(3 units) This course examines all aspects of teaching English Language Learners in K-12 schools. School based Language Arts programs are examined in the context of state and federal legislative mandates pertaining to the education of English Language Learners. You will learn about and effectively use materials, methods, and strategies for assessing a student's English proficiency level and providing instruction that leads to grade-level English listening, speaking, reading, and writing skills. The California English Language Development Standards are reviewed and lesson planning based on the

Standards is a focus of this course. This is an applied practices course and you will learn about, modify, and apply the strategies and methods that are effective with English Language Learners, and share experiential knowledge with your colleagues in the course. Included in this course is a study of Specially Designed Academic Instruction in English (SDAIE) strategies and ELD methods including the use of comprehensible input to promote accessible content area curricula for English Language Learners. The theoretical focus includes first and second language acquisition theory, language development theory, literacy methods, and psychological and socio-cultural factors that have an impact on language learning.

EDU6099A - Advanced Mentoring
(2.5 units) This is a field experience mentoring course for Preliminary Education Specialist, Multiple Subject, and Single Subject teacher-candidates. The course assures university field supervisor support of the intern candidate as s/he completes the comprehensive requirements for the university's recommendation for their preliminary teaching credential. This course may be taken more than one time.

EDU6099B - Advanced Mentoring
(2.5 units) This is a field experience mentoring course for Preliminary Education Specialist, Multiple Subject, and Single Subject teacher-candidates. The course assures university field supervisor support of the intern candidate as s/he completes the comprehensive requirements for the university's recommendation for their preliminary teaching credential. This course may be taken more than one time.

EDU6112 - Applied Linguistics Seminar-Content Area Reading: Single Subject
(3 units) This course is a study of the English Language Development (ELD) and English Language Arts (ELA) standards specific to reading development, strategies and curricular components that facilitate all students' access to grade appropriate content-area curriculum, and foundational second language acquisition theory and applied linguistics practices pertinent to teaching the English language learner in a mainstreamed class as well as students with low level reading skills engaged in learning throughout the curriculum. Students develop knowledge and skills needed to appropriately assess students' secondary literacy skills and provide the educational opportunities to progress to and master the ELA content standards and the knowledge and skills to support success in all curricular areas for students with low level reading skills. Teacher Candidates participate in instruction, activities, and experiences which enable the Candidate to develop strategies and methods for guiding English language learner students and speakers of English students in the development of content-based reading and writing. This reading and writing competency for students in all content areas is to be addressed and assessed for students with varied reading and writing levels as well as varied language backgrounds.

EDU6812 - Introduction to Special Education: Mild/Moderate Disabilities
(3 units) This course examines the characteristics and adaptations for students with mild/moderate disabilities, ED, and autism spectrum disorder, SLD, mild/moderate mental retardation, and other health impairments. This course is rooted in a clear understanding and active participation in the IEP, IFSP, and transition planning process from pre-referral interventions and assessments, placement decisions, IEP development, through program completion.

EDU6813A - Curriculum and Instruction for Students with Mild/Moderate Disabilities
(3 units) This course teaches effective Reading Instructional Strategies and prepares the candidates for the RICA exam.

EDU6813B - Curriculum and Instruction for Students with Mild/Moderate Disabilities
(3 units) This course teaches effective instructional strategies to address challenges posed by learning disabilities as they impact mathematics, differentiated instruction to address the learning needs of all students, and therapeutic brain-based strategies to improve student learning.

EDU6815 - Assessment and Evaluation for Mild/Moderate Disabilities
(3 units) This course advances the Candidates' capacity to utilize a variety of individualized assessments and various evaluation approaches. This course will address formative, summative, authentic, diagnostic, and on-going qualitative assessments used by the educational specialists both in the classroom and as a consultant with general education teachers.

EDU6816 - Positive Behavior Support
(3 units) This course prepares education specialist candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and wherein interventions are positive, proactive, and respectful of all students. The course curriculum prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments. This course also prepares candidates to demonstrate competence in establishing and maintaining a positive and productive educational environment. In addition, this course prepares candidates to participate effectively in school wide behavior support processes cornerstone of this course.

EDU6818A - Collaborative Field Mentoring
(3 units) This course is an 8-week field experience course that requires the candidate to be a contracted teacher-of-record (TOR) in a Mild/Moderate or Moderate Severe Special Education position. The candidate is provided two veteran Special Education teachers (a university mentor and a district-employed support provider) to mentor and coach her in demonstrating "best-practices" in her role as a Special Educator.

EDU6818B - Collaborative Field Mentoring

(3 units) This course is an 8-week field experience course that requires the candidate to be a contracted teacher-of-record (TOR) in a Mild/ Moderate or Moderate Severe Special Education position. The candidate is provided two veteran Special Education teachers (a university mentor and a district-employed support provider) to mentor and coach her in demonstrating "best-practices" in her role as a Special Educator.

EDU6820A - Advanced Research, Theory and Assessment

(3 units) This course assures the Candidate's competency in analysis of standardized and informal assessment and related planning and IEP development for special needs students. The course incorporates the latest research in multicultural considerations, ELL considerations, poverty consideration as well as federal and state guidelines and state and LEA capacity to support programming. Various methods of research in special education are discussed as well as current research findings and implication for best practices. Legislative processes in state and federal educational code are analyzed with consideration of recent legislated acts impacting special education.

EDU6821A - Education, Mental Health, and Community Collaboration

(3 units) This course develops your ability to plan and differentiate instruction using multi-tiered interventions. You will become familiar with standards aligned instructional materials to ensure students reach their maximum potential across all areas of development. Behavioral based teaching, communication strategies, learning styles and working with assistive technology will be addressed. You will gain competency working with team members and prompting culturally responsive practices. All strategies will be related back to core goals and curriculum to ensure your ability to integrate acquired knowledge into day-to-day practice.

EDU6828 - Single Subject Methods

(3 units) Single Subject Methods explores the concerns common to secondary instruction: instructional planning, data-based assessment, differentiated instruction, and current reforms. It also provides an overview of the California Commission on Teacher Credentialing (CCTC) requirements for the candidates who are pursuing a California Single Subject Teaching Credential or teachers who hold a California Multiple Subjects Teaching Credential and wish to obtain the Single Subject add-on Teaching Credential without completing the full Teacher Preparation program. The Candidates will apply the California State Framework in their content areas as well as the Common Core State Standards (CCSS) to design exceptional learning environments. Candidates in each subject area will complete projects relevant to their subject.

The purpose of this course is to advance the Candidates' development in their specific content area, develop of a repertoire of teaching strategies appropriate to the developmental characteristics and learning styles of their students, as well as increase Candidates' abilities in teaching diverse students and students with specials needs. Candidates will construct a unit of instruction to demonstrate blended-learning principles of personalized learning and balance online and classroom-based experiences. The Candidates will focus on the integration of technological resources specific to their content areas.

EDU6830 - Introduction to Autism Spectrum Disorders

(2 units) This course provides a broad overview of the characteristics of Autism Spectrum Disorders, and classroom treatments and therapeutic interventions to address the Language/ Communication, Social, Behavioral, and Cognitive challenges faced by people with ASDs.

EDU6831 - Advanced Strategies for Teaching Students with Autism Spectrum Disorders

(2 units) This course thoroughly and comprehensively covers the characteristics of Autism Spectrum Disorders, and classroom treatments and therapeutic interventions to address the Language/ Communication, Social, Behavioral, and Cognitive challenges faced by people with ASDs. This course also examines collaboration practices with other service providers and strengthening the parent-to-school relationship.
Prerequisites: EDU6830
Co-requisite: EDU6830

EDU6832 - Assessment, Behavior, and Socialization for Students with Autism Spectrum Disorders

(2 units) This course thoroughly covers the research-based strategies, classroom treatments, and therapeutic interventions to address the language and communication, social, emotional, behavioral, cognitive challenges, and academic needs of students with Autism Spectrum Disorders. This course requires 45 hours of experience working with students with Autism Spectrum Disorders with signed verification of completed hours from a School District Administrator. Concepts from other courses within the Autism program are applied in this Practicum course. Candidates will conduct interviews with other service providers and parents. Moreover, this course builds on the substantial body of knowledge that the students learned in the first two courses EDU6830 and EDU6831, and applies that knowledge to the candidate's professional practice. Candidates interview speech and language therapists, adapted physical education teachers, program specialists, director of special education, general education teachers, occupational therapists, and parents with children who have a child with an Autism Spectrum Disorder to gain knowledge of the programs, services, and methods their employing school district is addressing the needs of students with an ASD.
Prerequisites: EDU6830, EDU6831
Co-requisite: EDU6830, EDU6831

EDU6834 - Autism Collaborative Mentoring and Seminar

(2 units) This course is the culminating course for the Autism Spectrum Disorders Added Authorization program and results in a 30-40 page research and professional practices paper that summarizes and synthesizes the best practices learned in the EDU6830 and EDU6831 to address the language/ communication challenges, social and emotional challenges, behavioral challenges, academic challenges, and cognitive challenges often faced by people with an Autism Spectrum Disorder. The teacher also learns the designated instructional services offered by their employing school district for students with an Autism Spectrum Disorder in the third course of this series (EDU 6832). The research-based best practices and the best practices of the teacher's employing school district are summarized and synthesized in a comprehensive culminating paper in this final course of this four-course series.
Prerequisites: EDU6830, EDU6831, EDU6832

EDU6834B - Autism Spectrum Disorders

(2 units) This course provides a broad and deep knowledge of the best research-based practices to address the various needs and challenges of students with Autism Spectrum Disorders. In depth study of the therapeutic treatment of students with Autism is presented.
Prerequisites: EDU6834

EDU6835 - Autism Practicum

(2 units) This course requires the student to work with students with Autism Spectrum Disorders for at least 45 hours. Students will interview special education teachers, general education teachers, adapted physical education teachers, director of special education, program specialist, occupational therapists, and speech and language therapist to learn the programs and services offered by his/ her school, district, and SELPA.
Prerequisites: EDU6834, EDU6834B

EDU6835B - Research Paper/Portfolio

(3 units) This course combines the best practices studied in EDU6834B with the professional practices used by the students school, district, and SELPA to produce a comprehensive professional portfolio and research paper to demonstrate a thorough knowledge of the characteristics of Autism, therapeutic interventions, and collaborative practices among families and service providers.
Prerequisites: EDU6834, EDU6834B, EDU6835

EDU6862 - Teaching the English Language and Diverse Learner in the Special Education Setting

(3 units) This course prepares education specialist candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and wherein interventions are positive, proactive, and respectful of all students. The course curriculum prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments. This course also

prepares candidates to demonstrate competence in establishing and maintaining a positive and productive educational environment. In addition, this course prepares candidates to participate effectively in school wide behavior support processes cornerstone of this course.

EDU6885A - Clinical Practice I: K-12 Special Education (Intern Teachers)
(1.5 units) Candidates on the Intern Teacher Track have earned an Intern Credential and are operating as a contracted Teacher-of-Record (TOR). Intern Teachers have support through a University Mentor and a District-employed Support Provider. However, unlike student teachers, Intern teachers predominantly teach their classes alone without a day-to-day veteran coach to mentor them. Also, Intern Teachers must immediately take over all the functions and duties of a contracted teacher-of-record.

The required hours for classroom field experience is fulfilled as part of the Intern Teachers employment contract, except the Intern teacher must complete an additional combined 15 hours of experience in Clinical Practice I and II in diverse classroom age groups. For example, if the Intern Teacher is a teacher-of-record at the high school level, then she must complete 7.5 observational hours in Clinical Practice I at the elementary level and 7.5 observational hours at the middle school level in Clinical Practice II.

EDU6885B - Clinical Practice II: K-12 Special Education (Intern Teachers)
(1.5 units) Candidates on the Intern Teacher Track have earned an Intern Credential and are operating as a contracted Teacher-of-Record (TOR). Intern Teachers have support through a University Mentor and a District-employed Support Provider. However, unlike student teachers, Intern teachers predominantly teach their classes alone without a day-to-day veteran coach to mentor them. Also, Intern Teachers must immediately take over all the functions and duties of a contracted teacher-of-record.

The required hours for classroom field experience is fulfilled as part of the Intern Teachers employment contract, except the Intern teacher must complete an additional combined 15 hours of experience in Clinical Practice I and II in diverse classroom age groups. For example, if the Intern Teacher is a teacher-of-record at the high school level, then she must complete 7.5 observational hours in Clinical Practice I at the elementary level and 7.5 observational hours at the middle school level in Clinical Practice II.
Prerequisites: EDU6885A

EDU6888A - Clinical Practice III: K-12 Special Education (Student Teachers)
(1.5 units) Student Teachers are placed in K-12 classrooms and are assigned a veteran, successful Special Education teacher who serves as their District-employed Support Provider and mentors

the Student Teacher in all the day-to-day functions of being a Special Education teacher. The process of learning is gradual with the student teacher by first observing, then teaching one-to-one, next small groups, then the entire class for part of the day, and eventually the student teacher will be taking over all of the day-to-day duties of a contracted teacher-of-record. Candidates should plan on completely devoting themselves during this time to be successful in their student teaching. Candidates are to remain in their Clinical Practice placement throughout the entire contracted hours of employment established by their employment contract for the employed teachers in the school.
Prerequisites: EDU6891A, EDU6891B

EDU6888B - Clinical Practice IV: K-12 Special Education (Student Teachers)
(1.5 units) Student Teachers are placed in K-12 classrooms and are assigned a veteran, successful Special Education teacher who serves as their District-employed Support Provider and mentors the Student Teacher in all the day-to-day functions of being a Special Education teacher. The process of learning is gradual with the student teacher by first observing, then teaching one-to-one, next small groups, then the entire class for part of the day, and eventually the student teacher will be taking over all of the day-to-day duties of a contracted teacher-of-record. Candidates should plan on completely devoting themselves during this time to be successful in their student teaching. Candidates are to remain in their Clinical Practice placement throughout the entire contracted hours of employment established by their employment contract for the employed teachers in the school.
Prerequisites: EDU6891A, EDU6891B, EDU6888A

EDU6890A - Clinical Practice III: K-12 Special Education (Intern Teachers)
(1.5 units) Candidates on the Intern Teacher Track have earned an Intern Credential and are operating as a contracted Teacher-of-Record (TOR). Intern Teachers have support through a University Mentor and a District-employed Support Provider. However, unlike student teachers, Intern teachers predominantly teach their classes alone without a day-to-day veteran coach to mentor them. Also, Intern Teachers must immediately take over all the functions and duties of a contracted teacher-of-record.
Prerequisites: EDU6885A, EDU6885B

EDU6890B - Clinical Practice IV: K-12 Special Education (Intern Teachers)
(1.5 units) Candidates on the Intern Teacher Track have earned an Intern Credential and are operating as a contracted Teacher-of-Record (TOR). Intern Teachers have support through a University Mentor and a District-employed Support Provider. However, unlike student teachers, Intern teachers predominantly teach their classes alone without a day-to-day veteran coach to mentor them. Also, Intern Teachers must immediately take over all the functions and duties of a contracted teacher-of-record.
Prerequisites: EDU6885A, EDU6885B, EDU6890A

EDU6891A - Clinical Practice I: K-12 Special Education (Student Teachers)
(1.5 units) This course links the theory and research for effective instruction to the live classroom. Candidates must devote 60 hours of K-12 classroom observations and requires observation reports. Half of the observation hours can be substituted from work as an instructional aide or substitute teacher.

EDU6891B - Clinical Practice II: K-12 Special Education (Student Teachers)
(1.5 units) This course links the theory and research for effective instruction to the live classroom. Candidates must devote 60 hours of K-12 classroom observations and requires observation reports. Half of the observation hours can be substituted from work as an instructional aide or substitute teacher.
Prerequisites: EDU6891A

EDU7615 - Special Education Law
(3 units) Special Education Law is a course that provides a thorough and complete overview of the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, Section 504 of the Rehabilitation Act, and landmark Special Education case law.

Students learn the six basic principles of Special Education legislation including "Free and Appropriate Public Education" (FAPE), "Nondiscriminatory Evaluation", "Program Development", "Least Restrictive Environment" (LRE), "Procedural Due Process", and "Parent Participation". Moreover, students learn the difference between a 504 Plan and an IEP. Additionally, students study landmark case law and federal regulations issued by the United States Department of Education to interpret federal legislation.

EDU7625 - Issues in Education
(3 units) Issues in Education is a course that teaches logical reasoning and fallacious argumentation to improve critical and analytical thinking skills. Student apply their formal study of logical to current issues in the field of Education and write a series of persuasive, academic papers that is corroborated by research to support their position. Moreover, they demonstrate creative thinking skills by suggesting solutions to the challenges of today's schools.

EIL1002 - Advanced Oral Communications
(3 units) Content-based approach to the development of fluent expression in English. Emphasizes research and oral presentation of ideas, summarization of main points in a discussion, interviewing skills, group participation and spontaneous communication skills. Satisfies foreign language requirement for non-native speakers of English only.
(Undergraduate only)

ELM7810 - Educational Leadership
(3 units) Theoretical paradigms and pragmatic approaches to the leadership of educational systems. Focus on leadership of the individual school. Students challenged to examine themselves as leaders as well as the environmental context for effective school leadership.

ELM7850 - School, Family and Community Relations

(3 units) The course is focused on preparing students to be educational leaders who will encourage a more inclusive and responsive school system that serves all students efficiently and equitably, and who demonstrate an understanding of the importance of building relationships with families and communities. Focus on new ways of linking school and home in a culturally diverse community. Identification and cultivation of community resources that strengthen multicultural relationships. Examination of homeschool partnerships and other models for linking homes, schools and communities.

ELM8175 - Integrative Technology Systems in Higher Education

(3 units) This course covers the integration of technology into the curriculum and programming at the college level. The focus is on constructivist uses of technology, assistive technology, new methods of communications, technology for online instruction, training faculty, staff, and students, and emerging technologies and future trends. Technology as a research and knowledge acquisition tool is explored and applied.

ELM8210 - Foundations in Multicultural and Global Educational Systems

(3 units) This course combines the fields of Multicultural and Global Education as well as other diversity paradigms to address the growing need to internationalize cross-cultural theory and practice in the 21st century.

ELM8810 - Psychology of Schooling

(3 units) Presents candidates with the theories and principles of adult learning and cognition as well as the social and psychological factors impacting the adult learner. There is an emphasis on experiential processing in order to empower the higher education administrator with skills, strategies and foundations to improve thinking and learning in their professional setting.

ELM8812 - Educational Philosophy in a Global Society

(3 units) The course emphasis is focused on diverse cultures, peoples, educational systems and global interdependence and includes philosophical and sociological underpinnings of world educational systems, multiculturalism, futuristic educational trends and developments are included. The needs for a global perspective in educational reform and strategies for preparing learners for the 21st century are discussed.

ELM8822 - Statistics Laboratory

(1 unit) This course offers an introduction to computer data entry and statistical analysis of output using SPSS. Students learn the correct use and interpretation of specific statistics in SPSS, including at least one of the following: t-tests, zero order correlation, multiple correlation, chi-square, and ANOVA, depending on the number of credits awarded and student needs. This course may be repeated.
Prerequisites: GSE8033

ELM8830 - Leadership and Learning Organizations

(3 units) This course provides candidates with the opportunity to analyze how effective leadership can frame a diverse learning environment. Through class presentations, discussions and course assignments, candidates will examine how leadership shapes the vision, mission, goals and culture of the organization. The course will also analyze national and international leadership models, concepts and theories related to bureaucracy, social systems, power and organizational change.

ELM8832 - Law, Ethics and Equity

(3 units) This course examines the legal and ethical frameworks for and assumptions about matters of equity within the higher education setting. The Candidate will develop necessary thematic and pragmatic considerations for the delivery of organizational functions and services in various programs and departments within the higher education setting. There is a particular focus on change mechanisms and structures leading to educational equity in higher education.

ELM8834 - Policy Making and Politics

(3 units) The course addresses higher educational policy development and analysis in various contexts, the politics of higher education, and issues of governance at higher educational institutions, political strategies and community relations. There is a focus on the determinants of policy issues associated with higher education leadership in diverse learning environments. The Candidate will examine the role of the higher educational leader as it relates to governmental and non-governmental relations in the context of educational transformation and change.

ELM8840 - Research Writing Workshop

(3 units) This course is designed to provide doctoral candidates with the opportunity to analyze and practice effective research writing. Through class discussions and course assignments, candidates will examine selected writing for clarity and precision.

ELM8845 - Leading the Adult Learner

(3 units) The course provides opportunities for the student to learn how to advocate, nurture, and sustain a culture that is conducive to staff learning and professional growth. Coursework focuses on K-12 and higher education approaches to professional development in support of organizational improvement

ELM8855 - Current Issues and Trends in Education

(3 units) The course explores and generates an in-depth understanding of contemporary issues influencing education with an emphasis on reading and discussion of topics. Students will be expected to gain in-depth knowledge about current issues affecting the field of education, understand relevant background and historical information relating to the issues and be able to articulate the issues in oral and written presentations.

ELM8872 - Financial and Business Management: University/Community College

(3 units) This course provides a study of the critical trends and funding issues facing colleges in the United States. Students will come to understand how colleges choose to employ and allocate scarce resources through their management practices.

ELM8872A - Financial and Business Management for Higher Education

(2 units) This course provides a study of the critical trends and funding issues facing colleges in the United States. Students will come to understand how colleges choose to employ and allocate scarce resources through their management practices.

ELM8872B - Financial and Business Management for Higher Education

(2 units) This course provides a study of the critical trends and funding issues facing colleges in the United States. Students will come to understand how colleges choose to employ and allocate scarce resources through their management practices.

ELM8878 - Student and Personnel Services in Higher Education

(3 units) The course provides an overview of the organization and governance of institutions of higher education with an emphasis on Student and Personnel Affairs. The primary goal is to provide a comprehensive outlook at the field of student and personnel affairs and its role within the context of higher education. The nature of student affair work, its history, current and anticipated issues and the environment of student affairs professionals will be studied. Students should come to understand how colleges and universities are organized, governed, and administered and how student affairs professionals affect and impact the organization.

ELM8999 - Special Topics

(3 units) Courses are designed to enhance or supplement curricula.

Topics vary:

1. **Techology for Educational Leadership**
2. **Leadership Seminar**
3. **Marketing and Institutional Development Strategies** This course is for the study and application of knowledge and analysis. Areas covered include investigation of current higher education marketing practices and development strategies. The course is designed to prepare students to acquire knowledge, analyze the literature and interview options for marketing and development information, and discuss applications related to higher education.

ELM8999A - Special Topics:

(3 units) Courses are designed to enhance or supplement curricula.

Topics vary:

1. **Leadership Case Study**

ELM8999B - Special Topics:
(3 units) Courses are designed to enhance or supplement curricula.

Topics vary:

1. **Leadership Case Study**

ENG0999 - Basic Reading and Composition
(3 units) This credit/no credit course for students needing practice in reading and writing skills stresses paragraph and essay development and reviews sentence structure, mechanics, and grammar. Incorporation of various types of short essays will enhance both reading comprehension and writing development. Students will participate in peer group interaction as part of the learning process. College competency of at least "C" level must be demonstrated for successful completion of the course.

ENG1106 - Composition I
(3 units) Emphasis is on developing writing, reading, and critical thinking skills. The major focus of the course is on expository and narrative composition, understanding the writing process, and learning basic research and documentation skills. Strategies include analytical reading, rhetorical methods of organization, and application of the elements of style to written assignments.
Prerequisites: Passing ENG 0999 or passing the English Placement Examination

ENG1106A - Composition I
(1.5 units) Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.
Prerequisites: Passing ENG0999 or passing the English Placement Test

ENG1106B - Composition II
(1.5 units) Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

ENG1120 - College Critical Thinking
(3 units) Apply critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through at least two substantial writing and/or speaking tasks.
Prerequisites: ENG1106

ENG1120A - College Critical Thinking I
(1.5 units) Apply critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through at least two substantial writing and/or speaking tasks.

ENG1120B - College Critical Thinking II
(1.5 units) Apply critical inquiry skills to varied and challenging reading materials. Includes analysis, synthesis, and evaluation through at least two substantial writing and/or speaking tasks.

ENG2206 - Composition II
(3 units) Principles of effective composition continued. Emphasis is on expository and argumentative / persuasive composition; however, the primary emphasis is on the dialectic, that is, skill in entertaining multiple viewpoints and logical argumentation. Besides critical thinking skills, strategies include methods of organization and development, dialectical argumentation, principles of basic research and the elements of style gained through research and writing arguments.
Prerequisites: ENG1106

ENG2206A - Composition III
(1.5 units) Principles of effective composition continued; emphasis on argumentative writing and critical reading and thinking; writing the research paper.
Prerequisites: Competency in ENG1106 (grade of "C" or higher) or equivalent

ENG2206B - Composition IV
(1.5 units) Principles of effective composition continued; emphasis on argumentative writing and critical reading and thinking; writing the research paper.
Prerequisites: Competency in ENG1106 (grade of "C" or higher) or equivalent

ENG3303 - Writing for the Professions
(3 units) Application of principles of effective composition, communication, and research in the applied social sciences; emphasis on professional practices in workplace written communication; study and application of APA documentation style.
Prerequisites: ENG 1106 and ENG 2206 or equivalents

ENT6010 - Entrepreneurship and Innovation
(3 units) This course focuses on the strategic issues faced by entrepreneurs starting new ventures in established industries or in industries that are being created or transformed by new emerging technologies. Applications, case studies and real-world business examples are used to enhance students' understanding of the issues and potential solutions.

ENT6050 - Creating a Business Plan and Funding
(3 units) This course provides an overview of the process and challenges associated with starting an entirely new business. It equips students with a clear understanding of business plan and the conventional structure, the skills required to prepare a business plan and get their business started.

ESL2000A - Low Intermediate Integrated English Skills
(1.5 units) This course allows the student to gain cultural understanding as well as general and academic language competence in preparation for entry into any degree program.

ESL2000B - Low Intermediate Integrated English Skills
(1.5 units) This course provides students opportunities to increase their oral and written skills in an integrated approach. Students expand their reading, writing, listening, and speaking competencies from the sentence level to the paragraph level of discourse. Students develop basic oral and written expression through interactions in real world settings.

ESL2100A - Low Intermediate Listening and Speaking
(1.5 units) The skills to be practiced in this course include asking follow-up questioning, putting vocabulary to use, partner/group dialogues, and listening for main and supporting ideas.

ESL2100B - Low Intermediate Listening and Speaking
(1.5 units) The skills to be practiced in this course include asking follow-up questioning, putting vocabulary to use, partner/group dialogues, and listening for main and supporting ideas

ESL2200A - Low Intermediate Reading and Vocabulary
(1.5 units) The skills to be practiced in this course include recognizing word parts, using the dictionary, understanding vocabulary in context, recognizing main ideas, recognizing transitions, and understanding supporting details.

ESL2200B - Low Intermediate Integrated English Skills
(1.5 units) The skills to be practiced in this course include recognizing word parts, using the dictionary, understanding vocabulary in context, recognizing main ideas, recognizing transitions, and understanding supporting details.

ESL2300A - Low Intermediate Writing and Grammar
(1.5 units) The skills to be practiced in this course include combining sentences, using controlling ideas to narrow the scope of writing, and writing cohesive paragraphs. Much time is devoted to develop students' process for writing.

ESL2300B - Low Intermediate Writing and Grammar
(1.5 units) The skills to be practiced in this course include combining sentences, using controlling ideas to narrow the scope of writing, and writing cohesive paragraphs. Much time is devoted to develop students' process for writing.

ESL3000A - Intermediate Integrated English Skills
(1.5 units) This course allows the student to gain cultural understanding as well as general and academic language competence in preparation for entry into any degree program.

ESL3000B - Intermediate Integrated English Skills
(1.5 units) This course allows the student to gain cultural understanding as well as general and academic language competence in preparation for entry into any degree program.

ESL3100A - Intermediate Listening and Speaking
(1.5 units) The skills to be practiced in this course include note-taking, summarizing, paraphrasing, increasing speaking fluency, and advancing vocabulary and grammatical knowledge to express more complex ideas.

ESL3100B - Intermediate Listening and Speaking
(1.5 units) The skills to be practiced in this course include note-taking, summarizing, paraphrasing, increasing speaking fluency, and advancing vocabulary and grammatical knowledge to express more complex ideas.

ESL3200A - Intermediate Reading and Vocabulary
(1.5 units) The skills to be practiced in this course include vocabulary learning strategies, annotating, highlighting, summarizing, and paraphrasing, as well as an appreciation for reading for personal enjoyment and knowledge.

ESL3200B - Intermediate Reading and Vocabulary
(1.5 units) The skills to be practiced in this course include vocabulary learning strategies, annotating, highlighting, summarizing, and paraphrasing, as well as an appreciation for reading for personal enjoyment and knowledge.

ESL3300A - Intermediate Writing and Grammar
(1.5 units) The skills to be practiced in this course include the writing of short essays for various audiences and purposes, introduction to logical supports for arguments, and the incorporation of quotation, citations and references.

ESL3300B - Intermediate Writing and Grammar
(1.5 units) The skills to be practiced in this course include the writing of short essays for various audiences and purposes, introduction to logical supports for arguments, and the incorporation of quotation, citations and references.

ESL4000A - High Intermediate Integrated English Skills
(1.5 units) This course allows the student to gain cultural understanding as well as general and academic language competence in preparation for entry into any degree program.

ESL4000B - High Intermediate Integrated English Skills
(1.5 units) This course allows the student to gain cultural understanding as well as general and academic language competence in preparation for entry into any degree program.

ESL4100A - High Intermediate Listening and Speaking
(1.5 units) The skills to be practiced in this course include increasing speaking fluency, developing unique and personalized ideas, improving sentence- and discourse-level pronunciation, and recognizing social expectations for both formal and informal discourse.

ESL4100B - High Intermediate Listening and Speaking
(1.5 units) The skills to be practiced in this course include increasing speaking fluency, developing unique and personalized ideas, improving sentence- and discourse-level pronunciation, and recognizing social expectations for both formal and informal discourse.

ESL4200A - High Intermediate Reading and Vocabulary
(1.5 units) This course builds upon the skills acquired in previous courses to enhance successful reading. The skills to be practiced in this course include increasing reading rates, self-selecting extensive reading plans, and comprehension of more advanced vocabulary and grammar structures.

ESL4200B - High Intermediate Reading and Vocabulary
(1.5 units) This course builds upon the skills acquired in previous courses to enhance successful reading. The skills to be practiced in this course include increasing reading rates, self-selecting extensive reading plans, and comprehension of more advanced vocabulary and grammar structures.

ESL4300A - High Intermediate Writing and Grammar
(1.5 units) The skills to be practiced in this course include increasing writing fluency and accuracy, self-selecting writing and research topics, and developing more critical and creative thinking skills through the writing of longer academic essays and other genres.

ESL4300B - High Intermediate Writing and Grammar
(1.5 units) The skills to be practiced in this course include increasing writing fluency and accuracy, self-selecting writing and research topics, and developing more critical and creative thinking skills through the writing of longer academic essays and other genres.

FAR1000 - Introduction to the Arts
(3 units) Investigation into artistic perception, creativity, aesthetics, criticism and meaning; techniques and forms of visual and performing arts of the world; includes critical thinking and individual creative projects.

FIN3010 - Principles of Finance
(3 units) The application of financial principles to problems involving the acquisition and management of funds by private and public organizations.

FIN4010 - International Managerial Finance
(3 units) The international financial environment, international capital and money markets and financial operations of the multinational enterprise.
Prerequisites: FIN 3010

FIN4020 - Corporate Finance
(3 units) Use and management of funds in organizations; analysis of capital management and investment; capital budgeting, capital structure, debt policy, financing and securities.
Prerequisites: FIN 3010

FIN4030 - Investments
(3 units) Study of stocks, bonds, mutual funds, treasury and other government bonds, gold and other commodities, real estate and collectibles.
Prerequisites: FIN 3010

FIN4040 - Money and Capital Markets
(3 units) Surveys issues related to financial intermediaries, with an emphasis on commercial banks. Addresses asset/liability management, credit-risk management and maintenance of adequate capital.
Prerequisites: FIN 3010

FIN6000 - Financial and Accounting Management
(3 units) This course focuses on the necessary skills to be an effective corporate financial manager including analysis in cash flow, financial planning and forecasting and risk. Students will explore decision-making through computer modeling, construct and utilize pro forma financial statements and assess the feasibility of projects and capital budgeting. The course will address the skills needed to be a persuasive oral and written communicator of corporate financial information. A venture/business plan is developed during the course. In addition to the classroom instruction, students have the option to get real-world experience through a practicum in an approved organizational setting for 100 - 160 hours or an applied project designed with the instructor. (International students need to meet their international student advisor for details).

FIN6010 - Advanced Finance and Managerial Accounting
(3 units) The course studies the fundamental principles that govern financial markets and institutions. We attempt to understand the workings of the Banking Industry, the Federal Reserve and the behavior of financial intermediaries. Topics include valuation of financial assets and the characteristics of financial instruments in money and capital markets. We analyze the relationships among financial institutions, monetary policy and the stability of the economy.

FIN6015 - Asset and Bank Management
(3 units) This course provides a broad and specific analysis of banking/financial institutions domestically and globally. The student will develop a quantitative and qualitative understanding of bank management and how decisions are made. The course will present the importance of ROE (return on equity), APY (average percentage yield), ICGR (internal capital growth rate) and other equations in determining the success of financial institution.

FIN6020 - Financial Markets and Institutions
(3 units) Students will gain an understanding of the system of corporate finance, including an analysis of equity finance, bonds and other debt instruments and how these may be used to finance investment. This course will deepen students' knowledge of project evaluation, investment appraisal and the use of financial information and analysis in corporate decision-making. The syllabus also covers portfolio theory, dividend policy, mergers and acquisitions, international investment decisions and regulation of the financial system.

FIN6025 - Investments and Portfolio Theory
(3 units) This course will provide you with an in-depth introduction to investment analysis and portfolio management. The overarching objectives are that students (1) gain a deep intuitive understanding of the concepts used in investment analysis, (2) learn the tools used in investment analysis, including excel modeling and regression analysis, and (3) gain confidence in applying the concepts and tools in managing a portfolio.

FOR3100 - Introduction to Forensic Psychology
(3 units) This introductory course explores the various areas of interest pursued in forensic psychology, forensic psychiatry or criminal psychology, including such topics as theories of crime, types of crime, applications of social science and psychology to the law, investigative and police psychology, psychopathology and the psychology of crime, the assessment of mental competency and sanity, and correctional psychology.
(San Diego)

FOR3140 - Juvenile Delinquency
(3 units) This course explores the historical precedents and philosophical reasons of juvenile delinquency. Our justice systems treat juveniles differently from adults; thus, this course will also review empirical evidence about child development that can illuminate the reasons for their special status within the system, and our societal efforts to prevent delinquency. Students will learn about the distribution of juvenile delinquency according to both official statistics and self-report data and also explore the impact of significant social and institutional influences on delinquency: family, school, peers and drugs. The far-reaching implications of this course will provide students with the robust knowledge to better understand and manage delinquency in a more humane, efficient, and productive manner.

FOR3150 - Introduction to Victimology
(3 units) This course examines the emerging field of victimology and focuses on the victims of crime violence in the United States. The course explores the characteristics of victim/offender interactions, the effects of criminal acts upon victims and their families, reactions in society-at-large to the plight of the victim, and post-traumatic stress disorder and its implications for victims and the criminal justice system. Analyses of victims based on sex, race, socioeconomic status, and other factors will be presented. Preventative measures and efforts to assist victims of crime including programs for rape victims, victim compensations programs, and victims' restitution will be discussed.
(San Diego)

FOR3160 - Introduction to the Criminal Personality
(3 units) This course will examine the multiple factors and antecedent events that are involved in crime and the criminal mind executing the crime. These factors and events include the intent, the plan, the type of criminal, the type of victim, and the crime scene. The manner in which a crime is performed expresses the psychological pattern, makeup, and expression of the individual performing it. Criminal investigative analysis, or criminal personality profiling, examines and identifies the subtle habits, psychological traits, and personality variables associated with criminal activity. These variables and traits will be explored in the context of understanding the personality and behavioral descriptors of an offender who often commits heinous crimes such as serial homicide, sex crimes leading to criminal homicide, arson, bombings, ritualistic crimes that include torture, child abduction, kidnapping, child molestation, and bank robbery.

FOR3170 - Cognitive Principles in Forensic Psychology
(3 units) This course will cover topics in cognitive psychology as seen in the forensics field including perception, attention, memory, knowledge, problem solving, reasoning, and language comprehension and production. Classical theories and experiments in these areas will be reviewed in addition to applications of this work to practical problems in the forensic setting. This course provides an introduction to basic processes, perception and preference, attention and clarity as compared to attention and chaos. The different approaches used in the analysis of competence and compatibility will be examined. The course will conclude by examining the connection to people and problems and providing examples of systems solutions.

FOR3180 - Crime in Literary and Media Contexts
(3 units) This course examines the criminology literature, the language of justice and contexts to which crime is portrayed in the media. The intent of this course is to make the student a more informed critic and analyst of the literary and media contexts in which crime is depicted. In particular, crime movies, television crime dramas, plus television news and newspaper crime coverage will be the major sources of data for uncovering how the media portrays society's struggle with the crime problem. The fundamental role played by the media in defining what constitutes deviance and criminality in American society will be discussed. This course examines how the media portrays the police, the courts and the administration of criminal law, and the American correctional system. In each case media images will be compared to empirical studies of policing, the adjudication process, and punishments actually delivered. In addition, exploration of the use of new media technologies within the criminal justice system itself will be explored. How have technological innovations such as video cameras and multimedia computers changed the criminal justice system?

FOR8248 - Forensic Mediation and Dispute Resolution
(2 units) The theory and practice of problem identification, conflict resolution and dispute resolution counseling as it applies in forensic mediation settings. While the focus is on mediation as used in family law, issues involving other civil mediation settings will be covered as well.

FOR9940 - Dissertation/Doctoral Project Supervision
(1 unit) Summer dissertation supervision.

GLS3000 - Managing Critical Global Issues
(3 units) This course is a survey course that examines social, economic, political and environmental changes in the global context; the emergence of a global economy, new systems of world order, transnational movements and migration, human rights movements and global cultural shifts. The course will critically analyze the current debate over globalization and its impact.

GMP1500 - Intercultural Communication
(3 units) The purpose of this course is to understand how culture and communication intersect in the context of globalization. Communication across cultural groups is a complex and challenging process and can lead to misunderstanding and conflict. The course focuses on developing cultural competencies for effective intercultural communication and conflict resolution between diverse individuals, groups and nation-states.

GMP2001 - Globalization and Social Justice
(3 units) This course applies an interdisciplinary approach to understanding globalization and social justice in the world to identify the competencies necessary for global citizenship in the 21st century. It explores socially constructed systems of exploitation and exclusion-racism, sexism, classism, ageism and more - , examines how privilege, disadvantage and discrimination are perpetuated, and develops alternative attitudes and actions to challenge and dismantle these systems of exclusion and oppression. The course draws critical connections between local and global issues as well as the past and the present.

GSE8030 - Research Design
(3 units) Comprehensive examination of major categories of educational research. Group and single subject designs and applications, instrument selection and development, methods of data collection and analysis. Development of guidelines for preparation and presentation of research projects and critical analysis of reported research.

GSE8030A - Research Design
(2 units) Comprehensive examination of major categories of educational research. Group and single subject designs and applications, instrument selection and development, methods of data collection and analysis. Development of guidelines for preparation and presentation of research projects and critical analysis of reported research.

GSE8030B - Research Design

(2 units) Comprehensive examination of major categories of educational research. Group and single subject designs and applications, instrument selection and development, methods of data collection and analysis. Development of guidelines for preparation and presentation of research projects and critical analysis of reported research.

GSE8033 - Quantitative Research Methods

(3 units) Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.
Prerequisites: GSE 8030

GSE8033A - Quantitative Research Methods

(2 units) Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.

GSE8033B - Quantitative Research Methods

(2 units) Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.

GSE8036 - Qualitative Research Methods

(3 units) Overview of qualitative theories and methodologies with emphasis on ethnographic techniques which can be employed in studying educational settings and processes. Preparation for designing and conducting meaningful qualitative studies.

GSE8036A - Qualitative Research Methods

(2 units) Overview of qualitative theories and methodologies with emphasis on ethnographic techniques which can be employed in studying educational settings and processes. Preparation for designing and conducting meaningful qualitative studies.

GSE8036B - Qualitative Research Methods

(2 units) Overview of qualitative theories and methodologies with emphasis on ethnographic techniques which can be employed in studying educational settings and processes. Preparation for designing and conducting meaningful qualitative studies.

GSE9901 - Dissertation Plan

(3 units) Identification of a research problem in education and completion of a dissertation plan summarizing all components of Chapter 1 and Chapter 3 of the dissertation and an outline of the review of literature. Requires obtaining a dissertation committee chairperson and selection of committee members as evidenced by the department acceptance of the Approval of Dissertation Committee form.
Prerequisites: Successful completion of all coursework and Comprehensive Examination
May be repeated twice

GSE9902 - Dissertation Proposal

(3 units) Supervised research and writing of dissertation. Successful chapters 1, 2, and 3 of dissertation. Completion of Proposal Defense and approval from IRB to conduct research/study.

GSE9920 - Dissertation Preparation

(3 units) Supervised research and writing of dissertation. Successful completion of dissertation, oral examination and placement of dissertation in the library.
Prerequisites: GSE 9902

GSE9940 - Dissertation/Doctoral Project Supervision

(1 unit) Summer dissertation supervision.

GSE9950 - Dissertation / Project Extension

(3 units) Extension of dissertation / project research and writing beyond GSE 9920. May be repeated for credit. Registration is required each semester for any student who has successfully completed all coursework and the comprehensive examination, but who has yet to finish the dissertation / project. Does not count towards total required units necessary to complete a degree.
May be repeated with Dissertation / Project Chair's Approval

HCA6000 - Quantitative & Qualitative Analysis Methods for Healthcare Data Analytics

(3 units) This course involves determining and using ETL tactics and popular statistical methods for the analysis of healthcare data. Statistical and basic programming methods are used for analytics and are applied on healthcare data using reporting tools and platforms. Quantitative and qualitative research methods are determined, adapted and used throughout the course for analysis and interpreting as patterns.

HCA6010 - Health Information Exchange

(3 units) This course will introduce the main components of Health Information Technology (HIT) and Healthcare Information Exchange (HIE). The course includes and exploration of current and upcoming issues and trends as they relate to healthcare operating models. This course is not intended as preparation for primary technology positions. It is intended to convey the role of information technology in the success of the healthcare information exchange process. Students will review computerized patient records, health information exchange models, and decision support systems. Throughout the course, evidence based approaches support learning about the delivery of healthcare services and the interface with information exchanges.

HCA6020 - Health Information Systems Security

(3 units) This course identifies rules and regulations of HIPAA and patient rights and the sharing of health data and information while maintaining privacy. Security standards, policies and tools are studied and applied. Preparation of disaster recovery plans and disposal of legacy paper forms are presented.

HCA6030 - Epidemiology, Patient Care, and Public Health Informatics

(3 units) This course covers the use of data for informing epidemiological principles associated with patient care and disease incidence and control. The student will study statistical analysis of medical data and key epidemiological measures necessary to support data synthesis and interpretation and use of results. Interpretation and analysis of public health research are conducted, conclusions made and future actions or implications determined.

HCA6040 - Project Management and Healthcare Systems/Applications Life Cycles

(3 units) This course emphasizes the effective, efficient and reliable design, building and maintenance of systems and applications to support healthcare decision planning and processes. Fundamentals of systems development life cycle are covered including design, prototyping, validation, implementation and evaluation. The course presents a methodical approach for selection of the right technology tools and platforms to develop solutions to complex problems.

HCA6050 - Advanced Analysis and Design for Healthcare Systems

(3 units) The course is a deeper dive into the analysis and design of healthcare systems building on knowledge gained in prior courses. The course focuses on application of knowledge. Students will also examine concepts and application of major information technology methodologies, approaches, and alternatives in the process of identifying healthcare interventions and industry solutions.

HCA6900 - Capstone: Healthcare Analytics in the Current Age

(3 units) Successful completion of this course enables students to view organizations in the healthcare industry from an overall perspective as a problem solver, a manager/executive and for answering the question of 'In which ways can data and information in this organization be harnessed for its success and growth?' The course builds on the functional core courses in this MSHCA program, including quantitative and qualitative skills as well as aspects of analytics interfacing with organizational tasks. This course strives to integrate data analytics with functional areas within a healthcare organization to understand how firms gain and sustain growth, success and sustainable advantage based on quantitative and qualitative data.

HCM6010 - Healthcare Systems, Services, and Infrastructure - A Global Perspective

(3 units) This course provides an overview of the evolution, structure and current issues in the health care system. Students learn the unique features of health care as a product, and the changing relationships among its key stakeholders. Coursework examines the structure of health care systems with focus on financing, reimbursement, delivery systems and adoption of new technologies along three broad dimensions of the health care industry: payers, providers and suppliers.

HCM6015 - Health Care Business Models and Operational Support

(3 units) The course focuses on the creation, funding, and management of biotechnology and health services enterprises. Various platforms such as health care entrepreneurship, e-business models, and health care for the elderly are discussed. Furthermore, students gain knowledge in healthcare operations management, such as designing the appropriate healthcare delivery system, capacity planning and decision making under uncertainty, and process failure, learning and improvement.

HCM6020 - Legal, Regulatory, and Ethical Issues in Modern Healthcare Structures

(3 units) This course brings an economic approach to understanding the forces driving change in health care. It will provide an economic and financial interpretation of the evolution of the health care system. The course examines legal, political, and policy issues from the perspective of self-interest groups and from the economic perspective of a market predicated on the notion that suppliers compete for customers on the basis of price and quality. It emphasizes the ongoing process and politics of health care reform. Students will analyze the impact of the Patient Protection and Affordable Care Act of 2010 on expenditures in the health care system.

HCM6025 - Health Care Information Technology, Knowledge Management Systems, and Analytics

(3 units) This course will introduce students to the main components of Health Information Technology (HIT) and its potential effects on health care operating models. This course is intended to help students understand the role of information technology in the success of healthcare delivery process. Students explore and learn to clarify the implications of ongoing thematic changes in the use of data in health care management. Topics in dispersion for healthcare product/service choice, data explosion and organizations' understanding and usage, disruption and multiplicity of channels, and division of responsibilities for sharing of knowledge are discussed.

HIS1050 - World History: A Comparative Study

(3 units) This course examines the growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa and the Americas from the birth of civilization to the present. Topics in social, intellectual, economic, and political history are covered.

HIS2000 - US History

(3 units) This course provides a survey of U.S. culture and institutions from pre-colonization to the present, with topics that include exploration and colonization, the War of 1812, the establishment of the national government, the Civil War, Reconstruction, Industrialization, urbanization, the World Wars, the Cold War, and the Post Cold War Era. Emphasizes the study of U.S. history from a multicultural perspective.

HMG4010 - Introduction to Hospitality Management

(3 units) This course is designed to advance students in their chosen career by giving them a broad foundation of hospitality industry knowledge. The focus of this class will be on the people, companies, and positions that make up the hospitality industry in the twenty-first century. Therefore, this class will cover many facets and segments of the industry including hotels and restaurants and new growth areas such as event management, meeting planning, cruising, theme parks, and gaming entertainment. By the end of the course, the students will have a holistic understanding of the complex array of key players that compose this industry.

HMG4020 - Hotel Operations and Management

(3 units) This course focuses on the key principles of hotel operations and management within the international hospitality industry. Students will learn the operations at every stage of the "Guest Cycle" (i.e. reservation, registration, stay, and check-out) as well as the hotel's revenue cycle and the impact of rate structures on revenues. At the same time, students will understand the importance of giving quality service in guest services and will know the effects of technology on hotel operations. In order to facilitate a real-world understanding of Guest Services and Reservation Management, this class will require a hotel field trip.

HMG4030 - Kitchen Systems Management: Production and Purchasing

(3 units) This course is designed to introduce students to the roles and standard operating procedures used for kitchen operations in hospitality settings. Emphasis is placed on food service operations, basic purchasing procedures, kitchen and dining equipment, product identification and guest service styles and standards used in various hospitality operations.

HMG4040 - Food and Beverage Operations and Cost Control

(3 units) This course is designed to introduce students to food and beverage (F&B) management as it is an essential skill for every supervisor in the hospitality field. Students will study issues surrounding the day-to-day running of an F&B outlet and come to understand the wider concerns of the hospitality industry. Students will examine a broad range of subject areas that encompass this field from the minutia of menu planning to the possibilities of harnessing technology to improve F&B management.

HMG6000 - Sales Management for Hospitality

(3 units) This course covers topics related to sales and services in the hospitality industry. Objectives include understanding the sales process, sales planning, relationship between sales, marketing and collaterals as well as theories and concepts about managing the sales function to attain marketing objectives. Students learn concepts in sales techniques, planning, and performance measurement. Practical and applied exercises or case studies are utilized for examining applied aspects of the sales cycle in the hospitality industry. In addition to the classroom instruction, students are required to get real-World experience through a practicum in an approved organizational setting for 100 - 160 hours. However, if a student is unable to secure a practicum site, another option such as a project will be made available to them to ensure they meet the course requirements through an applied project designed with the instructor. (International students need to meet their international student advisor for details).

HMG6010 - Trends in Hospitality & Tourism

(3 units) This course examines the growth, progress, infrastructure and technology applications of the hospitality and tourism management. Segments studied range from tourism, lodging, resorts, hotels, destination planning, restaurants, clubs to event management for sports and entertainment. Students will learn to understand the relevance and interdependence of these segments and discuss strategies for harnessing aspects within a segment for improving business and performance. In addition to the classroom instruction, students are required to get real-World experience through a practicum in an approved organizational setting for 100 - 160 hours. However, if a student is unable to secure a practicum site, another option such as a project will be made available to them to ensure they meet the course requirements through an applied project designed with the instructor. (International students need to meet their international student advisor for details).

HMG6020 - Entrepreneurship in Hospitality

(3 units) Investigates current innovative entrepreneurial issues inside and outside the hospitality industry. Topics include: knowledge-based innovation; calculated risk-taking; management of economic resources; market planning; social areas of responsibility and ethics; legal issues; portfolio management; and the political aspects of entrepreneurship. A venture/business plan is developed during the course. In addition to the classroom instruction, students are required to get real-World experience through a practicum in an approved organizational setting for 100 - 160 hours. However, if a student is unable to secure a practicum site, another option such as a project will be made available to them to ensure they meet the course requirements through an applied project designed with the instructor. (International students need to meet their international student advisor for details).

HMG6030 - Development of Careers, Workforce and Talent in Hospitality Industry

(3 units) This course focuses on best practice methods for professional management of careers and the workforce in the hospitality industry. Talent management is a key component for success in this segment. The importance of learning cross-cultural aspects of professional communication in individual and group contexts in emphasized.

Students survey the wide variety of workforce and talent management needs and techniques in the hospitality industry. In addition to the classroom instruction, students are required to get real-World experience through a practicum in an approved organizational setting for 100 - 160 hours. However, if a student is unable to secure a practicum site, another option such as a project will be made available to them to ensure they meet the course requirements through an applied project designed with the instructor. (International students need to meet their international student advisor for details).

HRM4015 - Human Resources Management
(3 units) A study of the theoretical and practical aspects of human resource management including job analysis and design, recruiting, retention, training, appraisal and compensation systems and employee health and safety; emphasis on contemporary issues such as changing governmental and legal requirements, increasing demands for more highly skilled workers and international competition.

HRM4025 - Compensation and Benefits
(3 units) This course will provide knowledge and understanding of the dynamics involved in compensating employees for services rendered in a modern organization. This course focuses on the critical tools and techniques of job analysis, job descriptions, job evaluation, pay surveys, pay administration, and required benefits.

HRM4035 - Training and Development
(3 units) This course provides an organizational development model in human resource management to prepare professionals to train and develop people throughout the career continuum in the international arena. Presents an overview of mentoring and coaching, the role of team leaders and managers in performance appraisals, and orientation programs.

HRM4045 - Legal Aspects of the Workplace
(3 units) This course provides a working knowledge of federal legislation and regulations affecting employers. Introduces a simple approach to employment law with a foundation of legal principles explained in the layperson's language. A consistent theme of the course is employer awareness of protected classes.

HRM6015 - Comprehensive Overview of Human Resource Management
(3 units) Theory and practice of human resources management in organizations, including workforce planning, labor law, recruitment and retention, training and development, contract physician and nurse management, performance management, regulatory requirement, job analysis and design, and labor relations.

HRM6025 - Managing Legal Aspects and Risk in Human Resources
(3 units) The goal of Risk Management is to identify, assess, and resolve risk items before they become threats to a specific project or to the organization as a whole. Students will review state and federal regulations governing human resources management including labor law, discrimination, sexual harassment, occupational safety and health (OSHA), unions and labor relations.

HRM6035 - Training and Development of Human Resources
(3 units) Examine current trends and issues in workplace training and development with special attention to the design, development and application of training programs to improve productivity, safety and quality.

HRM6045 - Strategic HRM and Managing Change
(3 units) This course focuses on the role, function and application of strategic planning change in healthcare organizations. It promotes strategic thinking in correlation with affecting business decisions and builds confidence in core business issues. This is course allows students to practice strategic thinking and HR decision-making that will add value to any organization.

HUM1020 - University Success
(4 units) Through the use of guided assessments, selected readings, films, discussions, lectures, workshops and expert presentations from the University's faculty and staff, students will participate in a multifaceted exploration of the self, culminating in a self-identity profile. Students will deepen self-knowledge and knowledge of others, explore career possibilities, and gain appreciation of the world community and their place in it. Must be taken in the first year.

HUM1030 - Co-curricular Community Activity
(2 units) This course provides students with experiences and knowledge of how professional practice impacts and is impacted by the community. This course serves as an introduction to and practical preparation for the world of work with applications for matriculation into advanced studies. Student engage in at least two co-curricular activities during the term, and receive community engagement training. Students will conduct self-assessment for career planning; learn how to research particular community needs; research available trainings, as well as document their participation in service learning activities at Alliant community partnership sites.

IND6000 - Industry Infrastructure, Functional Aspects and Systems
(3 units) This course allows students to focus in depth on particular aspects of business environment and functions. Students research and write a "thesis style" project to support conclusions regarding infrastructure, functions and systems in place within the case study selected.

IRL2020 - US Politics in a Global Context
(3 units) This course is an introduction to the evolution of United States politics from the beginning to the present. It provides students the opportunity to analyze the variety of political developments which have influenced United States politics. Special emphasis will be made to highlight the political participation and contributions of women and ethnic minorities. Areas of emphasis will also include political institutions, the presidency, congress and national elections.

IRL3000 - Comparative Politics
(3 units) Political systems: federal and unitary, parliamentary and presidential, party politics and electoral systems; emphasis on such major powers as Great Britain, France, Germany, Russia, China and Japan.

IRL3001 - Foundations of International Relations
(3 units) Analysis of contemporary state systems: inquiry into national power, national interests, foreign policy decision making, foreign trade issues, use of force, conflict resolution and international organizations.

IRL3150 - Research Methods for Social Sciences
(3 units) Study of major types or research, methods of data collection and treatment; applied critical analysis of source materials; mechanics of writing research papers.

IST3020 - Information and Technology Management
(3 units) Students in this course will be introduced to the concepts of Information resources for business advantage and the concepts of managing technology for business efficiency. The course includes a survey of management information systems and other knowledge worker technological applications including, but not limited to: Supply Chain Management (SCM), Customer Relationship management (CRM), Enterprise Resource Planning (ERP), Infrastructure Management (IM), Database Management, Computer Aided Software Engineering (CASE), Spreadsheet based analysis, and Web Design.

IST4020 - Systems Analysis and Design
(3 units) The overall goal of this course is to provide the student with a broad-based introduction to the concepts, methods, and tools utilized by a Systems Analyst. These tools are used to effectively, efficiently, and economically design, build and maintain information systems' technology, and assist in the successful management of the processes required to support the organizations goals and objectives.
Prerequisites: IST 3020

IST4040 - Decision Support Systems for Managers
(3 units) Characterization of decision models under risk and uncertainty; analysis of transportation, allocation and distribution problems with mathematical programming; queuing and simulation models; decision support systems for quantitative analysis of manufacturing and service operations.
Prerequisites: IST 3020

IST4045 - Data Analytics

(3 units) This course exposes students to the preparation and use of data for business tasks. Students learn techniques to analyze data for prediction, forecasting, pattern recognition, data mining and statistical research.

IST4055 - Business Applications and Trends: An Exploration into the Internet of Things

(3 units) Over the past couple of decades advances in the convergence of the computer and communication technologies has made it possible to connect people and resources together in virtual communities on a global basis. The Integration of the wide variety of application tools, devices, technologies, and techniques, has greatly increased the connectedness and collaborative ability of people tied together via the communications and computing technologies. This course will take you on a journey of exploration, investigating the multitude of evolving trends, the confluence of which is creating a powerfully new method of human work and value added contributions. Professionals of this era will gain a strong competitive advantage based on how well they can access, navigate, and manage, the exploitive potentiality of the Internet of Things.

IST6010 - Technology for Managerial Decision Making

(3 units) The course covers a detailed study of a variety of state-of-the-art technologies available in the marketplace as options for enterprise planning and management and for facilitating managerial decisions. Example topics include reengineering, electronic data interchange (EDI), electronic commerce, web business strategies, decision support systems, risk management systems, neural networks, expert systems and software productivity management. The course also introduces aspects of business functions integration and operational data/project management with technology using the SAP software which is the world's leading provider of client/server software. A venture/business plan is developed during the course. In addition to the classroom instruction, students have the option to get real-world experience through a practicum in an approved organizational setting for 100 - 160 hours or an applied project designed with the instructor. (International students need to meet their international student advisor for details).

IST6320 - Enterprise Business Process Integration

(3 units) This course is designed to provide the students with a thorough understanding of both the role that Enterprise Resource Planning Systems (ERPs) play in an organization and the challenging task of managing the Information Systems (IS) function. Projects utilizing systems provide students with experience in analyzing real-life business scenarios. Students are prepared with the knowledge sought by businesses looking to use technology to maintain their competitive edge in the market place by the end of the course.
Prerequisites: IST 6010

IST6454 - Enterprise Systems Analysis and Project Management

(3 units) This course is designed to provide the students with a thorough understanding of both the role that Enterprise Resource Planning Systems (ERPs) play in an organization and the challenging task of managing the Information Systems (IS) function. Projects utilizing systems provide students with experience in analyzing real-life business scenarios. Students are prepared with the knowledge sought by businesses looking to use technology to maintain their competitive edge in the market place by the end of the course.

IST6488 - Data Analytics and Decision Making

(3 units) This course explores the theory and practice of Business Intelligence for Enterprise Resource Planning (ERP) Systems. In addition, students learn data storage, data pattern analysis and build the ability to make strategic decisions based on the collected data.
Prerequisites: IST 6010

IST6499 - Information Systems Technology and Infrastructure Management

(3 units) The primary purpose of an organization's information systems technology is to facilitate the capture, processing, collaboration, and dissemination of information among its stakeholders, resulting in an improved ability to communicate more effectively. Information systems technology infrastructure, and the resulting knowledge it generates, and manages, makes it possible for business professionals to administer their organizations' resources more proficiently. Managing knowledge productively means managing people, their processes and technologies competently. This course is designed to facilitate the students' learning and understanding of the fundamental, and foundational, aspects of a business oriented Information Systems Technology (IST) infrastructure. The students in this course will gain a broad-based mastery of the concepts, methods, and tools utilized by Systems Professionals to build, implement, maintain, and administer an IST infrastructure designed to more effectively manage the processes required to support the organization's business goals and objectives.

LAWADVCRL - Advanced Criminal Law

(1 unit) This course covers the current cases in criminal law with reference to mental state, lesser included offenses, related offenses, self-defense, and jury instructions.
(pass/fail)

LAWALR - Advanced Legal Reasoning

(2 units) This course emphasizes extensive review in the identification and analysis of legal issues concentrating on torts, contracts and real property in a test environment.
(pass/fail)

LAWALR1 - Advanced Legal Reasoning

(2 units) This course emphasizes extensive review in the identification and analysis of legal issues concentrating on torts, contracts and real property in a test environment.
(pass/fail)

LAWALR2 - Advanced Legal Reasoning

(2 units) This course emphasizes extensive review in the identification and analysis of legal issues concentrating on torts, contracts and real property in a test environment.
(pass/fail)

LAWALW - Advanced Legal Writing

(3 units) This course teaches students analytical and organizational skills used in drafting all types of legal documents, from appellate briefs to client letters. This course, with its varied and extensive writing assignments and critiques, will serve graduates in their future practice of law.
(pass/fail)

LAWBSKILLS - Bar Skills

(1 unit) Bar Skills is a course designed to assist fourth year students to learn the process and skills needed to be successful taking the multiple choice questions on the California State Bar examination.

LAWCCP - Consumer Credit Protection

(1 unit) This course covers any and all consumer credit relationships including but certainly not limited to loans and lines of credit, utilities, Internet service, all consumer bills, medical bills, landlord-tenant obligations, even student loans. The class also deals with the adverse impact of Identity Theft on consumers and their credit reports and ability to secure credit. The course covers Federal Fair Debt Collection Practices Act and Identify Theft. The class explores ways to prevent identify theft, discover when it has happened, stop it from happening and recover from its effects.

LAWCOMPROP - Community Property

(2 units) This course teaches the historical development of community property law; jurisdictional issues; classification of marital property, community or separate; valuation of community property including business and goodwill; management of marital property; liability for marital and individual debts; division of community property on dissolution or death; problems posed by unmarried, cohabiting couples.

LAWCONSTI - Constitutional Law

(3 units) This course teaches the federal structure: judicial review, congressional powers, separation of powers, commerce power, state powers and federalism. Individual rights: due process, equal protection, state action, freedom of religion, and freedom of expression.

LAWCONSTI1 - Constitutional Law

(3 units) This course teaches the federal structure: judicial review, congressional powers, separation of powers, commerce power, state powers and federalism. Individual rights: due process, equal protection, state action, freedom of religion, and freedom of expression.

LAWCONSTI2 - Constitutional Law

(3 units) This course teaches the federal structure: judicial review, congressional powers, separation of powers, commerce power, state powers and federalism. Individual rights: due process, equal protection, state action, freedom of religion, and freedom of expression.

LAWCONTR - Contracts

(3 units) This course teaches remedies for breach of contract; consideration; offer and acceptance; problems of performance; conditions; impossibility; third party beneficiaries; assignment; Parol Evidence Rule; Statute of Frauds.

LAWCONTR1 - Contracts

(3 units) This course teaches remedies for breach of contract; consideration; offer and acceptance; problems of performance; conditions; impossibility; third party beneficiaries; assignment; Parol Evidence Rule; Statute of Frauds.

LAWCONTR2 - Contracts

(3 units) This course teaches remedies for breach of contract; consideration; offer and acceptance; problems of performance; conditions; impossibility; third party beneficiaries; assignment; Parol Evidence Rule; Statute of Frauds.

LAWCORP - Corporations

(4 units) This course teaches the formation; pre-incorporation activities; de facto corporations; ultra vires acts. Role, authority and meetings of officers, directors and shareholders, standard of care, Proxy solicitations; close corporations; fiduciary relations; shareholder litigation. Capitalization, dividend distributions. Fundamental changes; partnerships and agency.

LAWCORP1 - Corporations

(2 units) This course teaches the formation; pre-incorporation activities; de facto corporations; ultra vires acts. Role, authority and meetings of officers, directors and shareholders, standard of care, Proxy solicitations; close corporations; fiduciary relations; shareholder litigation. Capitalization, dividend distributions. Fundamental changes; partnerships and agency.

LAWCORP2 - Corporations

(2 units) This course teaches the formation; pre-incorporation activities; de facto corporations; ultra vires acts. Role, authority and meetings of officers, directors and shareholders, standard of care, Proxy solicitations; close corporations; fiduciary relations; shareholder litigation. Capitalization, dividend distributions. Fundamental changes; partnerships and agency.

LAWCP - Civil Procedure

(2 units) This course teaches subject matter and territorial jurisdictions; venue; joinder of parties and claims; litigation process including pleadings, service of process, discovery, summary judgments, dismissal, trial and appeal; res judicata and collateral estoppel.

LAWCP1 - Civil Procedure

(2 units) This course teaches subject matter and territorial jurisdictions; venue; joinder of parties and claims; litigation process including pleadings, service of process, discovery, summary judgments, dismissal, trial and appeal; res judicata and collateral estoppel.

LAWCP2 - Civil Procedure

(2 units) This course teaches subject matter and territorial jurisdictions; venue; joinder of parties and claims; litigation process including pleadings, service of process, discovery, summary judgments, dismissal, trial and appeal; res judicata and collateral estoppel.

LAWCRL - Criminal Law

(4 units) This course teaches the nature and sources of criminal law; elements of crimes; analysis of specific crimes; legal defenses; California Penal Code and decisions; procedure.

LAWCRP - Criminal Procedure

(3 units) This course covers Arrest through Appellate Proceeding, including bail, arraignment, preliminary motions, discovery and trial procedure. Recent Supreme Court decisions on right to counsel, freedom from pre-judicial publicity, fair trial and other constitutional guarantees.

LAWEDISC - E-Discovery

(1 unit)

LAWELDER - Elder Law

(1 unit) A general overview of elder financial, physical abuse and neglect, nursing home litigation, Adult Protective Service, Public Guardian duties, Elder and Dependent Adult Civil Protection Act, as well as consent, undue influence, and end-of-life issues.
(pass/fail)

LAWELIMBIAS - Elimination of Bias

(1 unit) This course is an introduction to the identification of bias and discrimination by individuals and society, and to increase cultural diversity sensitivity in order to better serve legal clients and society in general.

LAWENTLAW - Entertainment Law

(1 unit)

LAWENTLAW2 - Entertainment Law II

(1 unit)

LAWEVID - Evidence

(5 units) This course is the study of what is admissible toward proof in State and Federal Courts: problems in relevancy, materiality and competency, including character evidence, impeachment and rules of witness examination. Study of admissibility of opinion evidence, hearsay and its exceptions, writings, and scientific evidence; limitations due to privileges and constitutional considerations; the effect of "burdens of proof" and presumptions.

LAWEVID1 - Evidence

(2.5 units) This course is the study of what is admissible toward proof in State and Federal Courts: problems in relevancy, materiality and competency, including character evidence, impeachment and rules of witness examination. Study of admissibility of opinion evidence, hearsay and its exceptions, writings, and scientific evidence; limitations due to privileges and constitutional considerations; the effect of "burdens of proof" and presumptions.

LAWEVID2 - Evidence

(2.5 units) This course is the study of what is admissible toward proof in State and Federal Courts: problems in relevancy, materiality and competency, including character evidence, impeachment and rules of witness examination. Study of admissibility of opinion evidence, hearsay and its exceptions, writings, and scientific evidence; limitations due to privileges and constitutional considerations; the effect of "burdens of proof" and presumptions.

LAWIMLAW - Immigration Law

(1 unit) This overview, hands-on course focuses on immigration law in the areas of family and employment visas, labor certification, non-immigrant visas, and political asylum. Students will gain a working understanding of immigration theory and practice while gaining practical skills in issue spotting, problem solving, preparation of forms and supporting documents, handling client interviews, and preparation of cases.

LAWINTPROP - Intellectual Property

(1 unit)

LAWLAWMOT - Law & Motion

(1 unit) This class is designed to introduce students to the skills necessary to write simple motions, such as, Motions to Continue Trial, and Motions in Limine. Since this course was chosen especially to continue to develop and strengthen the writing skills necessary to perform successfully on the California Bar, the instruction will be presented as an intensive writing class.
(pass/fail)

LAWLAWPRAC - Law Practice Management

(1 unit)

LAWLEGAR - Legal Research

(2 units) This course features the study and application of legal research techniques in both hard copy and electronic format. A hands-on approach assists the students with recognizing legal issues, and guides them in the practical application of the Lexis-Nexus legal database.

A foundational approach in traditional legal research and methods prepares the students to advance towards the use of electronic research tools. Persuasive legal authorities, Boolean math, appropriate search strategies and legal citations are some of the topics covered.
(pass/fail)

LAWLEGAR1 - Legal Research

(2 units) This course features the study and application of legal research techniques in both hard copy and electronic format. A hands-on approach assists the students with recognizing legal issues, and guides them in the practical application of the Lexis-Nexus legal database.

A foundational approach in traditional legal research and methods prepares the students to advance towards the use of electronic research tools. Persuasive legal authorities, Boolean math, appropriate search strategies and legal citations are some of the topics covered.
(pass/fail)

LAWLEGAR2 - Legal Research
(2 units) This course features the study and application of legal research techniques in both hard copy and electronic format. A hands-on approach assists the students with recognizing legal issues, and guides them in the practical application of the Lexis-Nexus legal database.

A foundational approach in traditional legal research and methods prepares the students to advance towards the use of electronic research tools. Persuasive legal authorities, Boolean math, appropriate search strategies and legal citations are some of the topics covered.
(pass/fail)

LAWLEGWRIT - Legal Writing
(2 units) This course encompasses a thorough analysis of the case method as used in the American Legal System. The students are instructed in the traditional techniques for case briefings, coupled with the IRAC approach to essay writing. Topics also include the development of professional skills, outline skills and exam writing techniques.
(pass/fail)

LAWLEGWRIT1 - Legal Writing
(2 units) This course encompasses a thorough analysis of the case method as used in the American Legal System. The students are instructed in the traditional techniques for case briefings, coupled with the IRAC approach to essay writing. Topics also include the development of professional skills, outline skills and exam writing techniques.
(pass/fail)

LAWLEGWRIT2 - Legal Writing
(3 units) This course encompasses a thorough analysis of the case method as used in the American Legal System. The students are instructed in the traditional techniques for case briefings, coupled with the IRAC approach to essay writing. Topics also include the development of professional skills, outline skills and exam writing techniques.
(pass/fail)

LAWMBE - MBE Skills Building (Contracts, Torts and Crimes)
(1 unit) The MBE course is designed to assist the student to learn the process and skills needed to be successful taking the multiple choice questions on the California State Bar standardized multi-state examination.

LAWMBEII - Multistate Bar Exam II
(1 unit) The MBE course is designed to assist the student to learn the process and skills needed to be successful taking the multiple choice questions on the California State Bar standardized multi-state examination.

LAWMEDIATION - Mediation
(1 unit) This series of three courses offers instruction in best practices for mediators, the types of alternative dispute resolution and dispute resolution methods, the types of negotiation and negotiation styles, the fundamentals of mediation, including general and process skills, the roles of those attending a mediation, and requirements and regulations for mediators. Completion of all three units and participation in supervised mediations are required for a Certificate of Completion.

LAWMTCT - Moot Court
(2 units) This course features the practical application of legal principles at appellate level, oral argument and preparation of briefs on appeal; California appellate court procedure and practice. This course requires the completion of an appellate brief and participation in oral argument before a panel of judges.
(pass/fail)

LAWPRE - Professional Responsibility
(2 units) This course teaches the application of the California Rules of Professional Conduct, the ABA Model Rules of Professional Conduct and relevant case materials. Examination of disciplinary system; relationship between disciplinary and legal malpractice liability. Duties of attorneys with respect to clients, the courts, opposing parties and the public. Problems arising from conflicts of interest.

LAWREM - Remedies
(3 units) This course covers the general scope of remedies; principles governing general use of equitable remedies; general scope of interpleader, declaratory relief (and related remedies), constructive trusts, and equitable liens. Principles governing use of, and defenses to, specific performance and injunctions; equitable conversions; technical aspects of injunctions; damages.

LAWRP - Real Property
(3 units) This course teaches the law of real property; historical background; common law estates, interests and future interests; Statute of Uses and modern conveyancing; concurrent ownership; landlord and tenant; deeds and delivery; boundaries; recording acts and title search; contract for sale of land; easements, servitudes and other land use restrictions; adverse possession; landowners' rights, including air, water, mineral and lateral and subjacent support.

LAWRP1 - Real Property
(3 units) This course teaches the law of real property; historical background; common law estates, interests and future interests; Statute of Uses and modern conveyancing; concurrent ownership; landlord and tenant; deeds and delivery; boundaries; recording acts and title search; contract for sale of land; easements, servitudes and other land use restrictions; adverse possession; landowners' rights, including air, water, mineral and lateral and subjacent support.

LAWRP2 - Real Property
(3 units) This course teaches the law of real property; historical background; common law estates, interests and future interests; Statute of Uses and modern conveyancing; concurrent ownership; landlord and tenant; deeds and delivery; boundaries; recording acts and title search; contract for sale

of land; easements, servitudes and other land use restrictions; adverse possession; landowners' rights, including air, water, mineral and lateral and subjacent support.

LAWTORTS - Torts
(4 units) This course examines: Intentional wrongs to person and property; unintentional wrongs; negligence; duty of persons in control of property; tort liability arising out of contractual relationships; liability for defective products; liability without fault; deceit; defamation; malicious prosecution; interference with contractual, economic and other legally predictable relations; tort alternatives.

LAWTP - Trial Practice
(3 units) The course considers litigation problems, practical, legal and ethical, that confront a trial lawyer. Emphasis is given to techniques of client interviewing and investigation, both informal and by use of statutory discovery procedures, and pleading. The student gains classroom experience in trial procedures from voir dire examination, opening statements, direct and cross examination through final argument.
(pass/fail)

LAWUCC - Commercial Law (U.C.C.)
(2 units) Primarily Articles 2 and 9 of the Uniform Commercial Code. Sales: warranties; acceptance, rejection and revocation of acceptance of goods sold; remedies of buyers and sellers. Secured transactions: creation and perfection of security interests; priorities; remedies upon default.

LAWWT - Wills and Trusts
(2 units) This course covers intestacy; execution of wills; integration; republication; incorporation by reference, independent significance; revocation and revival; will contracts; lapse; ademption; will contests; will substitutes; nature and classification of trusts; elements of a trust; creation of inter-vivos and testamentary trusts; revocable and irrevocable trusts; insurance trusts; nature of the beneficiary's interest, including restraints on alienation and principles regarding transferability, modification, and termination of trusts; charitable trusts; fiduciary administration, including qualification, duties, standards, liabilities, management, investment, and accounting.

LAWWT1 - Wills and Trusts
(2 units) This course covers intestacy; execution of wills; integration; republication; incorporation by reference, independent significance; revocation and revival; will contracts; lapse; ademption; will contests; will substitutes; nature and classification of trusts; elements of a trust; creation of inter-vivos and testamentary trusts; revocable and irrevocable trusts; insurance trusts; nature of the beneficiary's interest, including restraints on alienation and principles regarding transferability, modification, and termination of trusts; charitable trusts; fiduciary administration, including qualification, duties, standards, liabilities, management, investment, and accounting.

LAWWT2 - Wills and Trusts

(2 units) This course covers intestacy; execution of wills; integration; republication; incorporation by reference, independent significance; revocation and revival; will contracts; lapse; ademption; will contests; will substitutes; nature and classification of trusts; elements of a trust; creation of inter-vivos and testamentary trusts; revocable and irrevocable trusts; insurance trusts; nature of the beneficiary's interest, including restraints on alienation and principles regarding transferability, modification, and termination of trusts; charitable trusts; fiduciary administration, including qualification, duties, standards, liabilities, management, investment, and accounting.

LAW6000 - Success Skills

(1 unit)

LAW6005 - Foundations of Legal Analysis

(3 units)

LAW6007 - Disability Law

(2 units)

LDR6015 - Contemporary Approaches to Leadership

(3 units) Explore organizational leadership roles-visionary, manger, director, change agent, supervisor, coach and mentor. Identify how leadership styles influence the direction of the organization. Develop an appreciation for how leaders affect day-today operations. Examine how effective leaders communicate operational, tactical, strategic and managerial decisions.

LDR7021 - Advanced Statistics I

(3 units) The course will cover the necessary statistical techniques employed in contemporary behavioral science research and program evaluation, in order to be able to: (a) analyze research data; (b) understand and critically review statistical findings in empirical papers; (c) present empirical results to other scholars; and (d) run statistical analyses using SPSS. Through the Advanced Statistics I class, students develop an understanding of the philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; mediation/moderation; power calculation and corrections for multiple comparisons. Through the Advanced Statistics I Lab, students become familiar with the computer hardware/operating environments and statistical software packages. They acquire the ability to conduct statistical analyses and problem solving with data through exercises in: hypothesis testing; testing statistical assumptions; examining data distributions and standard scores; comparing means; introduction to ANOVA Design; introduction to correlation analysis; simple and multiple regression analysis; mediation and moderation analysis; and reliability analysis.

Prerequisites: LDR7028

LDR7022 - Advanced Statistics II

(3 units) The course will cover multivariate techniques (analyses involving three or more variables) employed in contemporary behavioral science research and program evaluation. Particular emphasis on understanding when these techniques are appropriate and inappropriate for a given research question and dataset. Mastery of skills necessary to: a) read and understand most results reported in journal articles; b) communicate about empirical results with other scholars in the field; c) critically review the statistics and conclusions used in empirical studies - for oneself, for employers, or for other researchers; d) perform own analyses; e) interpret SPSS output; f) design own research with particular analytic strategies in mind. Topics covered include: multiple regression; multivariate analysis of variance and covariance; discriminant analysis; logistic regression; principal components and factor analysis; introduction to structural equation modeling, path analysis and confirmatory factor analysis.

Prerequisites: LDR7021

LDR7025 - Foundations of Research

(3 units) This course is designed to present an overview of quantitative, qualitative and mixed research methods in business and leadership. Students will gain insights into research philosophy and approaches to theory development, formulating the research design, selecting samples, and using secondary data. They will also understand methods for collecting primary data through observation, interviews, and questionnaires. Quantitative and qualitative data analysis will be discussed.

LDR7026 - Survey Research

(2 units) This course presents methods of analyzing, writing, and presenting qualitative research and ways of linking quantitative and qualitative data. Topics covered may include participant observation and data collection techniques, including interviews and focus groups. The course will also provide students with an understanding of the principles of developing, administering, analyzing, reporting, and briefing the results of organizational surveys. Specifically, the students will learn to describe purposes of surveys, methods of survey research and when to use surveys. They will define the purpose and objectives of a project. Before collection of any data, the students will describe and select sampling methods. They will create and pretest the instrument, using effective item writing and scale development skills. After data collection, the students will record, analyze, and present survey results. They will have opportunity to deliver feedback to clients in a politically sensitive environment and assist clients in turning feedback into action. Overall, the students will apply survey skills in an organizational project, including managing client expectations and the survey process.

LDR7027 - Advanced Multivariate Statistics

(3 units) Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; canonical correlation; factor analysis; structural equation modeling (e.g., EQS, LISREL).

Prerequisites: LDR7022

LDR7028 - Qualitative and Survey Research

(3 units)

LDR7031 - Advanced Statistics Ia

(2 units) The course will cover the necessary statistical techniques employed in contemporary behavioral science research and program evaluation, in order to be able to: (a) analyze research data; (b) understand and critically review statistical findings in empirical papers; (c) present empirical results to other scholars; and (d) run statistical analyses using SPSS. Through the Advanced Statistics I class, students develop an understanding of the philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; mediation/moderation; power calculation and corrections for multiple comparisons. Through the Advanced Statistics I Lab, students become familiar with the computer hardware/operating environments and statistical software packages. They acquire the ability to conduct statistical analyses and problem solving with data through exercises in: hypothesis testing; testing statistical assumptions; examining data distributions and standard scores; comparing means; introduction to ANOVA Design; introduction to correlation analysis; simple and multiple regression analysis; mediation and moderation analysis; and reliability analysis.

LDR7032 - Advanced Statistics Ib

(2 units) The course will cover the necessary statistical techniques employed in contemporary behavioral science research and program evaluation, in order to be able to: (a) analyze research data; (b) understand and critically review statistical findings in empirical papers; (c) present empirical results to other scholars; and (d) run statistical analyses using SPSS. Through the Advanced Statistics I class, students develop an understanding of the philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; mediation/moderation; power calculation and corrections for multiple comparisons. Through the Advanced Statistics I Lab, students become familiar with the computer hardware/operating environments and statistical software packages. They acquire the ability to conduct statistical analyses and problem solving with data through exercises in: hypothesis testing; testing statistical assumptions; examining data distributions and standard scores; comparing means; introduction to ANOVA Design; introduction to correlation analysis; simple and multiple regression analysis; mediation and moderation analysis; and reliability analysis.

Prerequisites: LDR7031

LDR7033 - Advanced Statistics IIa

(2 units) The course will cover multivariate techniques (analyses involving three or more variables) employed in contemporary behavioral science research and program evaluation. Particular emphasis on understanding when these techniques are appropriate and inappropriate for a given research question and dataset. Mastery of skills necessary to: a) read and understand most results reported in journal articles; b) communicate about empirical results with other scholars in the field; c) critically review the statistics and conclusions used in empirical studies - for oneself, for employers, or for other researchers; d) perform own analyses; e) interpret SPSS output; f) design own research with particular analytic strategies in mind. Topics covered include: multiple regression; multivariate analysis of variance and covariance; discriminant analysis; logistic regression; principal components and factor analysis; introduction to structural equation modeling, path analysis and confirmatory factor analysis.

Prerequisites: LDR7032

LDR7034 - Advanced Statistics IIb

(2 units) The course will cover multivariate techniques (analyses involving three or more variables) employed in contemporary behavioral science research and program evaluation. Particular emphasis on understanding when these techniques are appropriate and inappropriate for a given research question and dataset. Mastery of skills necessary to: a) read and understand most results reported in journal articles; b) communicate about empirical results with other scholars in the field; c) critically review the statistics and conclusions used in empirical studies - for oneself, for employers, or for other researchers; d) perform own analyses; e) interpret SPSS output; f) design own research with particular analytic strategies in mind. Topics covered include: multiple regression; multivariate analysis of variance and covariance; discriminant analysis; logistic regression; principal components and factor analysis; introduction to structural equation modeling, path analysis and confirmatory factor analysis.

Prerequisites: LDR7033

LDR8710 - Inter-Disciplinary Foundations of Leadership: Psychology, Management

(3 units)

LDR8720 - Theories of Leadership

(3 units) This course examines classic and modern theories of leadership. Topics include traditional leadership theories such as trait, behavioral, and situational as well as contemporary theories such as Neuroleadership, Integral Leadership, Servant and Authentic Leadership, Spiritual Leadership, and Transformational Leadership. The course considers distinction between leadership and authority. The treatment of leadership theory will place an emphasis on relating theory and practice personal values and behaviors, immediate and ongoing enhancement of conceptual and applied leadership skills, increased insight into the many dimensions of leadership, and the formulation of a personal philosophy of leadership.

LDR8730 - Evidence-Based Practice of Leadership

(3 units) This course examines leadership practice derived from the empirical literature. It emphasizes the evaluation and application of the research-based leadership interventions and ethics. This course builds on emerging research in the area of positive organizational scholarship, authentic leadership, neuroscience and cognitive approaches to leadership; shared leadership, spiritual approaches to leadership, leading mindfully and on other contemporary and emergent theories of leadership.

LDR8740 - Multicultural and International Leadership

(3 units) This course will provide students with the opportunity to learn practical applications in the career they are preparing for. Students will partake in professional environments of teaching or consulting, which can include classroom teaching sessions and/or business meetings and processes during which they will observe and carry requisite responsibilities. Students and supervisors will reflect and evaluate experiences. They will spend 200-300 hours in a supervised internship engagement during the course.

LDR8750 - Learning from Master Leaders

(3 units) This course offers students opportunities for intensive interaction with well-known, highly successful leaders from all types and levels of leadership. Topics include leadership competencies, measurement of competencies, case histories of industry leaders, NGO's, global leadership among other cutting edge leadership topics.

LDR8760 - Ethics and Leadership in Organizations

(3 units) This course will enable students to understand various components of organizations, including managing resources and organizational politics, developing effective policy, procedures and standards, identifying best management practices, and acquiring effective communication skills at the individual, group and organizational levels.

LDR8770 - Group Dynamics and Team Leadership

(3 units) This course provides team leaders with a set of structured activities and strategies based on team research that enables them to more effectively and efficiently accomplish their team's goals and objectives. Students will identify the common pitfalls and problems of team, identify the systems and organizational causes of many team problems, accelerate the rate at which the team and its members acquire the skill and motivation to achieve their objectives and goal., minimize conflicts among the members of the team, develop the solid support of stakeholders outside of the team, and develop the leadership capability needed for other team-oriented activities. Virtual team and global cross-functional teams are topics that will be covered in this course as well. Student will understand group dynamics and how to demonstrate skill competency, be familiar with team interventions, and be prepared to survive challenges to their authority. Students in additional will learn strategies for building team cohesion.

LDR8780 - Creating Change and Innovation

(3 units) This course addresses the role of leadership in organization. Specifically, it examines how leadership can enhance (or inhibit) each step of the organizational change process and innovation. Students will analyze various change management models and approaches to innovation in the context of organizational leadership, frames of systems thinking, the learning organization, global leadership, and organizational ethics.

LDR8790 - Assessment of Leadership Talent

(2 units)

LDR8791 - Assessment of Leadership Talent

(3 units)

LDR8820 - Core Leadership Skills: Practicum

(2 units) This practicum will enable students to develop basic and practical leadership sills, including, effective communication, listening, empowering, goal setting, conflict resolution and so on. Thereafter each class also builds in relevant skills building.

LDR8821 - Core Leadership Skills

(3 units)

LDR8830 - International Leadership Experience: Practicum

(2 units) This practicum will have an opportunity for an international learning experience. They will acquire a unique set of skills enabling them to understand the impact of culture on leadership practices and interventions.

LDR8831 - International Leadership Experience (Practicum)

(3 units)

LDR8840 - Facilitating Leadership Development in Others

(3 units) The purpose of this three-day mandatory intensive course is to offer students a learning experience through face-to-face interaction with students, faculty, and academic staff in a stimulating scholarly environment. The learning experience is a holistic view of the research process and has a high intellectual stimulation which will enable students to be engaged in discourse and activities to enhance their scholarly as well as professional skills and competencies in a unique academic environment with a multicultural and diversity sensitivity.

LDR8850 - Leadership: Internship

(3 units) Internship. An intensive leadership experience developing others in leadership in a discipline of interest (e.g., Strategy, Education, Organizational Development).

The comprehensive exam will be part of this course.

LDR9980 - Dissertation Research 1

(3 units) The purpose of the course will be to familiarize the student with the dissertation process and the research literature in their area of interest. Students will work individually and in groups as well as with their dissertation committee members to identify research interests, topics, and research problem. The purpose of the course is to begin working on the research questions and hypotheses as well as on research design. Students will work individually and in groups as well as with their dissertation committee members to identify research questions which in turn will enable them to identify the appropriate research methods. In addition, student will continue an in-depth study of the research literature in their area of interest. Upon completion of this course, students will finalize and defend their doctoral research proposal.

LDR9981 - Dissertation Research 2

(3 units) The purpose of the course is to begin data collection and analysis. Students will work individually and with their dissertation committee members during the process of data collection and analysis. In addition, students will continue an in-depth review of the literature related to their area of research study.

LDR9982 - Dissertation Research 3

(3 units) The purpose of the course is to conduct data analyses, interpretation, and application. Students will work individually and with their dissertation committee members during this final process of their doctoral research study. In addition, students will continue an in-depth review of the literature related to their area of research study. Upon completion of this course, students will defend their doctoral research study.

MGT3010 - Overview of Management Practices

(3 units) Examination of management processes, structure and behavior, focusing on the changing nature of management in response to turbulent internal and external environments; various theories are integrated into applied dimensions of successful business practices; emphasis on global management perspectives.

MGT6000 - Operations Management and Logistics

(3 units) This course combines topics in operations and logistics such that students learn how the total flow of goods, services and information within and between firms can be managed effectively and efficiently. The course exposes students to approaches on how to develop processes that facilitate efficient and cost-effective flow through a variety of supply chains. The operations portion of this course teaches students general management and technical skills in areas such as quality, operations planning and control systems, and operations strategy. The logistics segment addresses current issues and topics in the management of the flow of product through the supply chain. A venture/business plan is developed during the course. In addition to the classroom instruction, students have the option to get real-world experience through a practicum in an approved organizational setting for 100 - 160 hours or an applied project designed with the instructor. (International students need to meet their international student advisor for details).

MGT6015 - Management & Marketing Models for Managerial Decision Making

(3 units) This course addresses managerial decision making using management and marketing models. The management and marketing models form the basis for a greater understanding of functions and processes involved.

MGT6020 - Strategy and Financial Planning in Global Contexts

(3 units) This course gives students an analysis of key themes in strategic financial planning in a global context. International financial management and planning is discussed, with an emphasis on practical application of theories discussed.

MGT7024 - Qualitative and Survey Research

(3 units) Course will cover materials of qualitative and survey research. It will also prepare students for a DBA qualifying project.

MGT7025 - Qualitative Research

(2 units) Course will cover materials of qualitative research. It will also prepare students for a DBA qualifying project.

MGT7026 - Survey Research

(2 units) Course will cover materials of survey research. It will also prepare students for a DBA qualifying project.

MGT8021 - Contemporary Readings in Strategy

(3 units) This course will be based on contemporary academic journal articles published in the area of strategic management. Course topics will be modified somewhat to reflect the research interests of the students, however they will cover some of the major theories in strategy such as agency theory , resource based view, dynamic capabilities, contingency perspectives, organizational ecology, resource dependence, transactions costs, knowledge-based view, network, institutional theory, and social psychology. Some of the topics may include strategic management process, upper echelon, corporate governance, corporate strategy, international strategy, cooperative strategy, business and competitive strategy, entrepreneurial and innovative strategies.

MGT8022 - Management, Strategy and Leadership

(3 units) This course is designed to expose students to a wide range of strategic management thinkers and contributors and relate this to leadership theory and practice. This course presents the seminal works in the field of strategic management as it relates to leadership and follows the evolution of the thought and the major debates in the field. This course provides a framework to navigate through the voluminous articles published in scholarly journals in the area of strategic management, strategy and management. By reading the original founding thinkers of the field, students will be better able to absorb, critically assess and utilize effectively contemporary strategic management research.

MGT8023 - Seminar in Special Topics 1

(3 units) The seminar focuses on research in new directions in research and models of management. It explores thought-leaders and researchers approaches on topics in new frontiers of management.

MGT8024 - Seminar in Special Topics 2

(3 units) The seminar builds on research and models learnt in Seminar 1. It explores in depth research approaches on management topics in latest discoveries and which also match student interests.

MKT3010 - Principles of Marketing

(3 units) This course is an introduction to the study of the marketing function in the business enterprise. The key elements in marketing strategy are studied-product planning and promotion-with customers and competitors as dominant reference.

MKT4015 - Consumer Behavior

(3 units) This course explores consumer behavior from determining consumer needs and wants, the process by which they are satisfied, and the environment in which the behavior occurs. It focuses on understanding the cognitive and emotional factors that govern consumer decision making. It also examines the strategic implications of the internal, external decision making factors that impact consumer decision making the emphasis on managerial applications.

MKT4025 - Digital Marketing

(3 units) The goals of this course are to help students understand digital marketing methods and analyze how it impacts and is integrated with our traditional marketing channels. It will evaluate digital marketing strategies and provide a solid grasp of the core concepts and tools of digital marketing management.

MKT4035 - Social Media and Mobile Marketing

(3 units) This course will help students understand social media marketing and mobile technology, become aware of the evolving options available, evaluate which are relevant to company's marketing objectives and identify the components of successful marketing campaigns that take advantage of the power of mobile and social media.

MKT6000 - International Marketing Management

(3 units) This course covers traditional systems development life cycle as well as more recent concepts of rapid prototyping, 5GL development, and GUI development. Students learn to analyze and build a system using a state-of-the-art software tool and project management skills - to both build and run projects. Microsoft Project and SAP Project Systems are used to give students practical experience in project management. Students are

expected to be eligible to sit for the Certified Associate in Project Management (CAPM) exam upon completion of the course.

MKT6016 - Strategic and Tactical Marketing

(3 units) This courses focus on the development and implementation of marketing strategies in multinational corporations (MNC). Students learn knowledge in areas such as international vs. local marketing, pricing strategies in the international markets, selection of appropriate international distribution channels, and international branding.

MKT6022 - Digital Channels and Sales Management

(3 units) This course explores key concepts and practices involved in the usage of digital technology to promote brands, reach customers, increase sales and involve end users. The course will use case studies and examples to examine how companies use digital platforms and the internet to market products and services to consumers and other businesses.

MKT6026 - Consumer Behavior and Culture

(3 units) This course examines important concepts, principles, and theories from psychology, anthropology, and other social science disciplines in order to describe and explain consumer behavior. Students learn to analyze consumer processes such as perception, learning, attitude formation, and decision making. A global perspective is used to encourage students' thinking beyond the domestic marketplace. Culture and various cultural dimensions are introduced to allow students to building critical thinking skills from an international context.

MKT6036 - Marketing Research and Data Analytics

(3 units) This course is designed to provide marketing research knowledge and enhance the analytical capability of the students using basic as well as advanced techniques and tools of marketing research. Marketing research techniques investigated include survey, individual interview, and focus group. Real-world business and client data are used to provide students with hands-on experience in developing and evaluating marketing strategies.

MKT6042 - The Internet Consumer

(3 units) In this course you will learn about the nature and scope of consumer behavior through all digital marketing channels including Social media's different channels such as Facebook, Google, YouTube, Twitter and others. The course will explore the different digital search platforms and how consumer behavior is modified by use of search tools. Students will see how digital consumer behavior has evolved from other disciplines such as psychology and sociology into its own distinct field.

MKT6046 - Integrated Marketing and Communications

(3 units) In this course, students explore the role of marketing, public relations, advertising and sales play in the field of integrated marketing communication and its application in the

international context. IMC cases and campaigns are used to enhance students understanding of the subject. Outcome of this course is a complete IMC campaign developed by students using the content introduced.

MKT6056 - Digital and Social Media Marketing

(3 units) This course will expose students to online marketing channels, such as, social media platform and players, and measurement and analysis. Marketing channels such as internet display advertising, remarketing, email marketing, affiliate marketing, mobile marketing, video marketing, virtual worlds, gaming, and public relations will also be examined.

MKT7024 - Qualitative and Survey Research

(3 units) Course will cover materials of qualitative and survey research. It will also prepare students for a DBA qualifying project.

MKT7025 - Qualitative Research

(2 units) Course will cover materials of qualitative research. It will also prepare students for a DBA qualifying project.

MKT7026 - Survey Research

(2 units) Course will cover materials of survey research. It will also prepare students for a DBA qualifying project.

MKT8021 - Theoretical Foundations and Models of Marketing

(3 units) This course examines theory and models of marketing. The course will focus on historical developments and contemporary evolutions of marketing thought. Students will develop an understanding, critically analyze theories and models and examine theoretical underpinnings for ther own line of research.

MKT8022 - Advanced Consumer Behavior and Culture

(3 units) This course will examine concepts and constructs in consumer behavior research. Students will explore if ideas on consumer traits, decision making and customer value will apply in a cross-cultural environment. Based on existing research, students will advance their own models of cross cultural consumption behavior and write a proposition paper.

MKT8023 - Advanced Digital Marketing and Analytics

(3 units) This course will advance research in integrated marketing communications to the digital marketing environment. Students will examine how traditional concepts of marketing communications such as word-of-mouth (WOM) communications evolve into e-WOM in the digital environments. Students will examine current research and analyze how digital marketing evolves as its own discipline.

MKT8024 - Seminar in Marketing Analysis and Strategy

(3 units) This seminar will provide students with the opportunity to analyze and simulate real world

business situations and develop international marketing strategy models based on good decision making. Case studies will be analyzed based on theoretical foundations in marketing and strategy, examining real life data and measuring the effectiveness of alternative decision making. This course focuses on applied research and business consulting.

MTH0999 - Algebra in a Practical Context

(3 units) Study of various topics in algebra: properties of real numbers, linear equations, inequalities, polynomials, rational expressions, exponents and roots, quadratic equations, systems of linear equations and applications of algebra to real world problems.

MTH1109 - College Algebra

(3 units) Concepts and theories in modern algebra with emphasis on functions, graphical methods and theory of equations; includes study of quadratic equations, complex variables, systems of equations and inequities, polynomial functions, logarithmic and exponential functions, arithmetic and geometric progressions.
Prerequisites: MTH0999 or pass Mathematics Placement Examination

MTH1109A - College Algebra I

(1.5 units) Concepts and theories in modern algebra with emphasis on functions, graphical methods and theory of equations; includes study of quadratic equations, complex variables, systems of equations and inequities, polynomial functions, logarithmic and exponential functions, arithmetic and geometric progressions, etc.
Prerequisites: MTH0999 or pass Mathematics Placement Examination

MTH1109B - College Algebra II

(1.5 units) Concepts and theories in modern algebra with emphasis on functions, graphical methods and theory of equations; includes study of quadratic equations, complex variables, systems of equations and inequities, polynomial functions, logarithmic and exponential functions, arithmetic and geometric progressions, etc.
Prerequisites: MTH0999 or pass Mathematics Placement Examination

NSC1260 - Introduction to Biology

(3 units) Students will explore both the unifying principles that underlie all life on Earth and the enormous diversity of biological structures produced as a consequence of evolution. The course introduces students to fundamental concepts concerning the molecular basis of life, cell structure, the genetic transmission of information, natural selection and adaptation, population biology, and ecology.
Co-requisite: NSC1261

NSC1260A - Introduction to Biology and Society I

(1.5 units) This course is an examination of living organisms and their environment. The lecture and laboratory are intended for students planning on

taking more advanced courses in the Life Sciences, or students majoring in Education, Child Development, Physiological Psychology or related areas.

NSC1260B - Introduction to Biology and Society II

(1.5 units) This course is an examination of living organisms and their environment. The lecture and laboratory are intended for students planning on taking more advanced courses in the Life Sciences, or students majoring in Education, Child Development, Physiological Psychology or related areas.

NSC1261 - Introduction to Biology Lab

(1 unit) Students will learn about fundamental chemical and physical processes common to all living organisms, the interactions between organisms and their environment.
Co-requisite: NSC1260

NSC1261A - Introduction to Biology Lab I

(0.5 units) This course is an examination of living organisms and their environment. The lecture and laboratory are intended for students planning on taking more advanced courses in the Life Sciences, or students majoring in Education, Child Development, Physiological Psychology or related areas.

NSC1261B - Introduction to Biology Lab II

(0.5 units) This course is an examination of living organisms and their environment. The lecture and laboratory are intended for students planning on taking more advanced courses in the Life Sciences, or students majoring in Education, Child Development, Physiological Psychology or related areas.

NSC2010 - Introduction to Chemistry

(3 units) This course is an introductory study of the language and tools of chemistry. Basic concepts of the structure, properties, interactions of matter and energy are studied, both qualitatively and quantitatively.
Prerequisites: MTH1109
Co-requisite: NSC2011

NSC2010A - Introduction to Chemistry and Society I

(1.5 units) This course is an introductory study of the language and tools of chemistry. Basic concepts of the structure, properties, interactions of matter and energy are studied, both qualitatively and quantitatively.

NSC2010B - Introduction to Chemistry and Society II

(1.5 units) This course is an introductory study of the language and tools of chemistry. Basic concepts of the structure, properties, interactions of matter and energy are studied, both qualitatively and quantitatively.

NSC2011 - Introduction to Chemistry Lab

(1 unit) Introduction to basic quantitative chemical laboratory techniques. Principles of chemical reactions and physical measurements are illustrated.
Prerequisites: MTH1109
Co-requisite: NSC2010

ORG6003 - Organizational Psychology Professional Practice Meeting

(0 units) Meets five times each Fall and Spring semester. Meetings address program requirements, research activities, colloquia, and specific areas of preparation for professional practice (e.g. interviewing skills, time management, APA writing skills, flip chart skills, professional demeanor, and personal development). Required for master's students in years one to three. A schedule of meetings and topics is published at the start of each semester.

ORG6003A - Professional Practice Meetings

(0.5 units) This course exposes students to a range of experiences and perspectives on professional practice in organizational psychology. Via guest speakers, workshop-type activities, and skill-building activities, students learn about practice issues, preparation for professional practice (e.g., interviewing skills, time management, professional demeanor, and personal development), and professional competencies in organizational psychology. OP Master's and doctoral students must complete two semesters of the course, usually in the first year of their program.

ORG6003B - Professional Practice Meetings

(0.5 units) This course exposes students to a range of experiences and perspectives on professional practice in organizational psychology. Via guest speakers, workshop-type activities, and skill-building activities, students learn about practice issues, preparation for professional practice (e.g., interviewing skills, time management, professional demeanor, and personal development), and professional competencies in organizational psychology. OP Master's and doctoral students must complete two semesters of the course, usually in the first year of their program.

ORG6004 - Survey Methods

(2 units) Students will learn to describe purposes of surveys, methods of survey research and when to use surveys. Define the purpose and objectives of a project. Describe and select sampling methods. Create and pretest the instrument, using effective item writing and scale development skills. Collect, reduce and analyze data. Present survey results. Deliver feedback to clients in a politically sensitive environment. Help clients turn feedback into action. Apply survey skills in an organizational project, including managing client expectations and the survey process.

ORG6005 - Introduction to Scholar Practitioner Model

(2 units) Socializes new students to the profession of organizational psychology. Introduces master's and doctoral students to the many professional practice areas of our field and to the required core competencies. Orients students to key behaviors, perspectives, values, and skills needed to develop these competencies and build a career vision in the course of their graduate studies. The course prepares students to take on the role of scholar-practitioner in graduate school and beyond, with the goal of building the foundations for their future professional identities.

ORG6012 - Research Design

(3 units) Study and application of the principles of applied research models and methods. Areas covered include problem identification and prioritization, experimental design, basic definitions and theoretical applications of statistical procedures. Data collection techniques include observation, interviewing, and survey questionnaire development and application. Prepares students to design research and analyze research literature.

ORG6016 - Principles of Research Methods and Design

(3 units) Principles and methods of designing psychological research. Hypothesis development; experimental and quasi- experimental design options; internal, external, construct, and statistical conclusion validity; sample selection; control group strategies; criteria and criterion measures; power calculations. Prepares students to design research and to analyze research literature critically. Covers both applied aspects of research design and critique of articles drawn from the literature.
Prerequisites: PSY6021 or permission of instructor.

ORG6031 - Qualitative Research Methods

(3 units) Introduces qualitative research methodologies as alternatives to purely quantitative statistically based techniques of investigation. Topics covered may include participant observation, grounded theory, ethnography, phenomenology and narrative approaches to research design. Data collection techniques such as interviews and focus groups are explored. Methods of analysis, writing and presenting qualitative research are presented. Ways to link quantitative and qualitative data are also addressed.
Prerequisites: ORG6016 for PhD students, ORG 6012 for PsyD students or permission of the campus-based CSPP-OP Program Director

ORG6320 - Organizational Behavior

(3 units) The course begins with a review of classical and contemporary Organization Theory, including organizational design, structure and functions, power and politics, and the environment-organization interface. This is followed by an overview of the literature addressing human behavior in organizational contexts. Interactions between people and the systems in which they function from individual, interpersonal, group, intergroup and organizational levels of analysis. Topics covered include: individual differences, leadership, work motivation, perception, communication, decision making, power and influence, group development and performance, individual and work team effectiveness, conflict and negotiation, intergroup dynamics, work design, organizational culture, managing diversity, planned organizational change, and organizational systems theory. These topics are addressed in the context of workforce diversity and international perspectives on organizational behavior

ORG6330 - Work Motivation and Productivity

(3 units) Contemporary and classic theories of work motivation including need, cognitive and reinforcement theories. Discusses effects of job

enrichment, goal setting, incentive systems and worker participation. Examination of motivational practices in business and industry. Research approaches to the study of motivation and productivity in the workplace.
Prerequisites: ORG6435 or permission of the campus based CSPP-OP Program Director

ORG6410 - Group Processes and Team Interventions

(3 units) Develops theoretical, practical and experiential understanding of the importance of groups and teams in organizational life. A variety of team situations and consultant interventions will provide opportunities for students to experience and facilitate within these dynamics and modalities. The course examines psychological theories and research on groups and teams including the interface with individuals, dyads and organizational levels.

ORG6435 - I/O and Consulting Psychology: Theory, Research, and Practice

(3 units) An overview and introduction to the fields of industrial-organizational and consulting psychology including concepts, theories, research trends, and professional practice. Includes review of literature addressing worker, manager, executive and organizational productivity both locally and globally. Addresses theoretical frameworks of individual and group behavior, organizational processes, power and politics, decision-making, motivation, and leadership. Introduces research methods and design in the study of human behavior in organizations.

ORG6510 - Introduction to Organizational Psychology

(3 units) Introduces master's students to the many professional practice areas of professional psychology and to the required core competencies. Orients students to key behaviors, perspectives, values, and skills needed to develop these competencies and build a career vision in the course of their graduate studies. The course prepares students to take on the role of scholar-practitioner in graduate school and beyond, with the goal of building the foundations for their future professional identities. Special topics in the field of Organizational Psychology are explored.

ORG7020 - Psychological Measurement

(3 units) Introduction to classical and modern approaches in measurement theory and scale/test development including true score theory, evidence of reliability and validity of inferences, factor analysis, item response theory, and generalizability theory. Covers scale development issues such as item/test bias, test equating, minimum competence assessments and mastery testing. Includes both a review of relevant literature and/or critique of published scales and practical exercises in scale/test development.
Prerequisites: PSY6021, PSY6700

ORG7100 - Consultation and Facilitation Skills

(3 units) An advanced seminar on specific issues in consultation practice including identifying and presenting one's niche of expertise, contract negotiation, agenda setting, project scoping and management, evaluation and termination. Also includes basic tools and techniques for basic facilitation of meetings, group/team formation, conflict resolution, and collective decision making.

ORG7200A - Practicum in Organizational Studies

(1 unit) To complete the MA practicum requirement, students must complete 2 units of practicum which equates to working 240 hours in a field relating to the degree of study. Each unit of practicum requires 120 hours in the field. Generally, students earn all these hours after completion of their first year, however, students in good academic standing may begin earning hours after the end of their first semester with the prior approval of the campus-based internship director. Please see internship handbook for more information.
Prerequisites: Permission of campus-based CSPP-OP Program Director or Internship Director.

ORG7200B - Practicum in Organizational Studies

(2 units) To complete the MA practicum requirement, students must complete 2 units of practicum which equates to working 240 hours in a field relating to the degree of study. Each unit of practicum requires 120 hours in the field. Generally, students earn all these hours after completion of their first year, however, students in good academic standing may begin earning hours after the end of their first semester with the prior approval of the campus-based internship director Please see internship handbook for more information.
Prerequisites: Permission of campus-based CSPP-OP Program Director or Internship Director.

ORG7210 - Behavioral Health Systems and Management

(2 units)

ORG7215 - Training and Development

(3 units) In-depth, literature-based review of various methods of training and developing employees, including both on-site and off-site methods. Methods of evaluating training programs will be covered in-depth, including a discussion of performance appraisal methods as well as designs used in evaluation of training. In this course, students will also gain experience designing and conducting training projects.
Prerequisites: ORG6031 or ORG6004 or ORG8120 or instructor's permission

ORG7235 - Principles and Practice of Consultation

(2 units) Introduces a framework and skills for the meeting facilitator or process consultant to provide appropriate interventions in-group meetings. Class sessions engage students in experiential learning and skill practice activities that facilitate awareness of personal style and interpersonal effectiveness

in dyads and groups. The course emphasizes the importance of self-awareness and the importance of using one's own self for functioning effectively as a meeting facilitator.

ORG7330 - Cultural Diversity in Organizations

(3 units) Explores the structure and dynamics of diversity in organizations and their organizational behavior implications. Considers complex dynamics of ethnic, racial, gender and other diversity in organizations using social science and other perspectives, including cultural and subcultural aspects. Uses multiple levels of analysis to explore theory, research and application regarding the nature, role and treatment of differences and the creation of inclusion in the workplace. Requires active involvement in the learning process.

ORG7350 - Organization Theory and Systems

(3 units) Reviews classical and contemporary theories of organization and management, inter-organizational theory and environmental influences on organizations. Covers organizational structure and functions, organizational designs, technology, culture, organizational power and politics and the environment-organization interface.

ORG7405 - Sustainability and Organizational Systems

(3 units) Examines the foundations of Sustainability and Systems theories from the perspective of multiple disciplines, and investigates the use of systems thinking and sustainability frameworks within the field of Organizational Studies. Application of theory within practice will be explored through lecture, readings, case studies and projects.

ORG7408 - Conflict Management

(3 units) Addresses steps required to deal with conflict constructively in organizational contexts: diagnosing disagreements and selecting a strategy for managing the conflict. Participants will review the diagnostic questions required to understand a conflict situation and will explore the strategies available to manage conflict. Students' own preferred conflict management style will be identified and interpreted.

ORG7425 - Organizational Behavior: Fundamentals and International Perspectives

(1 to 4 units) In combination with an international work study trip, this course provides an examination of the relationship among the global economy, U.S. organizations and business practices and behavior as mediated by national culture. Drawing on a variety of perspectives, it examines the impact of culture in work settings throughout the globe including indigenous people. The work/study experience provides students insight into the social and political effects of globalization on the people and environment of the country visited. Independent investigation (research) and reporting are used in the non-travel portion of this course, in addition, to a pre-work assignment and a post reflection paper based on the student's experience.
Students from all campuses at the graduate level may take the course as an elective.

ORG7438 - Advanced Multivariate Statistics
(3 units) Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; canonical correlation; factor analysis; structural equation modeling (e.g., EQS, LISREL).
Prerequisites: PSY6021, PSY6022 and PSY6023

ORG7440 - Business Principles
(3 units) Introduction to the language and concepts of business in order to understand the drivers of value and performance. Overviews key functional areas such as accounting, finance, marketing, management, public relations, IT, strategic planning, and project management. It includes survey of Accounting, Finance, Marketing, Management Practice, technology mediated decision making and leadership in business.

ORG7503 - Leadership
(3 units) This course introduces students to the role of the leader within the organization. It offers a critical review of leadership theory. The course covers many behavioral concepts that affect leadership success, strategic management, and ultimately organizational effectiveness. These factors include group dynamics, interpersonal relations, international-multiculturalism, sustainability and other issues such as emotional intelligence.

ORG7512 - Transitions in Organizations
(2 units) Issues concerning transition in organizations. The elements of organizational transition and change are discussed as they relate to managers and employees.
Prerequisites: Completion of MAOB program year 1 courses.
May not be used for course credit in doctoral programs.

ORG7525 - Organizational Change and Development
(3 units) The principles of organizational development, organizational diagnosis and organizational interventions will be discussed in the context of organizational and individual dynamics, and organizational cultures. Theories, methods and findings relevant to changing individuals and groups in organizational cultural contexts and organizations themselves to improve effectiveness. Individual change strategies, interpersonal and group change strategies, role or task related strategies and organizational system-directed change strategies are covered, including theory, empirical research and practice issues.
Prerequisites: ORG6435 or ORG7350 or permission of the campus-based CSPP-OP Program Director

ORG7540 - Managing Transitions: Individual and Organizational
(2 units) Addresses the role of internal processes of transition in the OD and organizational change processes. The stages of transition undergone while meeting objectives of a change process are examined. Ways to overcome barriers to change will also be discussed.

ORG7610 - Organizational Consulting Skills Development
(3 units) Building on the foundation of OD theories, this course provides an elaboration of an organizational development viewpoint, particularly emphasizing skill development. Emphasizes organizational assessment, intervention designs, implementation and style of the practitioner, writing proposals and on the practitioner's awareness of his or her impact on others in the organization.

ORG7670 - Coaching and Mentoring Skill Development
(3 units) This course reviews the theoretical underpinnings of coaching, introduces students to diverse practices and provides opportunities for practice. In addition to reading key texts, students look through assorted lenses at how one's self impacts one's work as a coach and is in turn impacted by it.

ORG7710 - Organizational Ethics and Social Responsibility
(3 units) Develops conceptual tools and analytical strategies for an ethical analysis of decision making and policies in organizations. Drawing upon different ethical traditions and philosophies of rights and justice, the course examines the strengths and weaknesses of various justifications for contemporary organizational, social and environmental practices.

ORG7730 - Synthesizing Multiple Perspectives: A Capstone Course
(2 units) Case examples and relevant theories serve as a capstone class in the field of Organizational Studies. This course integrates all curricular sequences.

ORG7863 - Org Psych Research Project I
(3 units) This course is a two-semester introduction to conducting applied research. It will prepare I-O Psychology students for their future research requirements including the doctoral dissertation. The course is taught as a guided experience in planning and executing actual research in an area of I-O Psychology. Students enrolled in the class will identify a suitable topic and develop appropriate hypotheses. Next, the methods and instruments for testing the hypotheses will be developed. Data will then be collected and analyzed pertinent to the hypotheses. Finally, a written report of the research will be prepared suitable for publication in a journal or presentation at a professional meeting.
Prerequisites: PSY6021, PSY6700, ORG6016, and ORG6004

ORG7864 - Org Psych Research Project II
(3 units) This course is a two-semester introduction to conducting applied research. It will prepare I-O Psychology students for their future research requirements including the doctoral dissertation. The course is taught as a guided experience in planning and executing actual research in an area of I-O Psychology. Students enrolled in the class will identify a suitable topic and develop appropriate hypotheses. Next, the methods and instruments for testing the hypotheses will be developed. Data will then be collected and analyzed pertinent to the hypotheses. Finally, a written report of the research will be prepared suitable for publication in a journal or presentation at a professional meeting.
Prerequisites: PSY6021, PSY6700, ORG6016, ORG6004 and ORG7863.

ORG8120 - Talent Staffing and Selection
(3 units) Covers job analysis models and applications, criterion models and criterion development, reliability and validity issues, selection utility, decision making models and strategies for combining predictor scores, adverse impact and test fairness models, cognitive ability predictors, interviews, simulations and performance tests, and personality and other predictors. The course also covers legal parameters (Federal and state laws), landmark Supreme Court cases, Uniform Guidelines, SIOP's Principles for the Validation and Use of Personnel Selection Procedures and other personnel selection guidelines.
Prerequisites: PSY6021, PSY6700

ORG8220 - Human Resource Management
(3 units) Study of factors involved and methods used in planning the use of human resources in an organization. Topics covered include: components of HR systems, utility of selection systems, legal issues, environmental scanning, workforce planning and linking HR strategy to business objectives.
Fresno offers this course online.

ORG8225 - Strategic Human Resource Management
(3 units) Covers concepts and practices guiding philosophy, tactical planning and implementation of human resource management in light of strategic and long term organizational goals of the organization, with primary focus on human capital. Addresses macro-concerns regarding structure, quality, culture, values, and commitment. Gives direction on how to build the foundations for strategic advantage in changing environments.

ORG8505 - Organizational Engagement
(2 units) Emphasizes the role of the individual and the importance of employee engagement in contemporary organizational life. Addresses individual approaches to learning and the individual-organizational interface. Examines generational differences in work attitudes and effect on organizations.

ORG8515 - Globalization and International Organization Development
(3 units) Global and international issues in OD and the design and implementation of international OD initiatives are examined. Students research and discuss issues related to the practice of OD in other cultures and the practice of OD in international companies. Covers cultural and intercultural factors and relevant research findings.

ORG8800 - Advanced Seminar in Organizational Studies:
(1 to 3 units) Special topics in the field of Organizational Psychology.
May be repeated for credit with change of topic.

ORG8990 - Ph.D. Dissertation I

(3 units) Individual and/or group work to develop the design of the dissertation research. In an interactive seminar environment, the student becomes acquainted with the work of other students, resulting in a familiarity with broad areas of research. Alternatively, the student may receive one-to-one supervision towards preparation of the dissertation proposal. The requirements for this course are met when the initial chapter(s) (Introduction, Problem, Purpose of the Study, Literature Review, Scope, Importance, and Research Questions/Hypothesis) are completed.

Prerequisites: All of the first and second year courses, or permission of campus-based CSPP-OP Program Director

ORG8991 - Ph.D. Dissertation II

(1-4 units) Individual and/or group work to complete the design of the dissertation research. In an interactive seminar environment, the student shares research design ideas and methods. Alternatively, the student may receive one-to-one supervision towards preparation of the dissertation proposal. The requirements for this seminar are met when the methodology chapter(s) (Design, Participants, Instrumentation, Procedures, Data Analyses to be used, and Limitations) are completed.

Prerequisites: ORG8990; passing comps

ORG9410 - Field Placement in Organizational Studies

(1 to 4 units) Emphasizes the integration of practical field experience with academic course work, embracing the scholar-practitioner model, which is based in the application of theory, research and practice. Students are expected to choose an organization where the application of their learning may be applied. Requires approval and supervision from the Field Placement Director.

ORG9430A - Internship in Organizational Psychology with Supervision

(1 unit) To complete the PhD internship requirement, students must complete 8 units of internship, which equates to working 1,280 hours in a field relating to the degree of study. Each unit of internship requires 160 hours in the field. Generally, students earn all these hours after passing the doctoral comprehensive exam. However, students in good academic standing may begin earning hours after the end of their first semester with the prior approval of the campus-based internship director. Please see internship handbook for more information.

Prerequisites: Permission of campus-based CSPP-OP Program Director or Internship Director.

ORG9430B - Internship in Organizational Psychology with Supervision

(2 units) To complete the PhD internship requirement, students must complete 8 units of internship, which equates to working 1,280 hours in a field relating to the degree of study. Each unit of internship requires 160 hours in the field. Generally, students earn all these hours after passing the doctoral comprehensive exam. However, students in good academic standing may begin earning hours after the end of their first semester with the prior approval of the campus-based internship director. Please see internship handbook for more information.

Prerequisites: Permission of campus-based CSPP-OP Program Director or Internship Director.

ORG9430C - Internship in Organizational Psychology with Supervision

(3 units) To complete the PhD internship requirement, students must complete 8 units of internship, which equates to working 1,280 hours in a field relating to the degree of study. Each unit of internship requires 160 hours in the field. Generally, students earn all these hours after passing the doctoral comprehensive exam. However, students in good academic standing may begin earning hours after the end of their first semester with the prior approval of the campus-based internship director. Please see internship handbook for more information.

Prerequisites: Permission of campus-based CSPP-OP Program Director or Internship Director.

ORG9430D - Internship in Organizational Psychology with Supervision

(4 units) To complete the PhD internship requirement, students must complete 8 units of internship, which equates to working 1,280 hours in a field relating to the degree of study. Each unit of internship requires 160 hours in the field. Generally, students earn all these hours after passing the doctoral comprehensive exam. However, students in good academic standing may begin earning hours after the end of their first semester with the prior approval of the campus-based internship director. Please see internship handbook for more information.

Prerequisites: Permission of campus-based CSPP-OP Program Director or Internship Director.

ORG9430E - Internship in Organizational Psychology with Supervision

(5 units) To complete the PhD internship requirement, students must complete 8 units of internship, which equates to working 1,280 hours in a field relating to the degree of study. Each unit of internship requires 160 hours in the field. Generally, students earn all these hours after passing the doctoral comprehensive exam. However, students in good academic standing may begin earning hours after the end of their first semester with the prior approval of the campus-based internship director. Please see internship handbook for more information.

Prerequisites: Permission of campus-based CSPP-OP Program Director or Internship Director.

ORG9921 - Applied Dissertation Study

(1 to 4 units) PsyD Independent research study under the supervision of the dissertation Committee Chair. Focuses on the completion of the Applied Dissertation Study; Total of 4 units required.

ORG9922 - Applied Dissertation Study

(1 to 2 units) PsyD Independent research study under the supervision of the PsyD dissertation Committee Chair. Focuses on the completion of the Applied Dissertation Study. Total of 2 units required.

ORG9931 - Ph.D. Dissertation III

(3 to 4 units) Completion of the doctoral dissertation under the supervision of a faculty.

Prerequisites: Prerequisites: ORG9410, ORG9430 and passing comps

ORG9932 - Ph.D. Dissertation IV

(3 units) Completion of the doctoral dissertation under the supervision of a faculty.

Prerequisites: ORG9410, ORG9430, ORG9931 and passing comps

ORG9985 - PsyD Dissertation Extension

(3 units) Extension of dissertation research beyond the third year for PsyD OD students. May be repeated for credit. Registration is required each semester for any student who has completed all coursework but who has yet to finish the dissertation. Required enrollment for doctoral extension courses. Continuous enrollment required until dissertation is completed.

May be repeated for credit. Registration is required each semester for any student who has completed all coursework but who has yet to finish the dissertation. Required enrollment for doctoral extension courses. Continuous enrollment required until dissertation is completed.

ORG9985B - PysD Dissertation Extension

(1.5 units) Extension of dissertation research beyond the third year for PsyD OD students. May be repeated for credit. Registration is required each semester for any student who has completed all coursework but who has yet to finish the dissertation. Required enrollment for doctoral extension courses. Continuous enrollment required until dissertation is completed.

ORG9995 - PhD Dissertation Extension

(3 units) Extension of dissertation research beyond the fourth year. May be repeated for credit. Registration is required each semester for any student who has completed all coursework but who has yet to finish the dissertation. Required enrollment for doctoral extension courses. Continuous enrollment required until dissertation is completed.

May be repeated for credit. Registration is required each semester for any student who has completed all coursework but who has yet to finish the dissertation. Required enrollment for doctoral extension courses. Continuous enrollment required until dissertation is completed.

PIM6010 - Pharma and Biotech Industry: Market, Structure, Regulatory and Ethical Issues
(3 units) This course help students develop a comprehensive knowledge and skill set to succeed in the studied industry. Topics covered include research ethics, bioethics, drug approval process, FDA's relationship with the industry, intellectual property and patents, genomics, licensing and partnering, market /business structure, application of economic analysis and outcomes research. Applications, case studies, professional speakers and examples from industry are presented.

PIM6015 - Pharma and Biotech: Going to Market & Portfolio Management
(3 units) This course helps aspiring pharmaceutical managers to visualize the journey a new drug takes from inception in the lab to a new product launch. Students touches on key areas involved in the PLM process such as innovation management, project management, product development, production/distribution scale-up, and product commercialization. Students engage in discussions on how to maintain visibility and control of new product investments, institute real-time collaboration among key functional teams. Additional topics covered include the importance of market research in product decisions, roles of multinational corporations, and tools necessary for project management success.

PIM6025 - Clinical Research Management Process: From Lab to Human Patient
(3 units) This course helps aspiring pharmaceutical managers to visualize the journey a new drug takes from inception in the lab to a new product launch. Students touches on key areas involved in the PLM process such as innovation management, project management, product development, production/distribution scale-up, and product commercialization. Students engage in discussions on how to maintain visibility and control of new product investments, institute real-time collaboration among key functional teams. Additional topics covered include the importance of market research in product decisions, roles of multinational corporations, and tools necessary for project management success.

PMI4010 - Project Management Essentials
(3 units) Students will gain the tools and knowledge for delivering projects on time and on budget, while meeting performance specifications. They will explore the basic components of project management and the project life cycle: determining the correct project through strategic portfolio analysis; creating a successful charter; assembling and managing a team; analyzing and controlling risk; monitoring project milestones; and closing out the project. Course provides hands-on skills you need to help students successfully complete project management assignments. The course will following the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) 5th edition.

PMI4020 - Project Planning, Scheduling, and Staffing
(3 units) Students will gain the knowledge and techniques you need for initiating, planning, estimating, and scheduling your next project successfully. This course explores the basic project elements, tools and techniques to create a project scope, schedule and cost baseline. Students will develop a project charter, work breakdown structure dictionary, network diagrams, critical paths and communication agreements. Case studies will highlight plan and control techniques. Other topics include project software, team contracts and interpersonal skills. Students will learn how to develop effective teams in the context of project management and how to implement communication and conversation strategies that help your team meet its project goals. The course will follow the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) 5th edition and The Fast Forward MBA in Project Management (Fast Forward MBA Series).

PMI4030 - Controlling Project Costs and Risks
(3 units) This course explores project selection, evaluation, initiation, and the planning that follows. It will discuss project scope and its relationship to costs, as well as the cost-estimating process. Learn how simple but effective tools, like MS Excel and MS Project, can help control project costs. Students will also study risk management - including the nature of risk factors; methods of assessing and estimating impact of risk; and ways of avoiding or mitigating risks. Other topics include monitoring and reporting, sustaining commitment, resource reallocation, balancing time versus quality, performance measurement, and change management. Students explore how to successfully monitor project and program performance through Earned Value Project Management (EVPM). EVPM gives customers and suppliers the ability to track technical aspects, cost, and schedule. It also integrates cost, schedule and technical aspects into programmatic report synopses. The course will follow the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) 5th edition and The Fast Forward MBA in Project Management (Fast Forward MBA Series).

PMI4040 - Project Procurement Management
(3 units) This course will examine the procurement planning and management process in its entirety, from request for proposal planning to final contract close-out. Learn how to evaluate potential sources for external procurement. Students will explore strategies for contract selection; risk assessment, negotiation, and administration, as well as the challenges that can arise during the life cycle of a contract. Other topics include legal issues, product liability and risk, tender documents, invitation to bid, bid response, and evaluation. The course will follow the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) 5th edition and The Fast Forward MBA in Project Management (Fast Forward MBA Series).

PMI4050 - Project Management Leadership
(3 units) This course addresses the development of leadership skills to build and sustain high-performing project teams. Emphasis will be on leadership styles, team building, team problem solving and decision making, empowerment and coaching, and leading change.

The course builds on the principles of human resources management and project management and covers the three areas in the PMBOK Guide® for project HR managers: organizational planning, staff acquisition, and team development. Within these areas, emphasis is given to leadership and behavioral theories that impact change, communication, motivation, stress, conflict, negotiation, leadership and politics in a project-management environment.

Students study facilitation, negotiation, teamwork, communication, presentation, interpersonal, and conflict management skills, with specific attention to project management applicability.

PMI4060 - Project Management Performance and Quality Assurance
(3 units) Project management quality is concerned with two variables: Quality of the project deliverables (products) and quality of project management processes.

Students will explore quality assurance concepts and principles within the total project quality management framework. Students will also study benchmarking, the contractual aspects of quality, quality tools and techniques that utilize statistical process control including tools like Monte Carlo simulations, process improvement, yield management, quality issues of incoming material control and quality audits.

PMI4070 - Project Management Tools
(3 units) This course explores project scheduling and monitoring techniques used by successful project managers. Students assume the role of project manager in a case simulation and will apply project management concepts conveyed in the program. Through this experience, competency is developed in the areas of project planning, scope definition, cost estimation, cost control, schedule control, trade-off decision making, learning curve theory, quality management, controlling scope creep, and communication management. Throughout the simulation students are confronted with simulated delays and changes that will require changes to their plans.

PMI4080 - Project Management Capstone
(3 units) In this capstone course, students demonstrate what they learned throughout the project management program by applying leadership, critical thinking, problem solving, and creativity skills to real-world situations.

During this course students will review or visit organizations and apply project management knowledge and skills acquired in previous courses to address an actual business need/project that have either been completed or are still underway. This course focuses on project selection, initiation and planning phases, to include: selecting, defining, and preparing a project and plan. By the end of the course, students will have experienced how project management professionals handle real projects.

PMI4090 - Project Management Practicum
(3 units) This course is designed for students who will participate in a project management capacity on the staff of a client organization that manages and implements project work. This is an opportunity for the student to demonstrate program outcomes learned in the B.S. in Project Management under the supervision of both faculty and organization personnel.

PMI6010 - Project Management
(3 units) In this course, students will learn the theoretical approaches used in the Project Management Body of Knowledge (PMBOK) as published by PMI. Students will learn methods to initiate, plan, execute, control and finish projects. The managerial processes involved in monitoring project progress, as well as the methods used to prevent project failures, will be explored using a methodical approach to the 13 distinct areas of Project Management. Upon completion of this course, students will have met the eligibility requirement of Project Management education needed to qualify for the Certified Associate in Project Management exam.

PMI6020 - Seminar in Project Management
(3 units) This course is designed to build on the theoretical aspects of PMI 6010 and expand on the student's knowledge of Project Management methodology and practices. Using scenario-based learning, the course will challenge not just a student's understanding of project management concepts but also their ability to choose the right solution based on the situation. Upon completion of this course, students will have met the eligibility requirement of 35 hours of Project Management education needed to qualify for the Project Management Professional exam.

POL2201 - Introduction to Political Science
(3 units) Political ideas, institutions, and practices are examined. Students develop useful tools for the exploration and discussion of political problems. Theoretical concepts and their application are examined.

POL3000 - Political Psychology
(3 units) This course will review the theories and recent research published in the field of political psychology to provide students with an understanding of how political information is processed by individuals, how emotions, identities, cognition and ideology affect political attitudes, opinions and actions. The course will evaluate political attitudes and behaviors of citizens as well as political elites and leaders in the United States and around the world.

POL3010 - Race, Ethnicity and Gender in World Politics
(3 units) his course will review the growing theoretical and empirical literature on race, ethnicity and gender relations and inequality, and will explore the implications for American politics, international relations and global development.

POL3130 - Advanced Critical Thinking and Analysis
(3 units) This course will focus on developing cognitive skills necessary to engage in higher order critical thinking and analysis, use of information, synthesis of data and decision making.

PPH6905 - Clinical Biochemistry
(1.6 units) This course reviews inorganic and organic chemistry. Topics include cellular organization and metabolism, protein structure and function, hemoglobin and blood buffers, enzyme action, fuel metabolism, hormone regulation of metabolism, nutrition, and information transfer by nucleic acids.

PPH6921 - Neuroscience: Neuroanatomy/Neuropathology
(2.4 units) This course covers structure, function, and common pathologies of the central and peripheral nervous systems. Topics include dementia, delirium, and other cognitive disorders; movement, vascular, and seizure disorders; traumatic brain injury; other pathologies of the nervous system, and extrapyramidal dysfunction.

PPH6925 - Neuroscience: Neurochemistry
(1.6 units) This course covers major neurotransmitter systems: acetylcholine, dopamine, norepinephrine, serotonin, amino acid neurotransmitters and opioid neuropeptides. Topics for each include: anatomical distribution, synthesis, inactivation, synaptic specializations, pharmacology of specific receptor subtypes, second messenger systems and associated behavioral roles.

PPH6930 - Neurophysiology and Clinical Medicine/Pathophysiology
(5.6 units) This course has two components: Neurophysiology and Clinical Medicine/Pathophysiology. In the Neurophysiology segment topics include: membrane physiology, action potential conduction, neural integration, post synaptic potentials, synaptic transmission, receptor physiology, sensory systems, motor systems, neural basis of sleep and arousal behavior, right/left cerebral hemispheric specialization, learning and memory, and neuroendocrinology; the Clinical Medicine/Pathophysiology segment covers normal anatomy and physiological processes, but emphasizes: 1) how clinical characteristics of diseases and their treatment affect psychological symptoms; and 2) how alterations in cardiovascular, hepatic, gastrointestinal, neural, renal, and endocrine functions affect bioavailability and biodisposition of medications.

PPH6935 - Pharmacology/Clinical Pharmacology
(4 units) All major classes of drugs are discussed, emphasizing their interactions with psychopharmacological agents. Lecture topics include pharmacokinetics and pharmacodynamics, including the pharmacological effects of drugs, their mechanisms of actions, side effects, therapeutic applications, and drug-drug interactions.

PPH7700 - Clinical Biochemistry
(3 units)

PPH7701 - Neuroscientific Basis of Psychopharmacology I: Neurophysiology, Neuroimaging, & Neuroanatomy
(3 units)

PPH7702 - Neuroscientific Basis of Psychopharmacology II: Neurochemistry, Neuropathology
(3 units)

PPH7703 - Clinical Medicine I: Pathophysiology
(3 units)

PPH7704 - Clinical Medicine II: Pathophysiology and Physical Assessment
(3 units) All major classes of drugs are discussed, emphasizing their interactions with psychopharmacological agents. Lecture topics include pharmacokinetics and pharmacodynamics, including the pharmacological effects of drugs, their mechanisms of actions, side effects, therapeutic applications, and drug-drug interactions. This course introduces aspects of physical assessment including components of physical exam and laboratory assessments, and how both are affected by psychoactive compounds.

PPH7705 - Clinical Pharmacology
(3 units) This course offers methods used in physical assessment, including signs and symptoms of physical illness with an emphasis on psychological sequelae. Topics include neurological examination, patient history, neurophysiological tests, blood chemistry, urinalysis, neuroimaging. How blood and urine tests are integrated into patient care is also emphasized in this course.

PPH7706 - Advanced RxP
(3 units) Major classes of psychotropics are presented: antidepressants, antipsychotics, anxiolytics, sedative-hypnotics, antimanics, mood stabilizers, anticonvulsants, atypical medications, herbals and supplements. Discussion includes indications for use, diagnostic considerations, historical perspectives, mechanisms of action, side effects, toxic effects, laboratory assessments and drug-drug interactions. In addition, this course will help students identify nutritional, inflammatory and endocrine disorders that affect mental health function and pharmacology.

PPH7707 - Pharmacotherapy
(3 units) Topics covered in this course include: (1) Integration of psychotherapy and psychopharmacology; (2) Research issues in

pharmacotherapy; and (3) Professional/ethical/ legal issues. Students will learn in this course when to initiate/discontinue pharmacotherapy, long-term benefits, drug-drug interactions and adverse reactions. This course also instructs students on the methods used to evaluate current psychopharmacology research, and psychopharmacology practice guidelines for prescribing and non-prescribing psychologists. Ethics and legal matters specific to psychopharmacology practice also are provided in this course.

PPH7708 - Special Populations I
(3 units) Topics include: child/adolescent psychopharmacology, geriatric psychopharmacology (dementia, polypharmacy, and interactions between pharmacotherapy and age associated illnesses); developmental disorders; treatment of chronic pain disorders; psychopharmacological issues for individuals with chronic medical illness, victims of trauma, and patients with personality disorders. Topics are reviewed using case studies, peer reviewed literature and disease specific algorithms.

PPH7709 - Case Seminar
(2.5 units)

PPH7710 - Practicum in Clinical Psychopharmacology
(0.5 units)

PPH7810 - Practicum in Clinical Psychopharmacology
(0 units) This course is designed for students, who are licensed psychologists and are currently enrolled in the Postdoctoral Master Degree Program in Clinical Psychopharmacology, to integrate their professional skills of clinical practice in adult mental health with mentored experience in mental health care assessment that is provided in primary care or in setting providing psychiatric medical care. Each student will be mentored by a licensed physician or prescribing psychologist.

PPH7900 - Special Populations
(2.4 units) Topics include: child/adolescent psychopharmacology, geriatric psychopharmacology (dementia, polypharmacy, and interactions between pharmacotherapy and age associated illnesses); developmental disorders; treatment of chronic pain disorders; psychopharmacological issues for individuals with chronic medical illness, victims of trauma, and patients with personality disorders.

PPH7905 - Special Populations 2: Gender, Ethnicity, Chemical Dependency
(2.4 units)

PPH7918 - Advanced Psychopharmacology
(4 units) Major classes of psychotropics are presented: antidepressants, antipsychotics, anxiolytics, sedative-hypnotics, antimanics, mood stabilizers, anticonvulsants, atypical medications, herbals and supplements. Discussion includes indications for use, diagnostic considerations, historical perspectives, mechanisms of action, side effects, toxic effects, laboratory assessments and drug-drug interactions. In addition, this course will

help students identify nutrient deficiencies, and key drug-nutrient-herb interactions, evaluate the brain/ gut/mind connection, recommend safe nutritional supplementation, and use food to support mental/ emotional well-being.

PPH7920 - Pharmacotherapeutics
(2.4 units) Three separate classes: 1) Integration of psychotherapy and psychopharmacology; 2) Research issues in pharmacotherapy; 3) Professional/ethical/legal issues. Topics include: when to initiate/discontinue pharmacotherapy, long-term benefits and side effects, how to evaluate current psychopharmacology research, and psychopharmacology practice guidelines for prescribing and non-prescribing psychologists.

PPH7925 - Physical Assessment
(2.4 units) Course covers components of physical exam and laboratory assessments, and how both are affected by psychoactive compounds. Signs and symptoms of physical illness with psychological sequelae are emphasized. Topics include neurological examination, patient history, neurophysiological tests, blood chemistry, urinalysis, neuroimaging.

PPH7930 - Case Seminar
(0.8 units) Integrates coursework on Clinical Medicine/Pathophysiology, Physical Assessment, Psychopharmacology, and Special Populations. Case examples are presented that illustrate how to apply this knowledge base with patients who present with different combinations of physical and psychological symptomatology.

PPI6901 - Project or Professional Practice Internship
(1 unit) The internship series is a capstone experience that allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. The internship gives students the opportunity to demonstrate knowledge and competencies acquired through coursework in a real work setting. Internships may be completed over 1-3 terms. Students must complete a minimum of 300 hours in an approved site; and will be assigned coursework describing specific competencies and coursework demonstrated in the practice setting for the entire semester that end with a capstone conference.
Prerequisites: Completion of at least four (4) master's courses.
International students wishing to participate must have completed at least one (1) year of study in the master's program.

PPI6902 - Project or Professional Practice Internship
(1 unit) The internship series is a capstone experience that allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. The internship gives students the opportunity to demonstrate knowledge and competencies acquired through coursework in a real work setting. Internships may be completed over 1-3 terms.

Students must complete a minimum of 300 hours in an approved site; and will be assigned coursework describing specific competencies and coursework demonstrated in the practice setting for the entire semester that end with a capstone conference.
Prerequisites: Completion of at least four (4) master's courses.
International students wishing to participate must have completed at least one (1) year of study in the master's program.

PPI6903 - Project or Professional Practice Internship
(1 unit) The internship series is a capstone experience that allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. The internship gives students the opportunity to demonstrate knowledge and competencies acquired through coursework in a real work setting. Internships may be completed over 1-3 terms. Students must complete a minimum of 300 hours in an approved site; and will be assigned coursework describing specific competencies and coursework demonstrated in the practice setting for the entire semester that end with a capstone conference.
Prerequisites: Completion of at least four (4) master's courses.
International students wishing to participate must have completed at least one (1) year of study in the master's program.

PPS6001A - Practicum
(0.5 units) Students are required to register for a total of four practicum seminar sections (PPS6001A-PPS6004A). Some practicum activities are directly related to the courses students are enrolled in. Most courses require "field" activities as part of the course requirements. As students complete these assignments, the hours are counted towards the total practicum hours required by CCTC (100 for School Counseling or 450 for School Psychology). Students will also provide other services to school districts to meet the total hour requirements. Seminar advisors work with students, instructors and/or district liaisons to provide guidance to student and evaluate practicum performances.

PPS6002A - Practicum
(0.5 units) Students are required to register for a total of four practicum seminar sections (PPS6001A-PPS6004A). Some practicum activities are directly related to the courses students are enrolled in. Most courses require "field" activities as part of the course requirements. As students complete these assignments, the hours are counted towards the total practicum hours required by CCTC (100 for School Counseling or 450 for School Psychology). Students will also provide other services to school districts to meet the total hour requirements. Seminar advisors work with students, instructors and/or district liaisons to provide guidance to student and evaluate practicum performances.

PPS6003A - Practicum

(0.5 units) Students are required to register for a total of four practicum seminar sections (PPS6001A-PPS6004A). Some practicum activities are directly related to the courses students are enrolled in. Most courses require "field" activities as part of the course requirements. As students complete these assignments, the hours are counted towards the total practicum hours required by CCTC (100 for School Counseling or 450 for School Psychology). Students will also provide other services to school districts to meet the total hour requirements. Seminar advisors work with students, instructors and/or district liaisons to provide guidance to student and evaluate practicum performances.

PPS6004A - Practicum

(0.5 units) Students are required to register for a total of four practicum seminar sections (PPS6001A-PPS6004A). Some practicum activities are directly related to the courses students are enrolled in. Most courses require "field" activities as part of the course requirements. As students complete these assignments, the hours are counted towards the total practicum hours required by CCTC (100 for School Counseling or 450 for School Psychology). Students will also provide other services to school districts to meet the total hour requirements. Seminar advisors work with students, instructors and/or district liaisons to provide guidance to student and evaluate practicum performances.

PPS6009 - Life Span Development

(3 units) This course provides students with an overview of development throughout the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest development in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course.

PPS6010 - Multicultural Children, Adolescents and Their Families

(3 units) Students will gain an understanding of children, adolescents and families who are ethnically and economically diverse. The curriculum development and social and psychological considerations for multicultural children and adolescents will be investigated in the readings and projects for this class. Students will be able to apply the theories and information creatively and effectively to situations that could occur in learning and counseling diverse children and families in the school setting.

PPS6014 - Curriculum Instruction and Academic Accommodation and Modification Intervention

(3 units) Course is designed for non-educators/teachers and offers an overview/introduction to the principles of curriculum construction. Course includes academic interventions for accommodation and modification for students with special learning needs.

PPS6016 - History of School Supportive Services and Social Psychology in Educational Settings

(3 units) This course is designed to introduce students to the history of and roles and responsibilities of school counselors and counselors. Course reviews guidelines for the various disciplines in the practice of psychology with the school setting, including issues of child abuse, privileged communication, confidentiality, patient's rights and Tarasoff issues, as well as in-depth study of IDEA regulations. This course reviews guidelines for APA, AAMFT , ASCA in the practice of school counseling within the school setting.

PPS6022 - School Safety, Violence Prevention, Crisis Intervention

(3 units) This course is designed to give students an overview of the various aspects of violence on the school campuses. Guidelines to safe schools, violence prevention and crisis intervention will be explored, including intervening with aggressive students.

PPS6024 - Family, School and Community Collaboration

(3 units) Teachers, families and staff seek consultation from counselors and counselors on various issues pertaining to students/children. The objective of the course is to provide the student with an overview of the issues inherent in the provision of culturally informed interventions and community-based services, to culturally and ethnically diverse children adolescents and their families, as well as services offered through their school districts.

PPS6025 - Methodology of Educational Research

(3 units) The objective of this course is to provide the school psychology graduate student enrolled in the Pupil Personnel Credential program with exposure to both quantitative and qualitative educational research methodologies. The student will also be prepared to learn how to select the most appropriate educational research methodology to suit the educational research question(s) under investigation in school settings.

PPS6029 - Behavior Management in the Classroom

(3 units) This course provides an introduction to the principles of ABA as key components responsible for behavior change agents in the classroom. Candidates will learn the role of a functional behavior assessment as it relates to defining skill repertoire building and management of behaviors impacting the educational setting. With the support of literature reviews, students will learn to develop practical classroom strategies to address these barriers to learning. Additionally, candidates will be introduced to the process of functional behavior assessment as it pertains to dealing with behavior problems and management in the classroom. Candidates will become familiar with assessment and intervention techniques to aid in consultation to parents and teachers.

PPS6031 - Consultation, Program Development, and Evaluation

(3 units) Students will learn how to engage in various consultation activities as well as learn how to complete a needs assessment, design, implement, coordinate and evaluate effective intervention programs. This course is designed to expose students to the methodologies and utility of developing, implementing and evaluating prevention programs.

PPS6033 - Professional Roles: Comprehensive Exam

(3 units) Course includes a comprehensive review of all aspects of the roles of school psychologist. Comprehensive exam will focus on the three concentration areas and provide an indication of the students' competency levels. Successful completion of the exam precedes the advancement to internship.

PPS6036 - School Counseling: Professional Roles: Comprehensive Exam

(1 unit) Course includes a comprehensive review of all aspects of the roles of school counselor in preparation for the Praxis Exam for School Counselors.

PPS6045 - Career Counseling

(3 units) This course provides school counseling students with practical information to advise students and parents regarding college admission. The course is designed to promote career advisement knowledge and skills related to: consultation with parents, drop-out prevention, student motivation, academic/career preparation, assessment, application process, financial aid, and interventions to enhance students and parents decisions regarding college admission process.

PPS6046 - Assessment of Learning Problems and Intervention Strategies

(3 units) This course will continue to focus on conducting full battery assessments and reports. Students will focus on understanding how to use assessment information in a problem solving process and will be able to convey findings in an articulate way to a diverse audience. Students enhance their understanding of contextual influences on outcomes. Particular emphasis is placed on assessment for the various processing disorders.

PPS6048 - Case Study Development: Psycho-educational Assessment

(3 units) This course will focus on achievement and aptitude assessment tools as well as informant measures, self-report, and behavior observations. Students will learn the concepts of how to conduct full battery assessments and comprehensive reports.

PPS6049 - Atypical Populations, Alternative Eligibility Assessments

(3 units) This course will focus on the State of California's eligibility criteria for Individuals with exceptional needs, allowing students opportunities to focus on various arenas of eligibility. Students will continue to practice conducting full assessment batteries.

PPS6552 - Psychopathology and Psychopharmacology

(3 units) This is an overview of the issues regarding Psychopathology and Psychopharmacology, including the major psychiatric diagnostic areas; the medications currently used; the issues; special populations; the ADHD and Spectrum Disorder debate; and an overview of the collaborative care model for educational psychologists. It also covers the basic brain functions and how the body reacts to medications, including mechanisms of absorption, half life and peak concentration levels.

PPS6570 - Individual Counseling

(3 units) A comprehensive overview of the conceptual foundations, principles, and strategies of various therapeutic interventions. Topics of lectures, discussions, and student presentations include assessment, goal setting, development and implementation of effective empirically supported behavioral interventions and assessment of their efficacy. Class discussions, video demonstrations, and role-plays are employed to facilitate student learning.

PPS6580 - Group Counseling, Leadership, and Intervention

(3 units) An overview of principles, issues and practical applications of various techniques in running groups from the young child through the high school age population. Major units of study include the legal and ethical guidelines of group interventions; group leadership skills; developmentally and culturally appropriate group interventions; crisis intervention and group interventions for drug and alcohol abuse.

PPS7001 - Internship

(5 units) Internship (600 hours) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school psychology services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.

PPS7001A - Internship

(2.5 units)

PPS7001B - Internship

(2.5 units)

PPS7002 - Internship

(5 units) Internship (600 hours) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school psychology services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.

PPS7002A - Internship

(2.5 units)

PPS7002B - Internship

(2.5 units)

PPS7210 - Internship

(5 units) Internship (600 hours) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school counseling services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.

PPS7210A - Field Work/Internship

(2.5 units) Internship (600 hours) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school counseling services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.

PPS7210B - Field Work/Internship

(2.5 units) Internship (600 hours) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school counseling services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.

PPS7211 - Internship

(5 units) Internship (600 hours) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school counseling services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.

PPS7211A - Field Work/Internship

(2.5 units) Internship (600 hours) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school counseling services for diverse populations with a wide range of presenting problems, consults and cooperates with

various human service programs, and utilizes varied research-based intervention methodologies.

PPS7211B - Field Work/Internship

(2.5 units) Internship (600 hours) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school counseling services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.

PSY1101 - Introduction to Psychology

(3 units) Introduction to the scientific study of behavior and mental processes including areas of human development, learning, cognition, memory, motivation and emotion, personality, abnormal psychology, stress and health, states of consciousness, cultural diversity.

PSY1101A - Introduction to Psychology

(1.5 units) Introduction to the scientific study of behavior and mental processes including areas of human development, learning, cognition, memory, motivation and emotion, personality, abnormal psychology, stress and health, states of consciousness, cultural diversity.

PSY1101B - Introduction to Psychology

(1.5 units) Introduction to the scientific study of behavior and mental processes including areas of human development, learning, cognition, memory, motivation and emotion, personality, abnormal psychology, stress and health, states of consciousness, cultural diversity.

PSY2000 - Abnormal Functioning

(3 units) This course is designed to introduce students to how abnormal behavior has been described and treated in both historic, as well as modern context. Students will be introduced to a variety of theories used to describe human behavior and how abnormal functioning can develop. Students will gain an introductory level of knowledge to examine behaviors from multiple perspectives and be able to describe more common abnormal dysfunction.

PSY2001 - Physiology Psychology

(3 units) The course will provide an introductory survey of physiological basis of behavior, perception, emotion, motivation and cognition. Students will be able to describe basic structures and functions of brain areas and their relation to the behavior of an individual. The topics include: organization of the cerebral cortex and the neural systems of the brain, physiological basis of learning, memory and language; understanding relations between hormones and behavior; and exploring the impact of stress and adversity to brain development.

PSY2002 - Introduction to Statistics

(3 units) This course provides basic information in methods for picturing data with graphs, describing distributions with numbers, normal distributions, concepts of correlation and linear regression, sampling, experiment design, elementary probability, samples and populations, binomial distributions, confidence intervals, tests of significance, inference errors, inferring a population mean, and the critical analysis of common statistical presentations.

PSY2003 - Introduction to Trauma Informed Systems

(3 units) This course will provide an overview of Trauma Informed Systems. The framework of Trauma Informed Systems shall provide foundational grounding so that students will come to a shared understanding of the distinctions between systems, services and workforce. Emphasis will be placed on how to apply this framework within a transdisciplinary approach. Exploration of impact of the Adverse Childhood Studies and Resilience research shall be provided so that universal understandings of inter-individual variations of ecology can be integrated and applied to current workloads and workforce interactions. The course is expected to deepen students' understanding and application of Trauma Informed Services in the context of connectivity and overlap for the families that often touch several systems concurrently. This course is a pre-requisite for Psychology and Criminal Justice students.

PSY3000 - Introduction to Professional Practice

(3 units) This course provides a survey of the various professional and educational opportunities in the helping professions including fields of clinical and forensic psychology, criminal justice, medicine, couples and family therapy, school psychology, developmental psychology, and industrial-organizational psychology. Students are exposed to workforce and career tracks at the bachelor's, master's, and doctoral degree levels though interaction with professional representatives from various disciplines and fields. This course will also provide an in-depth exploration of the ideas and values that guide professional practice in the helping / health professions, including professional codes of conduct and philosophical ethical principles. Western and non-western ethical philosophies are explored in the process of making professional ethical decisions.

Students must pass this course in order to proceed with the BS in Psychology program

PSY3003A - Applied Statistics for the Behavioral Sciences

(2 units) Students engage in an exploration of contemporary uses of applied statistics and their relationship to the study of individuals and groups. Students obtain an overview of the major statistical tests employed, their underlying assumptions, and the questions they help to address. Measures of central tendency, use of descriptive and inferential statistics, correlation, regression, and analysis of variance are explained. Instruction in the use of statistical software (i.e., SPSS/PASW) is provided. Hands-on application with current data bases is a highlight of this course.

Prerequisites: PSY2002
Co-requisite: PSY3003B, PSY3005A/B

PSY3003B - Statistics Lab

(1 unit) This course is a required companion to PSY3003A and instructs students specifically in the use of statistical and data management programs for contemporary data analyses. Students will learn processes of entering and interpreting data using the following systems: SPSS/PASW.

Co-requisite: PSY3003A, PSY3005A/B

PSY3005A - Research Methods

(2 units) The course will provide an introduction to the scientific method of investigation and associated research designs and methodologies. Experimental, quasi-experimental, naturalistic, and epidemiological designs and both quantitative and qualitative methods of inquiry are introduced. Students will learn to evaluate and critique research and develop core competencies in conducting research for the social sciences.

Co-requisite: PSY3003B

PSY3005B - Research Methods Lab

(1 unit) Application of the research principles articulated in 3000A. Students will design, carry out, analyze data, and report the findings of a research investigation of their choice.

Co-requisite: PSY3005A

PSY3010 - Community Impact and Professional Practice

(3 units)

PSY3100 - Research Design

(3 units)

PSY3108 - Diversity and Culture

(3 units) Obtaining multicultural and international competence is a life-long journey. Our culture influences every aspect of our lives, including how we relate to others within and outside of our culture of origin, our attitudes about work and family, and our beliefs about health and health seeking behavior. Students will learn the theoretical foundations, analytical tools and related contemporary literature for this journey. Students will analyze one's own worldview and the worldviews of others (including health and health believes), decision-making, negotiation and communication styles, etc. of peoples and nations, and will understand the role of cultural diversity in their personal and professional development.

Co-requisite: PSY3112

PSY3109 - Social Psychology and the Community

(3 units) How people evaluate and respond to social experiences will be the focus of this course. Topics will include: social cognition, attitude formation and change, prejudice and discrimination, social influence, helping behavior, aggression and violence, interpersonal relations, large and small group processes, and social identity. Cultural differences will be examined as will relevance to applied settings such as organizations and clinical practice..

PSY3110 - Psychology of Personality

(3 units) This course provides a biopsychosocial exploration of contemporary theories of personality and its assessment. Dimensional models of personality are covered (e.g., constraint versus impulsivity, emotional dysregulation versus emotional stability). Current and alternative diagnostic conceptualizations are presented and the implications for the classification, assessment and explanation of mental health issues are discussed.   The influence of Western and non-western culture in conceptualizing personality are covered

Prerequisites: PSY2000

PSY3111 - Foundations of Ecological Psychology: Historical, Current, and Best Practices

(3 units) This course is intended to provide students a foundational understanding of theoretical and historical psychology, cognitive science, developmental psychology, philosophy, and ecological and environmental psychologies. Ecological psychology can be defined as the study of human behavior and the human experience from spiritual, political and physical standpoints so as to construct a sustainable world. This course is designed to provide a broad overview of the major theories of psychology with a focus on the profession, practice, and science. An emphasis will be placed on understanding the origins of current empirically supported psychological practices.

Co-requisite: PSY3110

PSY3112 - Lifespan Development

(3 units) Students engage in a biopsychosocial examination of physical, cognitive, emotional, social, and moral development across the lifespan. Students gain exposure to developmental theories, constructs, research, and research methods as they contribute to our understanding of normative human development from conception through aging and end of life. In addition, this course is designed to provide a multiculturally-informed, biopsychosocial examination of theory and research related to the development of abnormal behavior across the lifespan. Special topics include but are not limited to: internalizing and externalizing behavior disorders, the effects of psychological and physical trauma or violence on growth and development, learning disabilities, autism and other severe developmental disorders, substance related disorders, co-morbid physical and psychological conditions, and cognitive decline.

Co-requisite: PSY3108

PSY3126 - Introduction to Clinical Psychology

(3 units) Comprehensive introduction to the field of clinical psychology. Focuses on the history and development of the field of clinical psychology, current trends in research, and the application of

psychological principles and methods in clinical settings. Includes discussion of various approaches to treatment, career options in clinical psychology, and future directions of the field.

PSY3160 - Introduction to Marriage and Family Therapy
(3 units) A comprehensive introduction to the field of marriage and family therapy including major MFT theories and approaches, career options, graduate school preparation and future directions of the field.
Prerequisites: PSY 1101

PSY3910 - Field Placement I
(3 units) The Field Experience in Psychology provides students with supervised experience working in the community where they will have an opportunity to apply psychological theories and practice learned in the classroom to real-world settings. This work will help to prepare students for human services careers upon obtaining a bachelor's degree as well as prepare students to enter a graduate program in psychology or related fields. Student placements can include clinical, forensic, school, hospital and other applied settings and may also include assisting in an ongoing applied research project. Student placements are determined by both student interest and academic and interpersonal preparation. Final field Placement I assignments must be approved by the Program Director.
130 hours

PSY3910A - Field Placement I
(1.5 units) The Field Experience in Psychology provides students with supervised experience working in the community where they will have an opportunity to apply psychological theories and practice learned in the classroom to real-world settings. This work will help to prepare students for human services careers upon obtaining a bachelor's degree as well as prepare students to enter a graduate program in psychology or related fields. Student placements can include clinical, forensic, school, hospital and other applied settings and may also include assisting in an ongoing applied research project. Student placements are determined by both student interest and academic and interpersonal preparation. Final Field Placement I assignments must be approved by the Program Director.

PSY3910B - Field Placement I
(1.5 units) The Field Experience in Psychology provides students with supervised experience working in the community where they will have an opportunity to apply psychological theories and practice learned in the classroom to real-world settings. This work will help to prepare students for human services careers upon obtaining a bachelor's degree as well as prepare students to enter a graduate program in psychology or related fields. Student placements can include clinical, forensic, school, hospital and other applied settings and may also include assisting in an ongoing applied research project. Student placements are determined by both student interest and academic and interpersonal preparation. Final Field Placement I assignments

must be approved by the Program Director.

PSY4000 - Scientific Foundations of Psychology: Biological Bases/Sensation and Perception
(3 units) Students will gain an overview of nervous system organization and biological aspects of behavior. Topics will focus on structure and function of the nervous system, normal and abnormal brain development, and how brain functioning affects behaviors from simple reflexes to complex social responses). This course will also provide a basic understanding of how information obtained through our sensory organs (taste, smell, hearing, sight, and touch) is processed in the nervous system. How do stimuli from the environment enter our brain; how does the brain interpret these stimuli; and how do these interpretations influence our behaviors, thoughts, expectations, and feelings?
Co-requisite: PSY4109

PSY4001 - Scientific Foundations of Psychology: Cognition and Affective/Conditioning and Learning
(3 units) Theories and models of information processing are explored. Attention, concentration, memory, problem-solving, decision-making, and conscious and unconscious processing are emphasized. The cognitive precursors and consequences of emotional states are considered as are the biological and social bases of emotion. The influence of culture on emotional experience and expression are also discussed. This course integrates the theories and principles of how organisms learn; why they behave, think, and feel as they do; how behaviors develop and are maintained. Operant and classical conditioning theories, social learning theory, positive psychology, and cognitive and social constructive theories are compared.
Prerequisites: PSY4000

PSY4100 - Personality
(3 units)

PSY4109 - Fundamentals of Psychological Testing
(3 units) This course presents the principles and methods of test construction, evaluation, and use. The psychometric properties of a variety of tests of psychopathology, personality, attitudes, vocational interests, general and special ability will be examined. Issues of item selection, reliability, validity, and the use of culturally-informed testing will be covered.
Prerequisites: PSY4000
Co-requisite: PSY4000
Please note there is a mandatory lab assessment fee for this course.

PSY4110 - Special Populations
(3 units) Examination of current psychological research and applications focused on a specific population psychological professionals may encounter in a work setting. While the population of interest may change with each course, some particular populations on which the course may focus include children and adolescents, immigrant

groups, the elderly, seriously mentally ill adults, and the dually diagnosed.

PSY4128 - Introduction to Theories of Intervention
(3 units) Introduction to behavioral, cognitive, and physiological interventions in psychology, with emphasis on the connections between psychological theory and current practices. Discussion of the various roles of psychological service providers and ancillary caregivers within public and private systems of care.

PSY4140 - Introduction to Counseling
(3 units) Survey of counseling theories and related techniques of treatment, comparison and contrast of differing approaches. Attention to basic issues such as change, human relationships, communication and values and ethics in the change process.
Prerequisites: PSY 3126

PSY4150 - Courtship and Marriage
(3 units) The role of interpersonal relationships in dating, courtship and marriage. Considers factors related to mate selection, the transition into marriage and the stability and relationships. Includes discussion of long-term romantic commitments outside of marriage.
Prerequisites: PSY 3160

PSY4160 - Systems Theory
(3 units) Examination of the biological and theoretical bases of systemic principles, and discussion of the development of systems theory. Applications of systemic theory in individual, family, community, and workplace settings. Emphasis on systemic assessment and intervention.
Prerequisites: PSY 3160

PSY4900 - Senior Research Project
(3 units) With assistance from the faculty advisor, students propose and conduct a research project and report on their findings. A manuscript is prepared as it would be for submission for publication in professional journals.
Prerequisites: Senior Standing

PSY4900A - Senior Research Project
(1.5 units) With assistance from the faculty advisor, students propose and conduct a research project and report on their findings. A manuscript is prepared as it would be for submission for publication in professional journals.
Prerequisites: PSY3003A/B, PSY3005A/B and senior standing.

PSY4900B - Senior Research Project
(1.5 units) With assistance from the faculty advisor, students propose and conduct a research project and report on their findings. A manuscript is prepared as it would be for submission for publication in professional journals.
Prerequisites: PSY3003A/B, PSY3005A/B and senior standing.

PSY4910 - Field Placement II
(3 units) This field experience in psychology builds upon knowledge and skills acquired in coursework

and Field Placement I. Students have the opportunity to provide more advanced services in a second institutional setting. Student placements can include clinical, forensic, school, hospital and other applied settings and may also include assisting in an ongoing applied research project. Student placements are determined by both student interest and academic and interpersonal preparation. Final field Placement II assignments must be approved by the Program Director.
Prerequisites: PSY3910
130 hours

PSY4910A - Field Placement II
(1.5 units) This course provides students with supervised experience working in the community where they will have an opportunity to apply psychosocial theories and practice learned in the classroom to real-world settings. This work will help to prepare student for human services careers or related fields. Student placements can include clinical, forensic, school, hospital and other applied settings and my also include assisting in an ongoing applied research project. Student placements are determined by both student interest and academic and interpersonal preparation. Final Field Placement I and II assignments must be approved by the Program Director.

PSY4910B - Field Placement II
(1.5 units) This course provides students with supervised experience working in the community where they will have an opportunity to apply psychosocial theories and practice learned in the classroom to real-world settings. This work will help to prepare student for human services careers or related fields. Student placements can include clinical, forensic, school, hospital and other applied settings and my also include assisting in an ongoing applied research project. Student placements are determined by both student interest and academic and interpersonal preparation. Final Field Placement I and II assignments must be approved by the Program Director.

PSY6003 - History and Systems of Psychology
(1 unit) This course will teach the students the history and systems of psychology, so that they can place current trends and issues into a historical context. Students will increase their awareness of the foundations of psychology, the major historical developments, systems of thought, and the pioneers of the field through an overview of the History and Systems of Psychology.

PSY6005 - Research Methodologies and Statistics
(3 units) This course covers the basic concepts of psychological research and statistical methods. Students also gain a basic understanding of how to evaluate the quality of psychological research and its application to clinical practice. Relevant multicultural issues in Japan are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan

PSY6011 - PsyD Psychometrics, Statistics and Research Design
(3 units) Together with PSY6012, this course for PsyD students is designed to explore the theory and procedures of descriptive and univariate inferential statistical analyses commonly used in organizational psychology. Students also gain proficiency in use of statistical software programs. Research design methods are examined with the purpose of building student capabilities to understand research literature, how to choose appropriate statistical techniques for analyzing research data, how to interpret statistical analysis results, and how to design valid and reliable hypothesis testing research. Also includes an introduction to the clinical dissertation process.

PSY6012 - PsyD Psychometrics, Statistics and Research Design
(3 units) Continuation of PSY6011. Together with PSY6011, this course is provides PsyD students an overview of basic research methods, psychometric theory, and univariate and multivariate statistics used in social science research. Basic concepts in measurement, methodology, design, and statistics are interrelated and applied to reading and evaluating research articles as well as conducting research in psychology. Throughout the course, a conceptual understanding of methods and statistics will be linked to their application in designing studies and conducting statistical analyses using SPSS. Course also includes an introduction to the clinical dissertation process.
Prerequisites: PSY6011

PSY6014 - Qualitative Methods of Research
(3 units) Examination of various methodologies such as phenomenology, symbolic interactionism, ethnomethodology and systems and historical approaches to research drawn from psychology, social psychology, sociology and anthropology.

PSY6016 - PhD Research Seminar I (1st Year)
(3 units) Research course for first year PhD students. Seminars will focus on specific interest areas and include first through fourth year students working on various stages of research. First year students begin the required First Research Project. Sample seminar topics include: Adolescents, Women, & Families; Program Evaluation; Multicultural and Community Psychology; Trauma and Assessment; Clinical and Family Assessment; and Gender, Culture, and Society. Students join research seminars in the first year and are expected to develop projects and dissertations based on the expertise of the faculty offering the seminars.

PSY6021 - Advanced Statistics I
(3 units) The course will cover the necessary statistical techniques employed in contemporary behavioral science research and program evaluation, in order to be able to: (a) analyze research data; (b) understand and critically review statistical findings in empirical papers; (c) present empirical results to other scholars; and (d) run statistical analyses using SPSS. Through the Advanced Statistics I

class, students develop an understanding of the philosophy of science and scientific method; descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; mediation/moderation; power calculation and corrections for multiple comparisons. Through the Advanced Statistics I Lab, students become familiar with the computer hardware/operating environments and statistical software packages. They acquire the ability to conduct statistical analyses and problem solving with data through exercises in: hypothesis testing; testing statistical assumptions; examining data distributions and standard scores; comparing means; introduction to ANOVA Design; introduction to correlation analysis; simple and multiple regression analysis; mediation and moderation analysis; and reliability analysis.

PSY6022 - Advanced Statistics II
(3 units) The course will cover multivariate techniques (analyses involving three or more variables) employed in contemporary behavioral science research and program evaluation. Particular emphasis on understanding when these techniques are appropriate and inappropriate for a given research question and dataset. Mastery of skills necessary to: a) read and understand most results reported in journal articles; b) communicate about empirical results with other scholars in the field; c) critically review the statistics and conclusions used in empirical studies - for oneself, for employers, or for other researchers; d) perform own analyses; e) interpret SPSS output; f) design own research with particular analytic strategies in mind. Topics covered include: multiple regression; multivariate analysis of variance and covariance; discriminant analysis; logistic regression; principal components and factor analysis; introduction to structural equation modeling, path analysis and confirmatory factor analysis.
Prerequisites: PSY6021

PSY6023 - Principles of Research Design
(3 units) Principles and methods of designing psychological research. Hypothesis generation and testing, experimental and quasi-experimental design options, sample selection, control group strategies, criteria and criterion measures, threats to valid inference, data analysis and interpretation.
Prerequisites: PSY6021 and PSY6022

PSY6026 - Psychometrics and Research Design
(3 units) A survey course for PhD students concerning a) theories of measurement relevant to psychological assessment, b) the evaluation of the validity of experimental designs, and c) consideration of diverse designs as it applies to an area of interest to the student. Practical applicability is stressed as a professional researcher in practice.

PSY6027 - Introduction to Professional Writing

(1 unit) This course is designed to provide students with the skills necessary to communicate in writing at a professional level. Students will learn how to use library resources, construct and develop ideas in an outline form, and translate their ideas into a manuscript. APA ethics related to research and professional writing will be introduced.

PSY6030 - Psychometrics and Advanced Statistics

(3 units) A survey course for PsyD students concerning measurement issues relevant to standards of competent professional practice. Topics include reliability/generalizability concepts and procedures, the validity of test data, and the evaluation of measurement models based on exploratory factor analyses and structural equation modeling techniques. Students will become familiar with applied multivariate analytic principles and will increase their proficiency in the use of statistical software programs in applied research.

PSY6031 - Statistics, Psychometrics and Research Design

(3 units) Principles and methods of evaluating psychological research. Hypothesis testing, experimental design options, sample selection, control group strategies, criteria and criteria measures, data analysis and interpretation. Trains students to analyze research critically and to synthesize it meaningfully so as to prepare them to apply scientific research to their applied work. The goal is to prepare clinical PsyD students to be enlightened consumers of research and to introduce them to applying research methods to program evaluation.
Prerequisites: PSY 6030

PSY6034 - Research Practicum

(1-2 units) Course assists first year PhD students in the development of research skills to be used in conjunction with the doctoral dissertation. A minimum of 135 hours of supervised practicum experience in research. This requirement may be fulfilled in one of the following ways: a) Research assistant on faculty research project b) Research assistant on research project in community research facility c) Research assistant to advanced level student who is conducting doctoral dissertation research or by d) Conducting an independent research project under faculty supervision.

PSY6035 - Research Practicum

(2 to 3 units) This course is designed to assist second year PhD students in the development of research that will be used in conjunction with the doctoral dissertation.

PSY6036 - Research Practicum

(2 to 3 units) This course is designed to assist second year PhD students in the development of research that will be used in conjunction with the doctoral dissertation.

PSY6037 - Research Practicum

(2 to 3 units) Directed experiences in the conduct of research from design to report stages. Faculty members work with small groups of students on joint research projects to facilitate student's understanding and experience of the research process.

PSY6040A - Research Practicum

(3 units) This course involves small group and individually mentored research culminating in the production of an original empirical project at the end of the series of three courses (6040A, 6040B and 6040C).

PSY6040B - Research Practicum

(2 units) This course involves small group and individually mentored research culminating in the production of an original empirical project at the end of the series of three courses (6040A, 6040B and 6040C).

PSY6040C - Research Practicum

(3 units) This course involves small group and individually mentored research culminating in the production of an original empirical project at the end of the series of three courses (6040A, 6040B and 6040C).

PSY6041 - Statistics (PsyD)

(3 units) Overview of appropriate statistical analysis taught toward the development of the ability to critically evaluate research and its application to clinical practice.

PSY6042 - Research & Test Design (PsyD)

(3 units) Overview of research designs taught toward the development of the ability to critically evaluate research and its application to clinical practice.

PSY6043 - Statistics

(3 units) Study of the basic statistical concepts and techniques required for psychological investigation. Includes study of the measures of central tendency, statistical inference, simple and complex analysis of variance methods, multiple comparison and factorial designs.

PSY6044 - Statistics Lab (PhD)

(0.5 units) Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; factor analysis; structural equation modeling (e.g., LISREL).

PSY6045 - Research Practicum

(1.5 units) Course assists first year PhD students in the development of research skills. This requirement may be fulfilled in one of the following ways: a) Writing a comprehensive literature review b) Research assistant on faculty research project c) Research assistant on research project in community research facility d) Research assistant to advanced level student who is conducting doctoral dissertation research and/or by e) Conducting an independent research project under faculty supervision. Students may do more than one activity to fulfill this requirement.

PSY6051 - Data Analysis, Research Design and Program Evaluation

(3 units) This series is a practical course in research design, statistical analysis, and program evaluation of the clinical process. Design and statistical procedures are presented in lectures, and each student will analyze data using various statistical procedures, explain the results of the analysis, and discuss the implications of results on the evaluated program. Statistical analyses will include t-tests, correlation, ANOVA, MANOVA, multiple linear regression, factor analysis, logistic regression, survival analysis, power analysis, and non-parametric analyses.

PSY6052 - Data Analysis, Research Design and Program Evaluation

(3 units) This course will focus on the principles and application of statistical design models for the treatment of research data, with a focus on the analysis of variance. Includes single-factor experiments, factorial designs, repeated measures, factor analysis, multiple regression, analysis of covariance, logistic regression, survival analysis, multivariate analysis of variance, and related techniques.
Prerequisites: Passing grade in PSY6051

PSY6055 - Data Analysis, Research Design & Program Evaluation I

(3 units) A practical course in research design, statistical analysis and evaluation of the clinical process. Design and statistical procedures are presented in lectures and each student will design and complete a program evaluation study with all the necessary components. Statistical analyses will include t-tests, correlation, ANOVA, MANOVA, multiple regression, factor analysis, discriminate function and non-parametric analysis.
PhD only

PSY6056 - Data Analysis, Research Design & Program Evaluation II

(3 units) A practical course in research design, statistical analysis and evaluation of the clinical process. Design and statistical procedures are presented in lectures and each student will design and complete a program evaluation study with all the necessary components. Statistical analyses will include t-tests, correlation, ANOVA, MANOVA, multiple regression, factor analysis, discriminate function and non-parametric analysis.
PhD only

PSY6060 - Introduction to Multiple Research Methods

(2 units) The course introduces students to primary aspects of quantitative and qualitative research methods as represented in the field and highlighted throughout their PhD curriculum, as well as the philosophical positions underlying the different research traditions. The complementarity between quantitative and qualitative methods is emphasized as well as a self-reflective ecosystemic approach to engaging in the research enterprise.

PSY6068 - Research Methods: Multivariate Statistics

(3 units) An examination of experimental research methods and principles in psychology.
(choose at least two of the five) from: PSY 6065-6069 Research Methods

PSY6101 - Cognitive & Affective Bases of Behavior

(2 to 3 units) An overview of the interdependencies of cognition and emotion. Discussion of the cognitive processing systems will include research on creative thinking, conscious and unconscious processing, problem solving and cognitive structure. Related areas of sensation, perception, memory, learning, cognition, emotion, motivation and psychophysiological processes are explored. Discussion of emotion will focus on cognitive precursors and consequences of emotional states, as well as the biological and social bases of emotion.

PSY6102 - Cognitive & Affective Bases

(3 units) An overview of the interdependencies of cognition and emotion. Discussion of the cognitive processing systems will include research on creative thinking, conscious and unconscious processing, problem solving, and cognitive structure. Related areas of sensation, perception, memory, learning, cognition, emotion, motivation, and psychophysiological processes are explored. Discussion of emotion will focus on cognitive precursors and consequences of emotional states, as well as the biological and social bases of emotion.

PSY6105 - Biological Aspects of Behavior

(3 units) Presentation of the anatomy and physiology of the human central nervous system, neuroanatomy, hormonal and chemical regulation. Discussion focuses on concepts of arousal, the acquisition and processing of information, adaptation to environment, motivation, activity, sleep, behavior genetics. Contemporary research and diagnostic technologies concerned with brain function are reviewed as are chemical and electrophysiological aspects. Various topics include the clinical course, manifestations and implications of various brain pathologies and possible organic contributions to behavioral or psychological dysfunctions commonly encountered in the clinical setting.

PSY6106 - Biological Bases of Behavior/Psychopharmacology

(3 units) This course explores the biological processes involved in the symptoms and disorders that are encountered in clinical practice. Following an overview of neuroanatomy, we will examine each class of mental disorder in terms of relevant brain structure, neurotransmitters, hormones, and pharmacology. We will explore biological aspects of mood and anxiety disorders, psychosis, addictions, eating disorders, stress, and aggression. In addition, the course will include a discussion of neurophysiological aspects of sensation, emotions, sleep and dreams, learning and memory, and development across the lifespan.

PSY6107 - Biological Aspects of Behavior

(2 units) Presentation of the anatomy and physiology of the human central nervous system, neuroanatomy, hormonal and chemical regulation. Discussion focuses on concepts of arousal, the acquisition and processing of information, adaptation to environment, motivation, activity, sleep, behavior genetics. Contemporary research and diagnostic technologies concerned with brain function are reviewed as are chemical and electrophysiological aspects. Various topics include the clinical course, manifestations and implications of various brain pathologies and possible organic contributions to behavioral or psychological dysfunctions commonly encountered in the clinical setting.

PSY6109 - Human Development/Lifespan

(2 to 3 units) The study of developmental theories, constructs and research methods as they contribute to an understanding of normative human development and as they guide intervention strategies. Offerings include: child life span, adolescence, adult development, family life cycle, middle age, aging and women's life span development.

PSY6110 - Personality and Affect

(3 units) Investigation and critique of psychoanalytic, humanistic, existential, cognitive, behavioral, biological, socio-cultural, and object relations theories of personality and affect. Review of current research on mood associated with emotional reactions. Explores empirical foundations, assessment, research literature and clinical applications.

PSY6112 - Social Basis of Behavior

(2 to 3 units) An overview of the development and functions of basic social motives. Examines research and theory in areas such as learning, self as process, person perception, interpersonal behavior and group dynamics, attitude/value formation and change, aggression, altruism, context of culture and sex roles. Discussion will emphasize the clinical relevance and application of social psychological research and social psychological assessment devices.

PSY6115 - Developmental Psychology

(3 units) This course introduces a life-span approach to highlight issues and life events experienced by individuals and families in various ages and stages. The course covers fundamental theories in developmental psychology (e.g., Piaget, Erickson, Freud, Bowlby, Kohlberg), and their applicability in clinical practice. Relevant multicultural issues in Japan are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan

PSY6116 - Issues in Chemical Dependency and Treatment

(2 units) This course will present basic information regarding substances of abuse, the history of use, societal implications as well as evaluation and treatment of individuals suffering from substance abuse disorders. Family dynamics and correlates of psychopathology will be covered. Recovery models, ethical and cultural issued will be related to current issues in treatment.

PSY6119 - Intercultural Processes/Human Diversity A

(3 units) An experiential course designed to provide insight into the role of personal and sociocultural factors in the work of professional psychologists. The primary goals are (1) to develop self-awareness and a heightened sensitivity to one's own values, biases and multicultural identities and, (2) to understand how these can serve as resources and/or barriers to the therapeutic process, impacting both the nature and course of psychotherapy with culturally diverse populations. Issues of race, ethnicity, gender and sexual orientation are emphasized with attention given to disability, social class, religion and age. The process and self-exploration is facilitated through the maintenance of a personal journal, self-assessments, experiential exercises and class discussions.

PSY6120 - Intercultural Processes/Human Diversity B

(3 units) An experiential course designed to provide insight into the role of personal and sociocultural factors in the work of professional psychologists. The primary goals are (1) to develop self-awareness and a heightened sensitivity to one's own values, biases and multicultural identities and, (2) to understand how these can serve as resources and/or barriers to the therapeutic process, impacting both the nature and course of psychotherapy with culturally diverse populations. Issues of race, ethnicity, gender and sexual orientation are emphasized with attention given to disability, social class, religion and age. The process and self-exploration is facilitated through the maintenance of a personal journal, self-assessments, experiential exercises and class discussions.

PSY6121 - Intercultural Awareness Development

(1.5 units) A year-long course focusing on experiential and didactic training on issues related to racial/ethnic minorities, sexual orientation, gender, disability, socio-economic levels, the elderly, etc. Aspects of oppression, discrimination, prejudice and stereotyping of culturally different groups will be covered.
Required for all first year clinical students.

PSY6122 - Intercultural Awareness Development

(1.5 units) A year-long course focusing on experiential and didactic training on issues related to racial/ethnic minorities, sexual orientation, gender, disability, socio-economic levels, the elderly, etc. Aspects of oppression, discrimination, prejudice and stereotyping of culturally different groups will be covered.
Prerequisites: PSY6121
Required for all first year clinical students.

PSY6123 - Cultural Diversity Training
(1 unit) Students participate in monthly learning exercises (or "modules") designed to increase both knowledge and awareness. The course requires exploration of intersecting identities and individual diversity for those who define themselves as part of singular or multiple cultural groups (e.g., an older adult heterosexual woman of Chinese American heritage; a transgender Latino who defines himself as a gay male). The modules offer varying perspectives about cultural identity, normative expectations of cultural engagement (from dominant and minority identified groups), visible and invisible identities, privilege and cultural oppression. Students will develop better self-awareness of the multiple lenses that differentially value aspects of themselves and others, while increasing knowledge about how culture is individually experienced and defined. *(Fresno and Sacramento)*

PSY6124 - Cultural Diversity Training
(1 to 2 units) Students participate in monthly learning exercises (or "modules") designed to increase both knowledge and awareness. The course requires exploration of intersecting identities and individual diversity for those who define themselves as part of singular or multiple cultural groups (e.g., an older adult heterosexual woman of Chinese American heritage; a transgender Latino who defines himself as a gay male). The modules offer varying perspectives about cultural identity, normative expectations of cultural engagement (from dominant and minority identified groups), visible and invisible identities, privilege and cultural oppression. Students will develop better self-awareness of the multiple lenses that differentially value aspects of themselves and others, while increasing knowledge about how culture is individually experienced and defined.
Prerequisites: Passing grade in PSY6123

PSY6127 - Foundations of Individual and Cultural Diversity
(2 units) This course is designed to provide first, scientific-based paradigms in the social sciences that illuminate the psycho socio-cultural, historical, political and economic frameworks that supports a better understanding of individual and cultural diversity, as a global dynamic process shaping the life and experiences of populations interacting with each other. Secondly, the course will provide an overview of the significant documented experiences of racial, ethnic minorities, gender, as well as LGBT and people with disabilities in the United States.

PSY6129 - Multicultural Competency Development
(3 units) This course is designed to explore the ethical and cultural perspectives of the entering G1 class. Through a variety of methods and activities, students will be encouraged to focus on their own values and cultural orientations. Students will participate in small and large group discussions and activities to clarify the role of cultural diversity in their personal and professional development

as psychologists. Participants will improve their multicultural competencies as psychologists with emphasis on three key elements: cultural diversity attitudes and cross-cultural communication; personal, ethical and moral beliefs; and critical awareness of comparative cultures.

PSY6140 - Developmental Psychology/ Lifespan Development
(2 to 3 units) The study of developmental theories, constructs, research and research methods as they contribute to an understanding of normative human development and its variants. Psychological development from conception through aging and death are covered. Contemporary issues and trends are discussed.

PSY6141 - Clinical Psychology
(2 units) This two-part course provides an overview of the history of clinical psychology and its major theories (e.g., Freud, Jung, Adler, Rogers, Cognitive Behavioral, Behavioral), as well as their practical applications in the clinical setting. Relevant multicultural issues in Japan are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6141 must be completed prior to PSY6142

PSY6142 - Clinical Psychology
(2 units) This two-part course provides an overview of the history of clinical psychology and its major theories (e.g., Freud, Jung, Adler, Rogers, Cognitive Behavioral, Behavioral), as well as their practical applications in the clinical setting. Relevant multicultural issues in Japan are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6141 must be completed prior to PSY6142

PSY6203 - Psychopathology
(1.5 units) In this two-part course, an overview of psychiatric disorders as defined by the DSM-5 is reviewed and discussed. The students are expected to become familiar with: (1) Specific symptoms related to a disorder; (2) Related and differential diagnoses; (3) Diagnosis using 5 Axes; and (4) Basic treatment issues surrounding the disorder. Relevant multicultural issues in Japan are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6203 must be completed prior to PSY6204

PSY6204 - Psychopathology
(1.5 units) In this two-part course, an overview of psychiatric disorders as defined by the DSM-5 is reviewed and discussed. The students are expected to become familiar with: (1) Specific symptoms related to a disorder; (2) Related and differential diagnoses; (3) Diagnosis using 5 Axes; and (4) Basic treatment issues surrounding the disorder. Relevant multicultural issues in Japan are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6203 must be completed prior to PSY6204

PSY6213 - Clinical Interviewing Skills
(2 units) In this two-part course, basic theoretical and practical aspects in conducting the clinical

interview with individuals will be introduced. Emphasis is placed on the development of basic interviewing and communication skills, rapport building, case conceptualization, and intervention strategies. Special issues such as transference/ countertransference, barriers to treatment, and crisis management, as well as relevant multicultural issues in Japan, are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6213 must be completed prior to PSY6214

PSY6214 - Clinical Interviewing Skills
(2 units) In this two-part course, basic theoretical and practical aspects in conducting the clinical interview with individuals will be introduced. Emphasis is placed on the development of basic interviewing and communication skills, rapport building, case conceptualization, and intervention strategies. Special issues such as transference/ countertransference, barriers to treatment, and crisis management, as well as relevant multicultural issues in Japan, are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6213 must be completed prior to PSY6214

PSY6221 - Professional Ethics
(2 units) This course offers an overview of professional ethics widely used by mental health professionals. Instruction provides an opportunity for the students to become familiar with the APA ethics codes, as well as the ones customarily practiced by clinical psychologists in Japan. Additionally, the course presents a model of ethical decision-making through group discussions of ethical dilemma commonly experienced by mental health professionals. Relevant multicultural issues in Japan are also discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan

PSY6242 - Applied Psychotherapeutic Techniques in Chemical Dependency
(2 to 3 units) Introduction to chemical dependency counseling. Includes assessment of patients and their needs, treatment planning, group and individual therapy techniques with the chemically dependent person.

PSY6245 - Substance Abuse in Diverse Populations
(2 to 3 units) An examination of high-risk groups and groups with special needs in the treatment and prevention of chemical dependency. Includes perspectives of women, African Americans, Spanish-speaking Americans, adolescents and native Americans.
Prerequisites: PSY 6242

PSY6255 - Field Placement in Chemical Dependency
(3 units) Placement of students in the chemical dependency concentration at treatment centers for alcoholism or drug treatment. Experience in intervention, research, education and administration.
Prerequisites: Permission of program director

PSY6268 - Psychological Practice in Gerontology

(3 units) Examination of the psychology of gerontology including therapeutic techniques in dealing with elderly persons within the context of individual, group and family therapy. Also covers etiology of problems of the elderly, assessment, evaluation and treatment approaches for elderly persons. Legal and ethical issues and community resources are discussed.

PSY6270 - Evaluation/Assessment of Elderly Persons

(3 units) Examination of issues regarding the assessment of elderly persons. Course is designed to provide training in the assessment instruments used to diagnose psychological, neurological and other problems common in the elderly population.

PSY6303 - Group Therapy

(3 units) A critical overview of principles, issues and practical applications of various techniques in group psychotherapy, including application of different theoretical and psychotherapeutic models to groups; issues and stages in group formation and development, cohesiveness, transference and countertransference, strategies and specific interventions for outpatient and inpatient populations. Role-playing, case discussions and intensive group participation.

PSY6310 - MFT Law and Ethics

(3 units) Reviews guidelines for APA, AAMFT and CAMFT in the practice of psychology and marriage and family therapy, including issues of: child and elder abuse assessment and reporting, privileged communication, confidentiality, patient's rights and involuntary commitment and concerns specific to the MFT profession.

PSY6311 - Introduction to Psychopathology

(3 units) A historical view of the concepts of mental health and psychopathology are presented. Primary focus on the diagnosis and prognosis of disturbed behavior. Uses multi-axial system of the DSM as the central organizing structure of the course. Discussion of basic theoretical and treatment issues and future trends.

PSY6312 - MFT Theories and Techniques I

(3 units) Examination of the major models/schools of family therapy theory: historical models such as intergenerational, multigenerational, structural-strategic, and cognitive-behavioral models. Also focuses on family systems theory and its unique theoretical and epistemological assumptions.
Co-requisite: PSY6313

PSY6312A - MFT Theories and Techniques I

(1.5 units) Examination of the major models/schools of family therapy theory: historical models such as intergenerational, multigenerational, structural-strategic, and cognitive-behavioral models. Also focuses on family systems theory and its unique theoretical and epistemological assumptions.

PSY6312B - MFT Theories and Techniques I

(1.5 units) Examination of the major models/schools of family therapy theory: historical models such as intergenerational, multigenerational, structural-strategic, and cognitive-behavioral models. Also focuses on family systems theory and its unique theoretical and epistemological assumptions.

PSY6313 - MFT Techniques Lab I

(1 unit) Reviews guidelines for APA, AAMFT and CAMFT in the practice of psychology and marriage and family therapy, including issues of: child and elder abuse assessment and reporting, privileged communication, confidentiality, patient's rights and involuntary commitment and concerns specific to the MFT profession.
Co-requisite: PSY6312

PSY6317 - Parent-Child Therapy Techniques

(2 units) A survey, from a variety of models, of the current research, theory and techniques of parent training and parent-child therapy. The emphasis is on viewing and working with children from a family systems perspective. The course also exposes students to working with child abuse and family violence, developmental issues for children and families and cultural influences in the realm of parenting.

PSY6322 - MFT Theories and Techniques II

(3 units) This course covers philosophical concepts of postmodernism and social constructionism, examines the role of theory in philosophy, politics, epistemology, empirical investigation, and conceptual frameworks. In addition, the student will become very familiar with several empirically based models that private and public agencies are using across the state of California.
Prerequisites: PSY6312, PSY6313
Co-requisite: PSY6323

PSY6322A - MFT Theories and Techniques II

(1.5 units) This course covers philosophical concepts of postmodernism and social constructionism, examines the role of theory in philosophy, politics, epistemology, empirical investigation, and conceptual frameworks. In addition, the student will become very familiar with several empirically based models that private and public agencies are using across the state of California.

PSY6322B - MFT Theories and Techniques II

(1.5 units) This course covers philosophical concepts of postmodernism and social constructionism, examines the role of theory in philosophy, politics, epistemology, empirical investigation, and conceptual frameworks. In addition, the student will become very familiar with several empirically based models that private and public agencies are using across the state of California.

PSY6323 - MFT Techniques Lab II

(1 unit) An intensive lab focused on fundamental and advanced family therapy skills.
Prerequisites: PSY6312, PSY6313
Co-requisite: PSY6322

PSY6325 - Trauma and Crisis Intervention

(3 units) This course will provide students with an introduction to the definitions of key concepts and theories associated with the various types and causes of private and public crisis and trauma. Students will be familiarized with the role of the therapist in the use of assessment and treatment of clients affected by crisis and trauma. They will learn the psychosocial factors associated with trauma response while receiving a general overview of behavioral, cognitive, affective, and neurological implications of crisis and trauma.

PSY6326 - Diversity and the Family

(3 units) Examines diversity in the family including issues of ethnicity, race, religion, gender, gender-roles, sexual orientation, and social class. Blends systemic theory, research and practice, as students learn to work with diversity issues in families and with families having differing cultures, values, and needs. Includes consideration of African American, Latino, Native American, Filipino, Asian, inter-racial, and other ethic/racial populations.

PSY6326A - Diversity and the Family

(1.5 units) Examines diversity in the family including issues of ethnicity, race, religion, gender, gender-roles, sexual orientation, and social class. Blends systemic theory, research and practice, as students learn to work with diversity issues in families and with families having differing cultures, values, and needs. Includes consideration of African American, Latino, Native American, Filipino, Asian, inter-racial, and other ethic/racial populations.

PSY6326B - Diversity and the Family

(1.5 units) Examines diversity in the family including issues of ethnicity, race, religion, gender, gender-roles, sexual orientation, and social class. Blends systemic theory, research and practice, as students learn to work with diversity issues in families and with families having differing cultures, values, and needs. Includes consideration of African American, Latino, Native American, Filipino, Asian, inter-racial, and other ethic/racial populations.

PSY6328 - Individual and Family Life Cycle

(3 units) Studies developmental issues and life events from infancy to old age and their effect upon individuals, couples and family relationships. Focus on theory, research and application of individual and family developmental psychology. Examination of continuous and discontinuous changes, e.g., courtship, early marriage, childbirth, childhood, adolescence, divorce, blended families, parenting and the family in the later life.

PSY6360 - Preparing for Community Practice

(3 units) A preparation and screening for community-based field training designed to facilitate integration of foundational conceptual, perceptual, executive, evaluative, and professional skills for providing clinical services to individuals, couples, and families. This course utilizes clinical role-plays to assist in preparing for field training including systemic clinical assessment and collaborative, systemic treatment planning. Topics include public service delivery and support systems, case management, wraparound services, and interdisciplinary relations.

PSY6450 - Theories of Personality and Psychotherapy

(2 units) This course presents a contemporary integral approach to personality and psychotherapy theories and practices, an overview of major traditional theoretical forces in theories of psychotherapy, and new forces in the evolution of psychotherapy.

PSY6501 - Intellectual Assessment

(3 units) This course serves as an introduction to theory and practice of cognitive and intellectual assessment of adults, with additional exposure to the assessment of children and adolescents. Students gain proficiency in the administration, scoring, and interpretation of prominently administered tests, most notably the Wechsler Intelligence Scales. This course emphasizes interpretation of intelligence test scores in the context of clinical behavioral observations, background information, multicultural issues, and theory (developmental, cognitive, and neuropsychological). Intellectual results are integrated with test scores on other measures (e.g., achievement). Case report writing, meaningful translation of test scores, and issues of test bias, test abuse, and test security are emphasized.
Please note there is a mandatory lab assessment fee for this course.

PSY6503 - Personality Assessment I (Objective)

(3 units) Development of skills in evaluating and using objective personality tests such as the MMPI, MCMI, and CBCL. Emphasis on test methodologies, relating test results to other clinical information, clinical inference, report writing, and cultural issues.
Prerequisites: PSY6501 and PSY6523
Please note there is a mandatory lab assessment fee for this course.

PSY6504 - Personality Assessment II (Projective)

(3 units) Administration, scoring, and interpretation of the Rorschach and other projective instruments. Test methodologies, cultural issues, relating test results to other clinical information, clinical inference, and report writing are emphasized.
Prerequisites: PSY6501, PSY6503, and PSY6523
Please note there is a mandatory lab assessment fee for this course.

PSY6505 - Personality Assessment:

(3 units) In this course, the student will learn the basics of administering, scoring and interpreting several major psychological instruments, including; the Minnesota Multiphasic Personality Inventory 2 (MMPI-2), Personality Assessment Inventory (PAI), Millon Clinical Multiaxial Inventory - III (MCMI-III), Rorschach (Exner scoring), Thematic Apperception Test (TAT), and the Neo-Personality Inventory Revised (NEO-PI-R). Assessment of children and adolescents may be discussed briefly, but the primary focus will be on the adult client. This course will also address underlying concepts and limitations for instrument usage, diversity, ethical considerations in assessment, and elements in becoming capable

and competent in psychological assessment. Data obtained from a personality assessment is only as good as the assessor so a large portion of this course will also be focused on presenting students with a conceptual model for assessment called the Therapeutic Assessment Model.
Prerequisites: Fresno PhD Clinical Psychology: PSY6501, PSY6523

Fresno PsyD Clinical Psychology: PSY6501
Please note there is a mandatory lab assessment fee for this course.

PSY6506 - Personality Assessment:

(3 units) In this course, the student will learn the assessment process from its beginning through it's conclusion with comprehensive reporting. The primary focus will be on the adult client, but elements of assessment will be relevant to the assessment of children and adolescents as well. This course will also address underlying concepts and limitations for instrument usage and diversity and ethical consideration in assessment, elements in becoming capable and competent in psychological assessment.
Prerequisites: Passing grade in PSY6505
Fresno PhD Clinical Psychology: PSY6501, PSY6503
Fresno PsyD Clinical Psychology: PSY6501, PSY6505
Co-requisite: Fresno PhD Clinical Psychology: PSY6523
Please note there is a mandatory lab assessment fee for this course.

PSY6507 - Basic Foundations of Clinical Practice

(3 units) Basic foundations course examining and integrating the following topics over the year. The topics are as follows: Cognitive Affective Processes, Psychopathology, Microcounseling Skills w/lab and Models of Intervention.

PSY6508 - Basic Foundations of Clinical Practice

(3 units) Basic foundations course examining and integrating the following topics over the year. The topics are as follows: Cognitive Affective Processes, Psychopathology, Microcounseling Skills w/lab and Models of Intervention.
Prerequisites: Fresno PsyD Clinical Psychology: PSY6507

PSY6509 - Supervision Experience

(0 units) First year students participate in a reciprocal learning experience with a third year student, who has been assigned by the Supervision Seminar instructor. The first year student meets with the faculty instructors of the Supervision Seminar Class during the fall semester to accomplish the match of first and third year students. During the second semester the matched supervisor-supervisee meet weekly to examine clinical materials an adjunct to the supervision provided by the first year student's field placement agency.

PSY6510 - Supervision Experience

(1 unit) First year students participate in a reciprocal learning experience with a third year student, who has been assigned by the Supervision Seminar instructor. The first year student meets with the faculty instructors of the Supervision Seminar Class during the fall semester to accomplish the match of first and third year students. During the second semester the matched supervisor-supervisee meet weekly to examine clinical materials an adjunct to the supervision provided by the first year student's field placement agency.

PSY6512 - Psychological Assessment I: Cognitive Personality

(3 units) This course focuses on the theoretical underpinnings and on the administration, scoring, and interpretation of current measures of intellectual and cognitive functioning.
Please note there is a mandatory lab assessment fee for this course.

PSY6512a - Psychological Assessment II: Personality

(3 units) This course focuses on personality and emotional assessment with objective and projective measures.
Prerequisites: PSY6512
Please note there is a mandatory lab assessment fee for this course.

PSY6514 - Writing Workshop

(2 units) Opportunities are provided for students to prepare for writing the dissertation and similar scholarly and professional presentations. Practice with outlining, developing and presenting ideas, revising and editing. Individual writing problems are identified and discussed. Required for students whose skills in writing need improvement as determined by diagnostic exam at entry to program.

PSY6516 - Psychotherapy Techniques (Child Emphasis)

(3 units) This course offers a basic overview of psychotherapeutic interventions with children. The students will learn psychotherapy theories and at least two evidence-based approaches through roleplay and group presentations. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan
Offered in odd years, for 1st and 2nd year students.

PSY6518 - Principles of Psychotherapy

(3 units) Students in the PhD program are introduced to the ethical and legal issues involved in the practice of psychotherapy, major approaches to psychotherapy and comparative analysis of theories of change in the psychotherapeutic process. Prerequisite to other psychotherapy courses. A systematic, representative and synoptic overview of major approaches to psychotherapy and the core issues they address. Deals with the historical development of schools of psychotherapy as well as the theoretical and practical stances they adopt on central issues.

PSY6520 - Introduction to Psychotherapy

(2 units) This course is designed as an introduction to the psychotherapeutic process. It embraces both the theoretical bases of psychotherapy and its practical expression. The principal thrust will be the development of a soundly based understanding of therapeutic intervention. Students are expected to gain an understanding of the basic concepts of psychotherapy including: essential therapeutic skills, stages of psychotherapy, the difference between process and content, the relationship of diagnosis to treatment planning, evaluation of outcomes, values and ethics, and the implication of diversity to treatment.
Alternate title: Intro to Evidence-Based Psychotherapy Practice

PSY6521 - Introduction to Psychotherapy Practicum

(1 unit) An interactional laboratory. Students practice therapeutic strategies and techniques discussed in PSY6520. Includes use of videotapes, demonstrations and triads.
Must be taken concurrently with PSY6520 with same instructor.

PSY6522 - Introduction to Emphasis Area:

(3 units) (Topics vary)
1. **Introduction to Psychodynamic Psychology**
   An introduction to basic psychoanalytic concepts, theories and techniques. Weekly lectures by local psychoanalysts, faculty and psychologists involved with analysis.
2. **Multicultural and Community Psychology**
   Seminars featuring speakers who are practitioners, researchers and policymakers in areas relating to multicultural issues.
3. **Psychology of Women/Feminist Forum**
   Students and faculty expand and articulate their professional identities by considering the practice of psychotherapy, research, teaching/training, consultation, program planning and leadership development from a feminist perspective. Guest speakers enrich participants' knowledge and perspective.

PSY6523 - Advanced Psychopathology

(3 units) Diagnosis, classification and etiology of psychological disorders: research, theory and application. Covers DSM-5 and other classification systems, multiaxial diagnosis, roles of society, culture and biology. Meta-issues surrounding the diagnostic enterprise, the development of psychopathology and treatment will be explored.

PSY6524 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic

(3 units) Comprehensive overview of psychoanalytic theory as an integrated model of personality. Various stages of Freud's thoughts, as well as the emergence of later key theoretical modifications such as ego psychology, object relations, and self psychology theory will be reviewed. The continuing growth and refinement of the psychoanalytic model and interpretation of new clinical and research findings. Also covers diagnostic nomenclature, contemporary psychoanalytic psychotherapy and psychopathology

from a psychodynamic framework.

PSY6525 - Theories of Personality, Pathology and Psychotherapy: Behavioral/Social Learning

(3 units) Social learning approaches to personality development and function including applications of classical and operant conditioning as well as observational learning and contemporary cognitive learning theorists such as Rotter, Bandura, Mischel and Seligman. Also covers social learning approaches to understanding personality deviance and change, including theory and principles of behavior modification.

PSY6526 - Theories of Personality, Pathology and Psychotherapy: Existential

(3 units) Existential and phenomenological contributions to clinical theory and practice. Key concepts of Kierkegaard, Nietzsche, Heidegger, Sartre and Buber as related to the work of Binswanger, Rogers, May and Frankl are presented. These contributions reflect an image of the person that differs from the orthodox psychoanalytic and behavioral perspectives.

PSY6527 - Personality Theories

(3 units) This course presents a comprehensive overview of theories in personality and personality development. Approaches from major schools of thought, such as psychoanalytic, behavioral/social learning, existential theories, will be surveyed. Key concepts, diagnostic nomenclature, and important historical modifications to personality theories will be highlighted. Contemporary clinical and research issues of theory and its application will be discussed. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan

PSY6528 - Observation and Interviewing

(3 units) Designed to provide a practical foundation in observation and interviewing skills. Includes clinical, social, organizational and research perspectives. Also includes external supervision.

PSY6529 - Clinical Interviewing I

(3 units) Techniques of diagnostic and therapeutic interviewing with a variety of client populations. Principles of note-taking and case record maintenance. Includes experiential exercises to increase mastery of the principles of the initial interview as the precursor to intervention strategies.

PSY6530 - Introduction to Ethical Practice and Law

(2 units) The study of ethical issues relevant to the practice of professional and scientific psychology. The course includes a discussion of the APA's ethical guidelines for psychologists as well as laws and practices relevant to psychology. A basic introductory course on the ethical practice of psychology.

PSY6530A - Introduction to Ethical Practice and Law

(1 unit) The course is intended to acquaint students with current ethical principles and standards of practice for psychologists, including the state and federal laws governing the practice of psychology, whether as to psychotherapy, assessment, research, publishing, teaching, or addressing the needs of diverse populations. Emphasis will be placed on the primary professional issues affecting practicing psychologists.

PSY6531 - Ethics and Professional Development A

(1 unit) Discussion of multiple issues integrating academic work and professional practice in relation to the development of professional judgment, positive interpersonal skills and attitudes.

PSY6532 - Ethics and Professional Development B

(1 unit) Discussion of multiple issues integrating academic work and professional practice in relation to the development of professional judgment, positive interpersonal skills and attitudes.

PSY6533 - Clinical Interviewing II

(3 units) This course introduces graduates to techniques of diagnostic and therapeutic interviewing with a variety of client populations.

PSY6534 - Advanced Psychopathology B

(3 units) The purpose of the course is for students to be able to utilize interviewing skills, mental status exam, DSM5, and ICD to generate and evaluate diagnostic possibilities, derive a diagnosis, and to be able to place this diagnosis into a broader conceptualization of the client(s). Emphasis will be on a case formulation approach to understanding diverse clients. Numerous case examples will be used to highlight interviewing, diagnosis, and case formulation.
Prerequisites: Advanced Psychopathology A

PSY6535 - Sociopathology

(1.5 units) This two-part course reviews issues and problems observed in the modern Japanese society (e.g., addiction, family violence, child abuse, suicide, bullying, social withdrawal), and how they are presented in the clinical setting. Students will engage in critical thinking and present their own viewpoints regarding these issues. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6535 must be completed prior to PSY6536

PSY6536 - Sociopathology

(1.5 units) This two-part course reviews issues and problems observed in the modern Japanese society (e.g., addiction, family violence, child abuse, suicide, bullying, social withdrawal), and how they are presented in the clinical setting. Students will engage in critical thinking and present their own viewpoints regarding these issues. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY 6535 must be completed prior to PSY6536

PSY6540 - Family Systems Theory
(2 units) The relationship of the individual to the family. Topics include: family life cycles, parenting, psychopathology and the family, non-traditional families, ethnic issues and family evaluation and research.

PSY6541 - First Year Practicum
(1 unit) An 8-10 hour/week field experience for first year PsyD program students. May include a variety of activities such as voluntary community service or casework in a community agency to be arranged by CSPP.
Co-requisite: PSY6543

PSY6542 - Practicum I
(1 unit) An 8-10 hour/week field experience for first year PsyD program students. May include a variety of activities such as voluntary community service or casework in a community agency to be arranged by CSPP.
Prerequisites: PSY6541
Co-requisite: PSY6544

PSY6543 - Introduction to Professional Psychology
(1 unit) This year long consultation group in professional development, which provides an introduction to the professional practice of psychology endorsed by our practitioner training program, is focused on the students' Practicum I experience. An emphasis is placed on how students can prepare themselves for changing roles in professional psychology and for developing multicultural competence in those roles.
Co-requisite: PSY6541

PSY6544 - Introduction to Professional Psychology
(1 unit) This year long consultation group in professional development, which provides an introduction to the professional practice of psychology endorsed by our practitioner training program, is focused on the students' Practicum I experience. An emphasis is placed on how students can prepare themselves for changing roles in professional psychology and for developing multicultural competence in those roles.
Prerequisites: PSY6543
Co-requisite: PSY6542

PSY6545A - Practicum I
(2 units) 16-20 hours/week at an agency setting provided by the school (minimum of 800 hours total required). Required each semester of Clinical Psychology PhD students who are enrolled in the second year of the standard program.

PSY6545B - Practicum I
(2 units) 16-20 hours/week at an agency setting provided by the school (minimum of 800 hours total required). Required each semester of Clinical Psychology PhD students who are enrolled in the second year of the standard program.

PSY6546A - Practicum II
(2 units) 16-20 hours/week at an agency setting provided by the school (minimum of 800 hours total required). Required each semester of Clinical

Psychology PhD students who are enrolled in the third year of the standard program.

PSY6546B - Practicum II
(2 units) 16-20 hours/week at an agency setting provided by the school (minimum of 800 hours total required). Required each semester of Clinical Psychology PhD students who are enrolled in the third year of the standard program.

PSY6547A - Practicum III
(2 units) 16-20 hours/week at an agency setting provided by the school (minimum of 800 hours total required). Required each semester of Clinical Psychology PhD students who are enrolled in the fourth year of the standard program.

PSY6547B - Practicum III
(2 units) 16-20 hours/week at an agency setting provided by the school (minimum of 800 hours total required). Required each semester of Clinical Psychology PhD students who are enrolled in the fourth year of the standard program.

PSY6557 - Professional Development and Group Approaches - First Year
(0.5 units) This two-part course is offered in the first year of training. It is designed to assist the student in understanding the role of a mental health professional. The class is taught in a group-therapy format, where the students will engage in roleplays, group exercises, and group discussions to explore various issues experienced in the context of psychotherapy. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6557 must be completed prior to PSY6558

PSY6558 - Professional Development and Group Approaches - First Year
(0.5 units) This two-part course is offered in the first year of training. It is designed to assist the student in understanding the role of a mental health professional. The class is taught in a group-therapy format, where the students will engage in roleplays, group exercises, and group discussions to explore various issues experienced in the context of psychotherapy. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; PSY6557 must be completed prior to PSY6558

PSY6570 - First Year Clinical Practicum
(2 units) PsyD first year students obtain 15 hours per week of experience in an appropriate setting.
Prerequisites: Passing grades in PSY6501 and PSY6530

PSY6571 - Clinical PsyD First-Year Practicum
(1 unit) The first-year practicum provides introductory exposure to the work that takes place in a clinical setting. First year students are introduced to clinical practice through placement at a practicum for 10 hours per week.
Prerequisites: Fresno PsyD Clincal Psychology: Approval of faculty to begin practicum, B- or better grades in all G1 Fall courses

PSY6576 - Summer Practicum
(1 unit) Experience in a mental health setting for 15 to 20 hours per week.
Prerequisites: Fresno PsyD Clinical Psychology: B- or better grades in all G1 Spring courses

PSY6581 - Psychological Assessment
(2 units) This two sequence course is designed to give students an introduction to the essentials of psychological testing, psychological batteries, report writing, how to give feedback and recommendations to clients, and ethical issues related to psychological assessment. Instruments covered will include the most up-to-date versions appropriate to use in Japan for instruments, such as WISC, WAIS, Rorschach, and drawing tests (e.g., HTP, DAP). Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; completion of PSY6005; PSY6581 must be completed prior to PSY6582

PSY6582 - Psychological Assessment
(2 units) This two sequence course is designed to give students an introduction to the essentials of psychological testing, psychological batteries, report writing, how to give feedback and recommendations to clients, and ethical issues related to psychological assessment. Instruments covered will include the most up-to-date versions appropriate to use in Japan for instruments, such as WISC, WAIS, Rorschach, and drawing tests (e.g., HTP, DAP). Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; completion of PSY6005; PSY6581 must be completed prior to PSY6582

PSY6605 - Introduction to Integrative Psychology
(2 units) Systems of psychology are tied indelibly to the history of ideas and social contexts. This course covers past and current social, scientific and ethical ways of knowing. A willingness to see the truth in different traditions, through different value systems, different perceptions of reality, different forms of relationships, different spiritual paths- and to see this diversity enhancing all our lives-is a postmodern value. A postmodern psychology, inclusive of these diverse ideas about identity, values and health, would be an integrative psychology.

PSY6607 - Family Psychology
(3 units) Focuses on teaching basic systems-based concepts to be used in the practice of Family Psychology.

PSY6608 - Community Clinical Issues (MCCP Emphasis)
(3 units) In this course students learn about (1) the domain of community psychology and what a community orientation to clinical psychology is, (2) the intersection between multicultural issues and a community approach to psychology, (3) the basic concepts of a community-clinical approach, such as an ecological orientation and an emphasis on prevention/health promotion and (4) the varying methodologies of a community-clinical approach, such as mental health education, consultation, community development and social action.

PSY6612 - Introduction to Health Psychology
(2 units) Introduces students to behavioral medicine/health psychology through a series of lectures on various topics within the field.

PSY6620 - Health Service Psychology
(3 units) Introduction to the emerging fields of behavioral medicine and health psychology. Surveys the areas of epidemiology, stress and health, personality factors in health and illness, chronic pain, health promotion and management of chronic illness.

PSY6622 - Clinical Psychophysiology and Biofeedback
(3 units) An introduction to physiological measurement as it pertains to psychological functioning; an introduction to clinical training in biofeedback and self-regulation techniques. Follows BCIA blueprint of knowledge.
Prerequisites: PSY6620 and either PSY6105 or Biological Foundations Comprehensive Exam

PSY6623 - Mental Health Administration
(1 unit) Explores the characteristics necessary for carrying out administrative functions in mental health programs. Attention will be given to various management styles and to management tasks such as planning, staffing and dealing with money and power issues.

PSY6631 - Introduction to Clinical Forensic Psychology
(2 units) Overview of psychologist's role as an expert witness, considers ethics and issues related to forensic consultation.

PSY6633 - Psychology and Family Law
(3 units) This course will help students interface as psychologists with the juvenile and family court systems.

PSY6636 - Introduction to Clinical Forensic Psychology and Forensic Ethics
(3 units) Introduction to Clinical Forensic Psychology focuses on the interface between clinical psychology and the legal system. The course focuses on the role of the clinical psychologist within the context of the justice system as an evaluator, treatment provider, and consultant. This course will also cover the unique ethical considerations for those working within the field of forensics, with forensic clientele, and/or when working in the legal system.

PSY6643 - Cross-Cultural:
(2 units) (Topics vary)
1. **The Holocaust** - To become a student of an event of this magnitude requires willingness to think the unthinkable and bear the unbearable in a desperate attempt to understand the unfathomable. A healthy percentage of class time on discussion of assigned readings by historians, rabbis, survivors, German officers, poets, philosophers, essayists and the occasional psychologist. *Prerequisite: PSY6605.*
2. **Psychology and Spirituality**
3. **Hispanic History** - To familiarize students with major trends in the history and culture of Mexico

from pre-Columbian to present. Requires student seminar papers on subjects including: Mexican literature, politics, art, economic and social problems, historical figures.
4. **Ritual and Healing** -- Participants will seek scholarly and psychological understanding of the functions of ritual in past and contemporary cultures (especially as regards identify formation, place, life passages, grieving and meaning making). Mastery of Mircea Eliade's and Victor Turner's concepts applied to specific formation and mindful use of rituals - cultural, personal and professional.
5. **East-West Psychologies**
6. **Psychology of Religions**
7. **Critical Issues in Latin America** (taught in Mexico City)

PSY6644 - Ecology/Psychology
(2 units) Explores the domain of psychology which emphasizes the interdependence of social, cultural, physical, spiritual and psychological dynamics. Studying "wholeness and health" from a systems perspective combines traditional healing wisdoms and new paradigms in the context of social evolution. This psychology addresses the meaning and quality of our personal, social and global relationships. It addresses the effect of contemporary environments on health and behavior, as well as the effects of human behavior on the environment.

PSY6645 - Spanish for the Psychologist
(2 units) Introductory Spanish language course with emphasis on phrases that might occur and be useful in a clinical setting. (Course offered occasionally) Prior Spanish not required.

PSY6646 - Transpersonal Psychology
(2 units) Implicit to transpersonal psychology is the premise that psychological health overlaps the spiritual journey towards more inclusive consciousness. Transpersonal psychology studies: (i) some assumptions of orthodox, western psychology; (ii) the interstices of physical and spiritual universe; (iii) meditation and states of consciousness; (iv) yoga psychology; (v) the autonomous psyche; (vi) symbolic language; and (vii) creativity. The seminar will also introduce current research methodologies and will provide participants the opportunity to explore their own ways of mediating purpose and meaning.

PSY6647 - Jung and the Shadow
(2 units) Introduction to C.G. Jung's archetypal and analytic psychology, theories of personality, dream interpretation, use of symbols and individuation. Key texts and contemporary examples will focus on personal, professional and cultural aspects of Jung's ideas of the trickster archetype and shadow.
Prerequisites: PSY6605

PSY6654 - Psychology of Ethnic Diversity:
(3 units)

Mental Health Perspectives in India - This is a course focused in the mental health needs of international communities, particularly those from India populations. This course will draw on

the experiential aspects of immersion education of participants visiting Indian communities and cultures.

Latino - The course provides an overview of major cultural psychology issues related to Latino populations in the United States. It provides exposure to the diverse experiences of Latinos and Latinas in multiple settings and to the role of history, identity, culture, intergroup relations, social context, and other factors in shaping those experiences, including development, social behavior, and mental and physical health.
Prerequisites: PSY6129 and PSY7161

PSY6700 - Data Analysis
(1 unit) Investigation of a particular topic, problem, or issue in psychology. Area selected for study varies each semester.

PSY6701 - Group Counseling Theories and Techniques
(3 units) Group counseling theories and techniques, including developmental stage theories, principles of group dynamics, therapeutic factors of group counseling, group process components, group leadership styles and approaches, group counseling methods, current research and literature and evaluation of effectiveness.
Prerequisites: PSY6705
Co-requisite: PSY6728

PSY6702 - Research Methods
(3 units) Applied research methods and evaluation to provide basic understanding of quantitative and qualitative research methods; use of research to inform evidence-based practice; statistical analysis; ethical/legal considerations; needs assessment, program evaluation; presenting research pertinent to professional counseling. Lecture, discussion, and experiential learning.
Prerequisites: PSY6705
Co-requisite: PSY6761

PSY6703 - Career Development Theories and Techniques
(3 units) This course addresses career development theories and counseling techniques including: career decision-making models; interrelationships between work, family, and other factors; multicultural and international issues in career development; use of career information and assessments in individual and group counseling. Lecture, discussion, and experiential learning.

PSY6704 - Theories and Techniques of Clinical Counseling Practice
(3 units) This course orients the counselor to the various theories upon which the counseling field was founded, e.g., Psychodynamic, Adlerian & Jungian, Cognitive-Behavioral, Rational-Emotive Behavior Therapy, Existential-Humanistic, Logotherapy/Gestalt, Feminist Counseling, Multicultural Counseling, Positive Psychology/Wellness/Solution-Focused approaches and Developmental and Integrative Therapy. Students will develop an essential understanding of the major

theories and their empirical support. Students will analyze their own intentions for selecting the field of counseling and the ways in which their worldview influences their selection of a counseling theory. Students will be able to critically analyze the various schools of therapy and utilize the theories in a culturally competent manner. Attention will be given to outcome assessment and integrating practice-based evidence and evidence-based practice.

PSY6705 - Professional, Legal, & Ethical Issues in Clinical Counseling

(3 units) Overview of critical professional issues, ethical and legal standards of counseling practice. Experiential and problem-based learning including personal and professional matters regarding general practice of counseling, related ethical and legal issues, professional communication, client-counselor relationships, and advocacy processes.

PSY6707 - Sexuality and Sex Therapy for Clinical Counseling

(2 units) Human sexuality issues will be explored, including the social construction of sex, gender, and sexuality; physiological, psychological, and social cultural variables associated with sexual behavior; assessment and intervention in mental health counseling practice.

PSY6709 - Human Development

(3 units) Principles and practices of human lifespan development as they relate to the counseling processes and strategies. Areas addressed include situational and environmental factors that affect normal and abnormal behavior; disability; developmental crises; psychopathology. Practical application of strategies is incorporated.

PSY6711 - Couple Counseling

(3 units) Systems theory therapies and practices relative to assessment, diagnosis, and treatment of couples. Explores cognitive, affective, interactional, and systemic theories of human behavior and change while examining dynamics of privilege and oppression as related to couples.
Prerequisites: PSY6704

PSY6714 - Assessment in Clinical Counseling

(3 units) A survey of major assessment techniques in Clinical Counseling practice, including intellectual, personality, career, and couple and family. Emphasis is on administering and interpreting major assessment instruments used by counselors to aid in the provision of culturally appropriate counseling.
Prerequisites: PSY6704, PSY6728, PSY6761

PSY6716 - Community Mental Health for Clinical Counseling

(3 units) Integrated theories, practices of community mental health (CMH) system: development and implementation of CMH at local, national, international levels; evidence-based treatments; levels of care; characteristics of system partners; financing/cost-containment methods; research, program evaluation; legal, ethical and social justice issues.

PSY6720 - Advanced Psychotherapy

(2 units) This course is a follow-up to PSY6520 for first year Clinical PsyD students. Focus is on application of therapeutic skills to specific populations and development of advanced skills in case conceptualization, treatment planning, and intervention.
Prerequisites: PSY6520/21 and PSY6523 (San Diego)

PSY6722 - Intercultural Awareness Development

(3 units) Multicultural counseling theories and techniques, including counselor's roles in developing racial, ethnic, socioeconomic status, gender, sexual orientation, ability, religious/spiritual and international awareness and identity development. Experientially examines intentional and unintentional oppression and privilege, promotes social justice advocacy, and develops competencies in addressing biases.

PSY6723 - Advanced Psychopathology for Clinical Counseling

(3 units) Introduction to the assessment, diagnosis, etiology, prevention and treatment of mental disorders and differential diagnosis using the DSM-5-TR and related information. Provides a framework for understanding the range of personality and behavioral disorders, systematic treatment planning, interviewing, incorporation of resilience and cultural competence, and short-and long-term interventions.
Prerequisites: PSY6704, PSY6709

PSY6725 - Crisis and Trauma for Clinical Counselors

(3 units) Introduction to effective crisis and trauma counselling incorporating the following: crisis theory; cognitive, affective behavioral, and neurological effects associated with trauma; brief and long-term approaches; assessment strategies; principles of intervention for individuals with mental/emotional disorders during crises or disasters.
Prerequisites: PSY6728

PSY6728 - Observation and Interviewing in Counseling

(3 units) Counseling and psychotherapeutic theories and techniques, including counseling process in a multicultural society, orientation to wellness and prevention, selection of appropriate counseling interventions, current professional research and practice, and multidisciplinary crisis and disaster response.

PSY6731 - Counseling Emergency Responders

(2 units) This purpose of this course is to examine the unique mental health needs of emergency responders. Counseling emergency responders requires a thorough knowledge of not only counseling strategies, but of the emotions, experiences, and realities that emergency responders face each day. Emphasis is placed on the influence of the emergency responder culture, ethical issues, and critical incidents.

PSY6742 - Chemical Dependence for Clinical Counseling

(3 units) The course will examine counseling techniques in chemical dependency treatment within the context of individual, group, and family therapy, covering etiology, diagnosis, assessment, evaluation, and treatment planning. Cultural context, legal and ethical issues, advocacy, and community resources will be discussed.
Prerequisites: PSY6728, PSY6704

PSY6756 - Psychopharmacology

(3 units) Introduction to psychopharmacology, including: biological bases of behavior; neurochemical basis; classifications of psychotropic drugs; indications, contraindications, and side effects of commonly prescribed psychopharmacological medications. Principles of use and current status of psychopharmacology in the context of counseling are discussed.

PSY6761 - Practicum in Clinical Counseling

(1 unit) The first of the sequence of supervised field experiences in an approved mental health setting for at least 10 weeks, for a minimum of 100 hours at the site, with 40 direct client contact hours. Includes a weekly 2 hour supervision class on campus in addition to weekly individual/group supervision at the site.
Prerequisites: PSY6704, PSY6728, PSY6705, PSY6722, Permission of Program Director

PSY6761A - Practicum in Clinical Counseling I

(0.5 units) Experience in a mental health setting for 15 to 20 hours per week.
Prerequisites: PSY6704; PSY6705; PSY6728; PSY6722; PSY6742; PSY6716; PSY6714; PSY6709

PSY6761B - Practicum in Clinical Counseling II

(0.5 units) Experience in a mental health setting for 15 to 20 hours per week.
Prerequisites: PSY6704; PSY6705; PSY6728; PSY6722; PSY6742; PSY6716; PSY6714; PSY6709

PSY6762 - Clinical Counseling Internship

(3 units) A continuation of the field experience provided by PSY6761. An intensive supervised practical training for the counseling student in an approved mental health setting over two semesters for a total of at least 600 hours, with a minimum of 240 direct client contact hours. A weekly 2-hour seminar (group supervision) will complement this on-the-job training program.
Prerequisites: PSY6704, PSY6728, PSY 6705, PSY6722, PSY6761, Permission of Program Director

PSY6799 - Practicum Extension

(1 unit) Allow completion of practicum hours with faculty supervision during placement in a vetted mental health setting.
Prerequisites: PSY6704, PSY6705, PSY6722, PSY6728, PSY6742, PSY6716, PSY6714, PSY6709

PSY6991 - Master's Paper in Clinical Psychology

(1 unit) This two-part course is designed to assist the students in the preparation of a paper that reviews, analyzes, synthesizes, and proposes practical application in an area relevant to the practice in clinical psychology. The paper must integrate relevant multicultural issues and include an evidence based practice perspective.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; completion of PSY6005; PSY6991 must be completed prior to PSY6992

PSY6992 - Master's Paper in Clinical Psychology

(1 unit) This two-part course is designed to assist the students in the preparation of a paper that reviews, analyzes, synthesizes, and proposes practical application in an area relevant to the practice in clinical psychology. The paper must integrate relevant multicultural issues and include an evidence based practice perspective.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; completion of PSY6005; PSY6991 must be completed prior to PSY6992

PSY7002 - Program Development

(2 units) This course provides an introduction and overview of the theory and methods of program development and evaluation, with an emphasis on Social, Mental and Public Health programs.

PSY7003 - PsyD Research Proposal Design

(3 units) Year-long seminar to assist PsyD students in development of researchable questions, critical literature review and preparation of clinical dissertation proposals. Students are encouraged to select sections of the seminar based on compatibility of their research interests with the expertise of the faculty teaching the seminar. Sample research proposal design class topics include: multicultural/international research; case study approaches; health psychology; gender studies; migration and clinical interventions. Credit for the course requires completion of the dissertation proposal orals and additional semesters of PSY7005/PSY7006 must be taken if the student has not finished proposal orals at the end of PSY 7003 and PSY 7004.
Prerequisites: PSY6011 and PSY6012

PSY7004 - PsyD Research Proposal Design

(3 units) Year-long seminar to assist PsyD students in development of researchable questions, critical literature review and preparation of clinical dissertation proposals. Students are encouraged to select sections of the seminar based on compatibility of their research interests with the expertise of the faculty teaching the seminar. Sample research proposal design class topics include: multicultural/international research; case study approaches; health psychology; gender studies; migration and clinical interventions. Credit for the course requires completion of the dissertation proposal orals and additional semesters of PSY7005/PSY7006 must be taken if the student has not finished proposal orals at the end of PSY 7003 and PSY 7004.
Prerequisites: PSY6011, PSY6012 and PSY7003

PSY7010 - Foundations of Measurement

(2 units) This course covers concepts involved in designing and evaluating measurement devices in clinical psychology. Course content addresses classical and contemporary approaches to concepts of reliability and validity, including multi-trait-multi-method approaches to validation.
Prerequisites: PSY6021, PSY6022

PSY7013 - PhD Research Seminar I (2nd Year)

(3 units) Required research course for second year PhD students. Goal of the year is to complete the First Research Project.
Prerequisites: PSY6021, PSY6022, PSY6026, PSY6016
See PSY 6016 for further information on research seminars.

PSY7014 - PhD Research Seminar II (2nd Year)

(3 units) Required research course for second year PhD students. Goal of the year is to complete the First Research Project.
Prerequisites: PSY6021/6022, PSY6026, PSY6016
See PSY 6016 for further information on research seminars.

PSY7031 - Qualitative Methods

(2 units) This course explores the major techniques involved in qualitative research design. The course outlines the role of qualitative research in mental health and clinical psychology; and demonstrates how qualitative methods can be used to explore a wide range of clinically relevant phenomena.

PSY7032 - Ethnography

(2 units)

PSY7033 - Phenomenology

(2 units) This course explores the major technique involved in phenomenology. The course outlines the role of phenomenological research in mental health and clinical psychology; and demonstrates how phenomenological methods can be used to explore a wide range of clinically relevant phenomena.

PSY7034 - Advanced Methods: Grounded Theory Interpretive Methods

(2 units)

PSY7035 - Evidence Based Methods: Meta-Analysis

(2 units) Advanced methods course on Meta-Analysis -- including issues and design of evidence-based treatment research and to create the methodology, results, tables, and discussion sections for a scholarly article related to a meta-analysis research project.
Prerequisites: PSY6051, PSY6052

PSY7036 - Advanced Multivariate Statistics

(2 units) The course presents multivariate research methods as relevant to the study of mental health issues. The course provides more advanced knowledge regarding statistical methods and is part of the sequence of research methods courses.

PSY7037 - Structural Equation Modeling

(2 units) This is a practical course in theory testing. Designs and statistical procedures using structural equation modeling (SEM) will be presented in lectures and each student will design and complete five mini studies. Competency of the scientific

procedure will be accomplished by the student creating hypotheses, gathering possible refuting data, analyzing the data, and interpreting the results in terms of the hypothesis and finally posing alternative hypothesis.

PSY7038 - Advanced Methods: Logistic Regression

(2 units) Advanced methods course on logistic regression - including the basic principles of logistic regression, interpretation of literature, and final research project using logistic regression with SPSS. Final project includes writing up results in a formal paper. This course is part of the sequence of research methods courses.
Prerequisites: PSY6051, PSY6052

PSY7045 - Dissertation Proposal Development

(1.5 units) This course is designed to provide students with the methodological tools as well as the knowledge and skills required to develop a research based dissertation proposal. There are four primary goals. 1) to learn to formulate a relevant research question appropriate for a dissertation in clinical psychology; 2) to learn to develop the methodology for conducting a research study, and 3) to understand the principles of conducting ethically responsible research taking into account multicultural and diversity concerns.

PSY7106 - Biological Foundations of Clinical Practice

(3 to 4 units) This course focuses on topics in the neurosciences that have direct clinical and forensic implications and applications. The course is divided into four main sections: neuropsychology (anatomy and physiology of the brain and autonomic nervous system, neuro-maturation, commonly encountered neurologic disorders that present with psychiatric symptoms), neurobiology of psychiatric disorders (with a focus on anxiety, depression and psychological trauma, psychosomatic medicine; also addressed are treatment implications derived from this body of research), the neuroscience perspectives on psychotherapy and medical disorders that present with psychiatric symptomatology.

PSY7112 - History & Systems of Psychology

(2 to 3 units) The history and development of psychology to the present. Principles of the classical "schools" of Structuralism, Functionalism, Behaviorism, Gestalt Psychology and psychoanalysis are presented and compared, with emphasis on their relevance and contributions to contemporary psychology. Includes a discussion of the history of professional psychology including the development of applied specialties including clinical and industrial-organizational psychology.
(MFT students only: 3 units)

PSY7115 - Psychopharmacology

(2 units) This course introduces graduates to the principles of psychopharmacology as applied in a clinical setting and will help graduates understand the mechanisms of action of the various classes of psychotropic medication used in the treatment and/or management of clinical disorders.

PSY7123 - Cultural Diversity Training
(1 unit) Students participate in monthly learning exercises (or "modules") designed to increase both knowledge and awareness. The course requires exploration of intersecting identities and individual diversity for those who define themselves as part of singular or multiple cultural groups (e.g., an older adult heterosexual woman of Chinese American heritage; a transgender Latino who defines himself as a gay male). The modules offer varying perspectives about cultural identity, normative expectations of cultural engagement (from dominant and minority identified groups), visible and invisible identities, privilege and cultural oppression. Students will develop better self-awareness of the multiple lenses that differentially value aspects of themselves and others, while increasing knowledge about how culture is individually experienced and defined.
Prerequisites: Passing grades in PSY6123 and PSY6124

PSY7127A - Diversity Competency Training
(0.5 units) Students participate in a full day experiential component that explores the 11 dimensions of diversity (age, ability/disability, race, ethnicity, culture, gender, religion, sexual orientation, SES, language, and nationality). The goal is learning that they see through lenses that involve differentially valuing aspects of themselves and others.

PSY7127B - Diversity Competency Training
(0.5 units) Students participate in a full day experiential component that explores the 11 dimensions of diversity (age, ability/disability, race, ethnicity, culture, gender, religion, sexual orientation, SES, language, and nationality). The goal is learning that they see through lenses that involve differentially valuing aspects of themselves and others.

PSY7156 - Psychopharmacology
(1 to 3 units) General principles of psychopharmacology, an overview of neurochemistry and a rational framework for the use of psychoactive drugs, concentrating principally on behavior correlates. The use of psychopharmacological agents in psychotherapy and their phenomenology; substance abuse symptoms and consequences; the relationship between the psychologist and the physician in medication management.

PSY7250 - Counseling in an Organizational Setting
(3 units) Application of counseling techniques to situations which arise in organizational settings. Emphasis is on problem situations, dual career families, management transfer, occupation stress, physical health, occupational development, career guidance, and the use of various tests for diagnosis and placement. Taxonomies of work dysfunctions and mental health disorders.
Prerequisites: ORG6435 or ORG6005; enrollment in Consulting Psychology Specialization or clinical, counseling, or MFT graduate program.

PSY7263 - Death, Loss and Grief
(3 units) Examination of loss and grief as a fundamental human dynamic affecting all of experience. Particular attention to death and its personal and societal implications for clinical practice. Includes strategies and intervention techniques for persons who are dying as well as for families and individuals impacted by loss.

PSY7265 - Aging: Psychological and Religious Development in Adults
(3 units) Examination of the psychological and religious theories and applications to adult development. Particular attention to the aging years and the various stages from retirement to death. Review of the strategies and intervention techniques in light of common physical, mental, spiritual and financial problems confronted by aging.

PSY7290 - Clinical Interventions: Family/Child A
(2 units) This course teaches the basic foundations of intervention from a systems perspective. Students will learn to view people as integral parts of the contexts/systems in which they live and interact. This course emphasizes multicultural and diversity perspectives focusing on a broad definition of family and provides examples across cultures, ethnicities, religions, gender and sexual orientation.

PSY7291 - Clinical Interventions: Family/Child B
(2 units) This course teaches the basic foundations of intervention from a systems perspective. Students will learn to view people as integral parts of the contexts/systems in which they live and interact. This course emphasizes multicultural and diversity perspectives focusing on a broad definition of family and provides examples across cultures, ethnicities, religions, gender and sexual orientation.
Prerequisites: PSY 7290

PSY7292 - Clinical Interventions: Child/Adolescent A
(2 units) This course focuses on the development of the knowledge and practical skills necessary to implement psychotherapeutic interventions with children and adolescents. The three core dimensions of the course involve: 1) understanding developmental theory and using a developmentally-grounded perspective to conceptualize children and adolescents, 2) understanding how the integration of various theoretical orientations can inform the conceptualization of children and adolescents, and 3) forming a working knowledge base of evidence-based interventions for children and adolescents that can be appropriately selected and implemented with children and adolescents.

PSY7293 - Clinical Interventions: Child/Adolescent B
(2 units) This course focuses on the development of the knowledge and practical skills necessary to implement psychotherapeutic interventions with children and adolescents. The three core dimensions of the course involve: 1) understanding developmental theory and using a developmentally-grounded perspective to conceptualize children and adolescents, 2) understanding how the integration of various theoretical orientations can inform the conceptualization of children and adolescents, and 3) forming a working knowledge base of evidence-based interventions for children and adolescents that can be appropriately selected and implemented with children and adolescents.
Prerequisites: PSY 7292

PSY7294 - Clinical Interventions: Adults A
(2 units) This course presents an overview of evidence-based practice of psychotherapy for adults. Students learn current trends and issues in psychological intervention research, emphasizing integrating evidence-supported common factors correlated with positive outcome in psychological intervention with clinical expertise in the context of client characteristics, culture, values and preferences.

PSY7295 - Clinical Interventions: Adults B
(2 units) This course presents an overview of evidence-based practice of psychotherapy for adults. Students learn current trends and issues in psychological intervention research, emphasizing integrating evidence-supported common factors correlated with positive outcome in psychological intervention with clinical expertise in the context of client characteristics, culture, values and preferences.
Prerequisites: PSY 7294

PSY7302 - MFT Research Methods
(3 units) Examines tools used in the processes of organized inquiry in the field of MFT. The basic concepts and processes of research methodology, data analysis and evaluation of MFT research is covered along with a significant review of MFT research. Focus is on qualitative and quantitative research and methodologies.

PSY7305 - MFT Residency I
(1 unit) Translates knowledge base gained in theory courses into skill set. It has online and in-person compositions. Students submit video recordings of general therapeutic skill role plays online. During the in-person residency, students will practice presentation skills, specific CFT model/theory-informed interventions, and group therapy skills. Students will participate in small and large group exercises, observe each other's practice, provide and receive feedbacks from faculty and fellow students.
Prerequisites: PSY6312A; PSY6312B; PSY6322A; PSY6322B; PSY6310; PSY6326A; PSY6326B; PSY6360

PSY7311 - Couples Therapy
(3 units) Exploration of the sociology and intervention theories of marital and related interventions for dealing with a variety of couples, marital and divorce issues, e.g. dual-career, multicultural/multinational, domestic violence, alcoholic, remarriage. Course includes assessment and intervention of spouse and partner abuse. Instruction through lecture, discussions, role playing and videotapes.

PSY7311A - Couples Therapy

(1.5 units) Exploration of the sociology and intervention theories of marital and related interventions for dealing with a variety of couples, marital and divorce issues, e.g. dual-career, multicultural/multinational, domestic violence, alcoholic, remarriage. Course includes assessment and intervention of spouse and partner abuse. Instruction through lecture, discussions, role playing and videotapes.

PSY7311B - Couples Therapy

(1.5 units) Exploration of the sociology and intervention theories of marital and related interventions for dealing with a variety of couples, marital and divorce issues, e.g. dual-career, multicultural/multinational, domestic violence, alcoholic, remarriage. Course includes assessment and intervention of spouse and partner abuse. Instruction through lecture, discussions, role playing and videotapes.

PSY7312 - Sex Therapy in Marriage and Family Therapy

(2 units) This course is designed to give the student a basic introduction and understanding of sex therapy assessment, theory and intervention. Basic sexual dysfunctions and difficulties are covered along with major behavioral and systemic treatment approaches.

PSY7314 - MFT Assessment

(3 units) A survey of the major assessment techniques in MFT clinical practice. Includes intellectual, personality and couple and family assessment techniques. Emphasis is on administering and interpreting major assessment instruments used by family therapists for identification of mental health problems in individuals, couples and families.
Please note there is a mandatory lab assessment fee for this course.

PSY7330 - Chemical Dependency and the Family

(3 units) Examines definitions of chemical dependency relative to the family. Discussion of etiology, medical aspects, evaluation of the family and treatment approaches, legal aspects, special populations, community resources and referral processes. Education and prevention relative to the family.

PSY7360 - MFT Practicum

(3 units) Observation and supervision of marital and family therapy in an approved clinic or public agency and a course involving case presentations, live and videotape supervision of therapy experiences. The practicum program requires 500 hours of direct client contact, 200 of which must be with couples or families; students receive 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation, videotape or audiotape. Students must be enrolled in a practicum course until all hour requirements are complete. Course must be taken a minimum of 3 times continuously for a minimum total of 9 units.
Prerequisites: PSY6310, PSY6311, PSY6312, PSY6313, PSY6322, PSY6323, PSY6326, PSY6360. Approval of CFT Clinical Training Coordinator.

PSY7369 - Practicum Extension

(0 units) Observation and supervision of marital and family therapy in an approved clinic or public agency and a course involving case presentations, live and videotape supervision of therapy experiences. The practicum program requires 500 hours of direct client contact, 200 of which must be with couples or families; students receive 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation, videotape or audiotape. Students must be enrolled in a practicum course until all hour requirements are complete.
Prerequisites: PSY 7360 (3 semesters at 3 units each, 9 units total). Approval of CFT Clinical Training Coordinator.

PSY7417 - Adult and Career Development

(3 units) Reviews theories and empirical research relevant to the psychology of adult and career development. Topics include: theories and research findings on adult phases of development, major career theories, theories and research on aging, impact of adult changes on work motivation, abilities, interests and personality; interaction of work and non-work issues for adults over the course of the adult life cycle. Implications of these theories and research for the practice of I/O Psychology, Organizational Psychology, and Consulting Psychology are discussed.

PSY7429 - Individual and Executive Coaching

(3 units) Review of the literature concerning individual interventions relevant for work and consulting applications including coaching, work dysfunction and differentiating normal and psychopathological issues. Students learn and practice assessment and intervention techniques relevant for coaching and other individual-level consulting interventions.
Prerequisites: ORG6435 and PSY7435 or permission of instructor.

PSY7430 - Individual and Executive Coaching Lab

(1 unit) This Lab must be taken in conjunction with PSY7429 for those students in the Consulting Psychology specialization. Strongly recommended for others taking the course.

PSY7435 - Individual and Leadership Assessment

(3 units) Review of individual assessment techniques for vocational and business applications including learning to use measurement tools relevant for assessing occupational interests, abilities (including intelligence) and work-related personality constructs. Completion of at least three comprehensive individual assessments is required as part of the "lab" portion of the course.
Prerequisites: ORG6016, ORG7020
Please note there is a mandatory lab assessment fee for this course.

PSY7436 - Individual and Leadership Assessment Lab

(1 unit) This Lab must be taken in conjunction with PSY 7435 for those students in the Consulting Psychology specialization. Strongly recommended for others taking the course.
Please note there is a mandatory lab assessment fee for this course.

PSY7437 - Ethical, Legal, and Professional Issues in Organizational Psychology

(3 units) Reviews various types of professional practice including academic settings, private practice, internal and external consulting and addresses legal and ethical issues in these practices. Discusses emerging opportunities for Industrial and Organizational Psychologists, and issues concerning students' professional self-identity, self-reflection, career plans, and new roles and opportunities that may arise as a result of their educational program.
Prerequisites: Passing Comprehensive Exam (SFE); enrollment in at least one of the dissertation courses or internship courses

PSY7501 - Theory and Practice of Psychotherapy: Individual

(3 units) A framework for understanding the patient's communications-verbal and nonverbal-symptoms and behavioral manifestations with an emphasis on the therapist's interventions. Special consideration will be given to the specific problems introduced into therapy by different sexual and ethnic contexts. May be repeated for elective credit, provided a different therapeutic orientation is taken.

(Topics vary)

1. Psychodynamic (Prerequisite: PSY6524)
2. Cognitive (Prerequisite: PSY6525)
3. Existential (Prerequisite: PSY6526)
   Prerequisites: PSY6520

PSY7502 - Sociocultural Diversity

(3 units) The course initiates a process for students to learn to work with a culture different than their own and with a culture identified as an ethnic/racial minority in the United States. It covers: identity development, acculturation, class, prejudice and discrimination, demographics and epidemiology and verbal and non- verbal communication in the context of culture and values. Examples of courses offered in this area are: African American Psychology; Asian American Psychology; and Latino American Psychology.
Prerequisites: PSY6121 and PSY6122

PSY7503 - Family Psychotherapy

(3 units) Focuses on the family as a system, including communication, alliances and boundaries. Understanding the protective function of symptoms and the family's resistance to change. Designing treatment strategies from several differing theoretical viewpoints.
Prerequisites: PSY6520 and PSY6540

PSY7504 - Theory and Technique of Clinical Practice

(3 units) In-depth study of psychotherapy within a specific theoretical framework. Sections offered include psychodynamic, cognitive/behavioral, family systems, and child treatment.
Prerequisites: San Francisco PhD: PSY 6518
San Francisco PsyD: No prerequisite required.

PSY7505 - Clinical and Ethical Issues

(2 to 3 units) Taken concurrently with Field Practicum I by second year clinical PhD students and with Field Practicum II by clinical PsyD students. This seminar provides a small group format for field placement advising, discussion of agency entry issues and preparation of clinical case materials. Particular emphasis is placed on developing competency in history taking and initial interviewing, case formulation and treatment planning and the understanding of ethical and professional issues in the context of field work.

Prerequisites: PhD students: PSY 6528
PsyD students: PSY6528, PSY6541 and PSY6543
Co-requisite: PsyD students: PSY7527

PSY7506 - Clinical and Ethical Issues

(2 to 3 units) Taken concurrently with Field Practicum I by second year clinical PhD students and with Field Practicum II by clinical PsyD students. This seminar provides a small group format for field placement advising, discussion of agency entry issues and preparation of clinical case materials. Particular emphasis is placed on developing competency in history taking and initial interviewing, case formulation and treatment planning and the understanding of ethical and professional issues in the context of field work.

Prerequisites: PhD students: PSY6528
PsyD students: PSY6528, PSY6541, PSY6542 and PSY7505
Co-requisite: PSY7528

PSY7510 - Teaching Methods

(3 units) Teaching Methods is a skills based course designed to prepare professional school students to teach effectively at the undergraduate and graduate level. Students will learn about the theories and methods for effective educational instruction and review research about learning outcomes. The skills taught in the course include, course design and development, instructional methods, assessment methods, faculty-student relationship issues, ethics in teaching and the effective delivery of course materials. Multicultural issues are integrated into course readings, content and assignments.

PSY7514 - Advanced Assessment Elective

(3 units) (Topics vary)

1. **General** - Development of skills for integrating multiple assessment instruments to produce a meaningful and thoughtful personality analysis. Focus on the clinical inference process. Emphasis on the selection, interpretation and report writing of comprehensive psychological batteries.
2. **Children** - Emphasis on assessment and formulation of treatment recommendations for learning and emotional disorders in children.
3. **Cultural**
4. **Psychodynamic**
5. **Forensic**
6. **Multicultural Couples Therapy** - This is an introductory course in exploring and understanding multicultural issues in couples therapy. It is designed to begin to develop skills in conceptualizing couples from an integrative approach in assessment and intervention. This course combines clinical theory and skills development with an appreciation of ethnicity and cultural perspectives. Critical to this course is an emphasis on the clinician's and the clients' ethnicity, race, family of origin, values and gender issues that influence the clinical process. The course explores the adaptive challenges in cross-cultural clinical work with couples. It is both didactic and experiential and students participate through (1) group discussion, (2) role playing and (3) reaction papers to the course material and learning process.
7. **Child Assessment** - Provides an overview of child assessment techniques including developmental history taking, clinical interviewing, administering and interpreting test results, writing reports and providing feedback. Actual assessment experience is part of the course. Students discuss professional and ethical issues involved with child assessment and how to adapt assessments according to cultural diversity and special needs.
8. **Couple Assessment and Intervention** (3, 3 units) - Applications of psychodynamic, systemic, humanistic and communication-interactional concepts to conceptualizing couples and intervening to promote relationship awareness, communication skills, empathy, intimacy collaboration, empowerment, appreciation of differences, conflict reduction, collusion reduction and mutuality of individual and relationship development. Discussion focuses on the contexts of intergenerational legacies, gender, sex roles, ethnicity and sexual orientation. the teaching methods are case analysis, experiential role playing, assignments with volunteer couples and reaction papers.
9. **Cognitive Analysis of Personality and Pathology by the Use of Tests** (3, 3 units) - This course is designed as an advanced clinical course for the dynamic understanding of personality and psychopathology through the use of data from psychological assessment tools. The course will require a good basic ability and interest in assessment. Test instruments will be used to understand the cognitive strengths and weaknesses of individuals as well as personality and psychopathology dynamics that will help in treatment planning. The test instruments will include those used in the basic assessment course at CSPP. The student will also be required to learn some neuropsychology tests. This two semester course will help students develop the ability to use tests in their understanding of clients and in developing therapeutic approaches to the intervention process.
10. **Clinical Inference**

Prerequisites: PSY6501, PSY6503 and PSY6523.
Please note there is a mandatory lab assessment fee for this course.

PSY7515 - Psychodiagnostic Assessment

(3 units) Introduction to the broad spectrum of psychological assessment procedures, techniques and instruments. The selection, administration, scoring and interpretation of objective and projective testing instruments. Comprehensive, integrative report writing.

Prerequisites: Clinical program enrollment, PSY6523; PSY6501
Please note there is a mandatory lab assessment fee for this course.

PSY7516 - Psychodiagnostic Assessment

(3 units) Introduction to the broad spectrum of psychological assessment procedures, techniques and instruments. The selection, administration, scoring and interpretation of objective and projective testing instruments. Comprehensive, integrative report writing.

Prerequisites: Clinical program enrollment, PSY6523; PSY6501
Please note there is a mandatory lab assessment fee for this course.

PSY7517 - Assessment Lab

(0.5 units) The laboratory section meeting is expected to parallel and augment the didactic content taught. One function of the laboratory section meetings will be to work on developing competency in administering and scoring the psychological tests covered in the course.

PSY7518 - Assessment Lab

(0.5 units) The laboratory section meeting is expected to parallel and augment the didactic content taught. One function of the laboratory section meetings will be to work on developing competency in administering and scoring the psychological tests covered in the course.

PSY7520 - Community Psychology

(3 units) This course provides students with an opportunity to visit community mental health agencies in San Francisco Bay Area. Through interacting with US based practitioners and scholars, the students will engage in critical thinking and discussions regarding current issues relevant in their own community in Japan. Special topics addressed in this course include domestic violence, child abuse, and addiction.

Prerequisites: Enrollment in the Clinical Psychology MA program - Japan

PSY7521 - Psychological Assessment III: Integration

(2 to 3 units) The focus of this course is on continued learning of personality assessment instruments and techniques and on integration of assessment data.

Prerequisites: PSY6512 and PSY6512a
Please note there is a mandatory lab assessment fee for this course.

PSY7525 - PhD Practicum I

(2 to 3 units) A roughly 20-hour/week field placement for second year clinical PhD program students in an agency setting approved by the school; 38 weeks required per year.

Prerequisites: San Francisco PhD: PSY6528
San Diego PhD: PSY6520, PSY6501, PSY6523
Co-requisite: San Francisco PhD: PSY7505/PSY7506
San Diego PhD: PSY7551

PSY7526 - PhD Practicum I

(2 to 3 units) A roughly 20-hour/week field placement for second year clinical PhD program students in an agency setting approved by the school; 38 weeks required per year.
Prerequisites: San Francisco PhD: PSY6528
San Diego PhD: PSY7525, PSY6520, PSY6501, PSY6523
Co-requisite: San Francisco PhD: PSY7505/PSY7506
San Diego PhD: PSY7551

PSY7527 - PsyD Practicum II

(2 units) A 16-20 hour/week field placement for second year PsyD program students in an agency setting approved by the school; 38 weeks required per year.
Prerequisites: PSY6541, PSY6542 and PSY6528
Co-requisite: PSY7505

PSY7528 - PsyD Practicum II

(2 units) A 16-20 hour/week field placement for second year PsyD program students in an agency setting approved by the school; 38 weeks required per year.
Prerequisites: PSY6541, PSY6542 and PSY6528
Co-requisite: PSY7506

PSY7529 - Cognitive-Behavioral Approaches to Interventions

(3 units) Theoretical foundations and practice of cognitive, behavioral and cognitive behavioral interventions with individuals and groups.

PSY7530 - Cognitive-Behavioral Approaches to Interventions

(3 units) This course is designed to increase competency in the application of theory and research to evidence-based clinical practice; to learn and apply evidence-based protocols to various disorders and symptoms, to develop clinical competencies, such as cognitive case conceptualization, treatment formulation, intervention and assessment of treatment, and to facilitate the clinical skill development needed for the above.

PSY7531 - Beginning Practicum

(1 unit) In this two-sequence course, taken in conjunction with Advanced Practicum, students will learn about case conceptualization, diagnostic considerations, treatment goal setting, and intervention approaches. Case presentations are conducted in a group setting, where the students will learn how to provide and receive constructive feedback, as well as how to integrate the feedback into the client care.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; Must be taken together with PSY7573 & PSY7574

PSY7532 - Beginning Practicum

(1 unit) In this two-sequence course, taken in conjunction with Advanced Practicum, students will learn about case conceptualization, diagnostic

considerations, treatment goal setting, and intervention approaches. Case presentations are conducted in a group setting, where the students will learn how to provide and receive constructive feedback, as well as how to integrate the feedback into the client care.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; Must be taken together with PSY7573 & PSY7574

PSY7537 - Psychodynamic Approaches to Intervention

(3 units) An introduction to the theory and practice of psychodynamic clinical intervention. The course addresses concepts, processes and techniques that are common among various contemporary approaches including object relations, ego psychology and self psychology. Time-limited, evidence-based approaches are examined.

PSY7538 - Psychodynamic Approaches to Interventions

(3 units) The goal of the course is to help students develop knowledge and skills in contemporary psychodynamic psychotherapy. Students will learn to conceptualize patients' issues using several psychodynamic theories and to develop interventions based upon and consistent with their conceptualizations, adapting concepts and interventions to diverse populations. Students will practice clinical case presentation skills and will practice formulating cases from various psychodynamic perspectives.

PSY7539 - Family and Couples Psychotherapy

(3 units) This course offers an overview of family and couples psychotherapy. There is an emphasis in this course on what the major theories are and how they can be applied in practice. Theories coverage includes Bowen, Minuchin, the Palo Alto group, Satir, and others. Video presentations, discussion, and role-play exercises are used in this course. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan
Offered alternately in even years, for 1st & 2nd year students.

PSY7543 - Systems Approaches to Intervention

(3 units) Examination and integration of various family systems approaches to treatment.

PSY7544 - Systems Approaches to Intervention

(3 units) The purpose of this course is to offer you the opportunity to develop an active understanding of family therapy theory and practice.

PSY7546 - Cognitive Behavioral Approaches to Interventions

(2 units) Theoretical foundations and practice of cognitive, behavioral and cognitive behavioral interventions with individuals and groups.
Prerequisites: Fresno PsyD Clinical Psychology: G2 status in program or instructor approval

PSY7547 - Psychodynamic Approaches to Intervention

(2 units) An introduction to the theory and practice of psychodynamic clinical intervention. The course addresses concepts, processes and techniques that are common among various contemporary approaches including object relations, ego psychology and self psychology. Time-limited, evidence-based approaches are examined.
Prerequisites: Fresno PsyD Clinical Psychology: G2 status in program or instructor approval

PSY7548 - Systems Approaches to Interventions

(2 units) Examination and integration of various family systems approaches to treatment.
Prerequisites: Fresno Clinical PsyD Clinical Psychology: G2 status in program or instructor approval

PSY7549 - Group Psychotherapy

(2 units) This course emphasizes the use of group approaches in psychotherapy. Review of group formation and intervention, group process and termination in group psychotherapy. A variety of approaches and their applications will be discussed. Learning methods will include both didactic and experiential components. Students' experiences with groups in the field may be integrated within the context of this course.
Prerequisites: Fresno PsyD Clinical Psychology: G2 status in program or instructor approval

PSY7550 - Practicum in Professional Psychology

(1 unit) Twelve to twenty hours/week at an agency setting provided by the school (minimum of 800 hours total required). Required each semester of students who are enrolled in the second year of the standard program.
Prerequisites: PSY6520 and PSY6523; PSY6550 is an additional prerequisite for clinical PsyD students

PSY7551 - Practicum Consultation

(1 unit) Students will have the opportunity to review and consult about their work at practicum sites. In addition, issues of sexual attraction in therapy and treatment issues relating to diversity are addressed.

PSY7553 - Field Based Practicum

(1.5 to 2 units) This required professional training experience for all clinical students is taken in the second year by PsyD students and in the third year by PhD students. It involves 15 hours per week of supervised mental health services and training in an agency affiliated with CSPP-Los Angeles' Clinical Field Training Office. All students receive direct experience in psychotherapeutic interventions during the practicum, although the specific nature and extent of therapy activities varies among settings. The practicum is a prerequisite and provides crucial preparation for the subsequent predoctoral internship.

PSY7554 - Field Based Practicum

(1.5 to 2 units) This required professional training experience for all clinical students is taken in the second year by PsyD students and in the third year by PhD students. It involves 15 hours per week

of supervised mental health services and training in an agency affiliated with CSPP-Los Angeles' Clinical Field Training Office. All students receive direct experience in psychotherapeutic interventions during the practicum, although the specific nature and extent of therapy activities varies among settings. The practicum is a prerequisite and provides crucial preparation for the subsequent predoctoral internship.

PSY7556 - Practicum Consultation and Ethics

(1.5 units) This course is designed to familiarize students with ethics, the psychology licensing laws and the regulations pertaining to the practice of psychology. In addition, issues of sexual attraction in therapy and treatment issues relating to diversity are addressed. Students will have the opportunity to review and consult about their work at practicum sites.
Co-requisite: San Diego PhD: PSY7525, PSY7526

PSY7557 - Professional Development and Group Approaches - Second Year

(0.5 units) This two-part course is the second year continuation of the first year professional development and group approaches course. Emphasis is placed on the preparation for practicum, the necessary knowledge for beginning clinicians, and fostering professional development as a master's level clinical psychology practitioner. The students will also build upon group therapy skills through reading, participation in group projects, and discussion. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan

PSY7558 - Professional Development and Group Approaches - Second Year

(0.5 units) This two-part course is the second year continuation of the first year professional development and group approaches course. Emphasis is placed on the preparation for practicum, the necessary knowledge for beginning clinicians, and fostering professional development as a master's level clinical psychology practitioner. The students will also build upon group therapy skills through reading, participation in group projects, and discussion. Relevant multicultural issues in Japan will also be discussed.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan

PSY7564 - Ethics

(1 unit) This course is designed to familiarize students with ethics, the psychology licensing laws and the regulations pertaining to the practice of psychology.

PSY7565 - Advanced Ethics and Professional Issues

(2 units) Emphasis on current political and ethical issues through an examination of the development of professional psychology. Special reference to the history of grassroots professional participation at local, state and national levels. Legislative developments affecting psychology discussed with an emphasis on the current status of professional training, licensing and continuing education.

PSY7566 - Ethical Foundations of Clinical Practice

(2 units) Basic foundations course examining professional issues, HMOs, PPOs, risk management and documentation.
Prerequisites: Passing grade in PSY6530
Fresno PhD Clinical Psychology: None
Fresno PsyD Clinical Psychology: G2 status in program, PSY6530A or instructor approval

PSY7570 - Preparation for Doctoral Candidacy

(0 units) This one-day required course session is intended to help students prepare for completion of the doctoral dissertation.

PSY7571 - Second Year Clinical Practicum

(2 units) Prepares students to function as interns in psychological agencies. 15 hours per week advanced practicum.
Prerequisites: Passing grade in PSY6570
Fresno PhD Clinical Psychology: None
Fresno PsyD Clinical Psychology: Passing grade in all prior practicum courses

PSY7572 - Second Year Clinical Practicum

(2 units) Prepares students to function as interns in psychological agencies. 15 hours per week advanced practicum.
Prerequisites: Passing grade in PSY7571
Fresno PhD Clinical Psychology: None
Fresno PsyD Clinical Psychology: Passing grade in all prior practicum courses

PSY7573 - Advanced Practicum

(2 units) Students will complete 320 hours of supervised practical field experience in an agency of their community. All students will receive direct and indirect experience in psychotherapeutic interventions. The experience may include activities such as advanced reading, charting, telephone crisis counseling, observation, co-therapy, assessment, report writing, and supervised clinical work with children, adults, families, and groups.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; Completion of PSY6141, 6142, 6557, 6558, 6516, 6115, 6527, 6213, 6214, 6203, 6204, 7557, 7558, 6221, 6005, 7539, 6581, and 6582; Must be taken together with PSY7531 & 7532

PSY7574 - Advanced Practicum

(2 units) Students will complete 320 hours of supervised practical field experience in an agency of their community. All students will receive direct and indirect experience in psychotherapeutic interventions. The experience may include activities such as advanced reading, charting, telephone crisis counseling, observation, co-therapy, assessment, report writing, and supervised clinical work with children, adults, families, and groups.
Prerequisites: Enrollment in the Clinical Psychology MA program - Japan; Completion of PSY6141, 6142, 6557, 6558, 6516, 6115, 6527, 6213, 6214, 6203, 6204, 7557, 7558, 6221, 6005, 7539, 6581, and 6582; Must be taken together with PSY7531 & 7532

PSY7576 - Summer Practicum

(1 unit) Experience in a mental health setting for 15 to 20 hours per week.
Prerequisites: Fresno PsyD Clinical Psychology: Passing grade in all prior practicum courses

PSY7580 - Play Therapy

(2 units) Theoretical foundations and practice of play therapy with a wide variety of populations in multiple practice settings.
Prerequisites: Fresno PsyD Clinical Psychology: G2 status in program or instructor approval

PSY7602 - Theory and Practice of Psychotherapy: Child

(3 units) Treatment approaches to the small child, the latency-aged child and the adolescent. A consideration of play therapy and other interventions with attention given to the special therapeutic requirements of delinquency, childhood depression and adolescent alienation.
Prerequisites: PSY6520, PSY6140, PSY6523

PSY7604 - Group Psychotherapy

(2 to 3 units) This course emphasizes the use of group approaches in psychotherapy. Review of group formation and intervention, group process and termination in group psychotherapy. A variety of approaches and their applications will be discussed. Learning methods will include both didactic and experiential components. Students' experiences with groups in the field may be integrated within the context of this course.

PSY7605 - Clinical Elective - Practice Seminars

(1 to 3 units) (Topics vary)

1. Clinical Interventions with Children
Introduces students to the theory and practice of child and family psychotherapy, focusing on specific interventions with children individually, with parents, in families, and in the contexts in which they interact. The first part of the course focuses on O'Connor's Ecosystemic Theory in treating children. Specific attention is given to understanding the theory, learning how to evaluate a child, formulating a treatment plan and intervening with children who live and function within the contexts of family, peers, schools, cultures and many other systems. In the second part of the course, students learn and practice interventions that are research and theoretically based and designed for treatment of a variety of psychological disorders and problems that occur with children. Interventions target all areas in which the child lives, especially parental and family influences. It is assumed that the students have a sound knowledge of development and life span issues, though the course revisits these issues briefly.

2. Advanced Child Assessment Provides students with knowledge and skills in assessing children (emphasis on school-aged children). Students will learn principles of assessment techniques--primarily from a hypothesis-testing approach-and will learn to integrate information from various sources to form a comprehensive

picture of the child. Students will develop the ability to assess children within a framework that is both developmentally- and culturally-sensitive.

3. **Integrated Approach to Sex, Intimacy and Relationships 1 and 2 (IFC Emphasis)** Students in this year long, advanced IFC elective will be taught an integrated therapy approach to sex, intimacy and relationship problems. The goal of this elective is to teach students how to do multigenerational, differentiation based therapy with heterosexual and homosexual couples from diverse ethnic, cultural and religious backgrounds. You will also learn about what the research says about the effectiveness of couple and sex therapy. Lectures along with class discussions, role-plays, and video clips will be used. You will learn tools and strategies for effective differentiation based therapy.

4. **Program Development and Evaluation** This course provides the student with an overview of the principles of prevention and intervention research design. The primary goal of the course is to help students learn the fundamentals of problem identification, program design, development and evaluation. This course can also help to "jump start" Doctoral project and Dissertation preparation.

5. **Loss, Grief and Bereavement (CH emphasis)**

6. **Media Consultation and Community Mental Health Advocacy** This course focuses on basic theory and conceptualization used in the practice of community mental health advocacy via media. Students will learn to evaluate mental health related media and will be actively involved relationship building projects targeting various media outlets. Must be G3 status or greater.

7. **Clinical Psychology Perspectives in China** This cultural immersion course offers an up-close look at Chinese mental health. Highlights in Beijing, Xian and Shanghai include major sights and visiting other mental health professionals to learn how values and history influence mental health.

8. **Pediatric Psychology**

PSY7610 - Cultural Seminar
(3 units) Topics vary:
1. Current Topics & Considerations for Working Successfully w/Latinos in Clinical Practice: A Multicultural Perspective - This multicultural elective is for doctoral level students interested in cross-cultural clinical work, specifically with the Latino population.
2. Psychology of Women and Feminist Therapy - This course will focus on theoretical understandings of the psychological development of women and their clinical applications. Traditional theories and contemporary feminist theories of women's development will be discussed
3. Cultural Psychology of Migration (Gender and LGBT Issues) - This course will focus on the psychological impact of migration with a particular emphasis on the lives of women immigrants and some reference to LGBT issues in migration. The course analyzes the impact of intersections of gender, race, ethnicity, class and sexual orientation on women's experience of migration.

4. Psychology of Men - This course will seek to introduce students to contemporary concepts of gender and masculinity. In addition, students will learn about male gender theory and applying concepts of masculinity to major theoretical schools of thought.

PSY7615 - Neuropsychological Assessment
(3 units) The application of neuropsychological assessment techniques to clinical case materials. Seminar analysis and discussion of actual case data supplied by instructor and students. Clinical, educational, rehabilitative and forensic applications of neuropsychological assessment findings.
Prerequisites: PSY8555

PSY7625 - Intro to Clinical Medicine I
(3 units) This course is designed to develop knowledge of clinical medicine and the disease paradigm in order to interact with professional competence among clinical colleagues. Student will be able to comprehend and describe the physiology of organ systems, the pathophysiology and clinical presentation of common disease states, as well as to outline diagnostic work-up, and present a limited differential diagnosis for common clinical presentations. Students will have a proficient use of medical terminology and will be familiar with chart documentation and communication with colleagues.
Prerequisites: PSY6620

PSY7627 - Psychology of Health and Illness
(3 units) This is the benchmark course of the Health Emphasis Area. The major aims of the course are to familiarize graduates with the overarching, contemporary issues related to health and illness, to stimulate a dialogue about these issues, to introduce the evolving roles of the clinical health psychologist in diverse settings, and to explore how these phenomena fit into the graduates' own research and practice interests.

PSY7629 - Primary Care Behavioral Medicine
(2 to 3 units)

PSY7633 - Health Psychology Intervention: Research and Practice Addressing Health Disparities
(3 units) This course addresses the efficacy of health psychology interventions such as stress management, exercise, weight management, smoking cessation, dietary interventions, medical self-management in the context of health disparities. Students will develop skills in designing and implementing health psychology interventions for underrepresented and marginalized populations.

PSY7634 - Pediatric Psychology
(2 units) Describes the major stresses for children who are hospitalized and ways of reducing those stresses.
Prerequisites: PSY7580

PSY7636 - Play Therapy: Interventions
(2 units) An experientially based course in which students learn an array of play techniques.
Prerequisites: PSY7580, PSY7635
Fresno PsyD Clinical Psychology: PYS7580

PSY7640 - Creativity Theory and Practice
(2-3 units) Explores creativity theories, research and seminar exercises for direct use in group or individual therapy.

PSY7642 - Psychology of Women's Health
(2 to 3 units) The psychological impact of physiological and reproductive functions are considered in light of current social, political, legal and ethical dilemmas.

PSY7643 - Transference and Counter Transference
(3 units) An overview of theoretical and technical considerations in understanding the unfolding of transference and counter-transference paradigms in the course of psychoanalytically oriented psychotherapy.

PSY7650 - Integrative Psychology Elective
(1 to 3 units)

(Topics vary)
A variety of advanced topics in integrative psychology for clinical students. Sample topics include:

1. Introduction to Jung and Shadow
2. Mindfulness-based Therapies
3. The Psychology of Terrorism
4. Narrative Psychology
5. Spirituality and Psychology
6. Creativity: Theory, Research, and Writing

PSY7653 - Group Therapy for Children and Adolescents
(2 units) This course reviews a variety of theories and formats for conducting group psychotherapy with children and adolescents. The ways in which the clients' developmental level impacts the formation the group, the types of intervention used as well as the group process will be emphasized.

PSY7655 - Family Approaches to Treatment of Juvenile Delinquency
(2 units) Provides an overview of juvenile delinquency, and its precursors and preventative factors. Course will focus on effective treatment practices for counselor with a focus on utilizing family treatment strategies and techniques
Prerequisites: PSY6704, PSY6728, PSY6709

PSY7906A - PhD Proposal Development
(0.5 units) This PhD course is designed to provide students with the methodological tools as well as the knowledge and skills required to develop a research based dissertation proposal. There are four primary goals: 1) to learn to formulate a relevant research question appropriate for an applied dissertation in clinical psychology; 2) to develop the skills to conduct a research literature review; 3) to learn to develop the methodology for conducting a research study, and 4) to understand the principles of conducting ethically responsible research taking into account multicultural and diversity concerns.

PSY7906B - PhD Proposal Development
(0.5 units) This PhD course is designed to provide students with the methodological tools as well as the knowledge and skills required to develop a research based dissertation proposal. There are four primary goals: 1) to learn to formulate a relevant research question appropriate for an applied dissertation in clinical psychology; 2) to develop the skills to conduct a research literature review; 3) to learn to develop the methodology for conducting a research study, and 4) to understand the principles of conducting ethically responsible research taking into account multicultural and diversity concerns.

PSY7911 - PsyD Proposal Development
(2 to 3 units) This course is designed to facilitate the development, completion, and defense of a PsyD research proposal. The focus is on learning and practicing the research and writing skills necessary to begin the PsyD dissertation process.
Prerequisites: Passing grades in PSY6051 and PSY6052

PSY7912 - PsyD Proposal Development
(2 to 3 units) This course is designed to facilitate the development, completion, and defense of a PsyD research proposal. The focus is on learning and practicing the research and writing skills necessary to begin the PsyD dissertation process.
Prerequisites: Passing grade in PSY7911

PSY7913 - Psy.D. Proposal Development
(1 unit) Critically evaluating and being able to execute qualitative and quantitative research proficiently are core competencies involved in earning the Psy.D. in clinical psychology. The goals of the Research Seminar are (a) to develop students' research skills, knowledge and ability to evaluate empirical research, particularly with relevance to their own area of research specialization; (b) provide a support structure to help students progress in developing their dissertation research; (c) provide a forum for students to apply research and statistical concepts learned in other courses to the design of their own and others' projects; (d) encourage enthusiasm and respect for the research bases of the field; and (e) further students' development of an area of research specialization.

PSY8005 - PhD Research Seminar (3rd Year)
(3 units) Required research course for third year PhD students. Goal of the year is the formation of a dissertation committee and the completion of the dissertation proposal. See PSY 6016 for further information on research seminars.
Prerequisites: San Francisco PhD: PSY7013/7014
Co-requisite: concurrent registration in PSY 8990 (San Diego)

PSY8006 - PhD Research Seminar (3rd Year)
(3 units) Required research course for third year PhD students. Goal of the year is the formation of a dissertation committee and the completion of the dissertation proposal. See PSY 6016 for further information on research seminars.
Prerequisites: San Francisco PhD: PSY7013/7014
Co-requisite: concurrent registration in PSY 8990 (San Diego)

PSY8007 - Advanced Research Methodology
(3 units) A variety of advanced topics in research methodology and statistics for PhD students. Designed to focus on specific methods for use in dissertation research. Sample topics include program evaluation, observational research, research interviewing, case study research, multiple linear regression, qualitative methods, test construction and multivariate methods.

PSY8015 - Clinical Administration and Practice Management
(2 units) Explores the fundamentals of clinical administration and practice management in service delivery and training settings. Leadership skills, accounting, finance, MIS, marketing, quality improvement and human resource functions are addressed.

PSY8119 - Professional Roles
(2 units) This course facilitates the Clinical PsyD student's transition to professional psychology. Areas of focus: (1) introduction to various psychological professions, considering process and content while examining attitudes, emotions, and responsibilities; (2) ethical and professional standards in psychology, emphasizing consumer protection and professional growth; and (3) development of professional skills not emphasized in previous classes (e.g., APA internship application, interview preparation, etc).

PSY8120 - Clinical Supervision and Consultation
(2 units) This course is designed to facilitate the student's transition from student to Professional Psychologist, with a special focus upon skills associated with ethics and clinical supervision. The course will primarily focus on two areas: 1) ethics and professional issues in psychology and 2) the conceptual framework, research, and skills associated with clinical supervision.

PSY8123 - Cultural Diversity Training
(1 unit) Students participate in monthly learning exercises designed to increase skill, knowledge and awareness in multicultural competency and in the application of diversity to clinical work. The course requires exploration of intersecting identities and individual diversity for those who define themselves as part of singular or multiple cultural groups (e.g., an older adult heterosexual woman of Chinese American heritage; a transgender Latino who defines himself as a gay male). The learning exercises offer varying perspectives about cultural identity, normative expectations of cultural engagement (from dominant and minority identified groups), visible and invisible identities, privilege and cultural oppression. Students will strengthen multiculturally-competent clinical skills related to interviewing, assessment, case conceptualization, and treatment planning. These skills will allow students to "bring culture into the room," to recognize their own biases and assumptions when working with diverse groups, to talk about themselves as cultural beings with their clients, and to address cultural dynamics as they occur.
Prerequisites: PSY6123; PSY6124; PSY7123

PSY8127 - Clinical Interventions with Diverse Populations
(1 to 2 units) This course is designed to support student skills and application of multicultural competency in clinical practice. Students will participate in learning exercises to better understand how diversity is incorporated into assessment, conceptualizqation, diagnosis, treatment planning, intervention, and advocacy/social justice. This class builds on knowledge gained from previous diversity classes and specifically focuses on building skill and gaining confidence and competency.
Prerequisites: PSY7127A, PSY7127B

PSY8311 - Advanced Couples Therapy
(3 units) Focuses on an advanced understanding and evaluation of the major empirically supported forms of couples therapy including Emotionally Focused Therapy, Integrative Behavioral Couples Therapy and the work of John Gottman. Theoretical understanding, practical application and skill development are stressed.
Prerequisites: PSY7311

PSY8314 - Advanced Brief Models
(3 units) An advanced theory course examining brief family therapy models in depth, including structural, strategic, solution-focused and narrative. Includes topics such as constructivism and the contributions of the MRI group that are fundamental to some of the models.
Prerequisites: PSY6312, PSY6322

PSY8315 - Advanced Intergenerational Therapy
(3 units) Theories of intergenerational family therapy: Framo, Bowen, Nagy, Whitaker and others are discussed in depth in this course. Students will be asked to integrate, evaluate and compare the major interactional theories and their application to couples/families. Videotape demonstrations of the theories are presented.
Prerequisites: PSY6312, PSY6322

PSY8400 - Third Wave Therapies
(3 units) An overview of third wave therapies, emphasizing Acceptance and Commitment Therapy, Dialectical Behavioral Therapy, Mindfulness-Based Stress Reduction, Mindfulness Based Cognitive Therapy, and Self-Compassion Interventions. This course will expose students to third wave theories and evidence-based interventions for specific disorders.
Prerequisites: PSY7501: Cognitive-Behavior Therapy

PSY8412 - Social and Personality Psychology
(3 units) Students will learn to analyze, synthesize and critique research literature on individual behavior in group/social settings and the person-environment interaction. Topics include social cognition, the self, attitudes, attitude change, emotion, emotional expression and nonverbal behavior, prejudice, stereotyping and discrimination, aggression, prosocial behavior, positive psychology, interpersonal relationships, social influence, power, group processes, intergroup relations and conflict, cultural psychology, judgment and decision making,

personality traits and the five-factor model, approach and avoidance, cognitive self-regulatory models, psychoanalytic perspectives, mindfulness, adult attachment theory, self-actualization and self-determination.

PSY8453 - Field-Based Practicum III

(2 units) The fall registration requirement for a 9-12 month, 800-hour field practicum for third-year (or modified/third-year equivalent) Clinical PsyD program students in an agency setting approved by the school.

PSY8454 - Field-Based Practicum III

(2 units) The spring registration requirement for a 9-12 month, 800-hour field practicum for third-year (or modified/third-year equivalent) Clinical PsyD program students in an agency setting approved by the school.

PSY8465 - Teaching Psychology Via Distance Learning Methods

(2 units) This course explores methods of distance learning devised for virtual educational settings. The course will identify techniques and activities that can be used to enhance the learning environment and enrich student experience.

PSY8475 - Teaching Practicum and Supervision

(3 units) Teaching Practicum is a pragmatic course, providing students with the opportunity to teach a face to face, distance educated or technology mediated course under close supervision. This is a skills based course designed to prepare professional school students to teach effectively at the undergraduate and graduate level.

PSY8500 - Clinical Elective

(0 to 3 units) Topics vary:

1. **Adolescent Psychotherapy and Psychopathology** (3 units) *Prerequisites: PSY 6140 and PSY 6519.*
2. **Advanced Gay and Lesbian Issues and Psychotherapy** (2 units) Examines the cultural and political context surrounding the lives of gay, lesbian and bisexual individuals as a background for understanding salient psychotherapeutic issues. Developmental and relational tasks are redefined. The therapeutic management of coming out, lesbian and gay health concerns, ethno-cultural differences and internalization of oppression are among topics covered.
3. **Advanced Psychological Assessment: Child and Juvenile** (2 units This course focuses on psychological assessments of children and juveniles within legal and criminal justice settings. This course is regarded as an advanced course in that it builds upon the clinician's knowledge and skills in test administration. *Prerequisite: PSY6631*
4. **Advanced Psychological Assessment: FAIs Criminal/Adult** (2 units) *Prerequisite: PSY6631*
5. **Advanced Infant-Preschooler Mental Health** (2 to 3 units) This course addresses advanced assessment and intervention skills with infants and preschoolers. Participants will explore, in depth, several models of intervention in IPMH and develop their own theoretical and treatment model for the practice of IPMH. *Prerequisites (or approval of Instructor): Fundamentals of Infant Mental Health or Fundamentals of Preschooler Mental Health, and Diagnostic Systems in IPMH.*
6. **Advanced Psychodynamic Intervention: British Object Relations** (3 units) The fundamental ideas of object relations theory will be examined and illustrated with examples from case material. The theories and clinical work of the major figures in the British Object Relations School will be studied. *Prerequisite: PSY 7537.*
7. **Advanced Psychodynamic Interventions with Multicultural Populations** (3 units) This advanced interventions course focuses on the use of psychodynamic approaches with individual late adolescent and adult clients from groups of color and other underserved groups. Students will learn about appropriate ways to integrate psychodynamic (classical/ego psychology/object relations/self psychology) understandings with sociocultural factors in forming a relationship with the client, doing an assessment and developing a clinical formulation and conducting the therapy. Special attention will be paid to issues of transference and countertransference as they are impacted by cultural differences. Students will be expected to draw on their internship experiences in working with diverse populations as case material for the course.
8. **Advanced Seminar in Professional Issues: Practice of Professional Psychology** (3 units) *Prerequisites: G4 standing or equivalent*
9. **Adv. Study in Transgender Issues** (3 units) This course is an in depth and focused course of the experiences and lives of transgender and intersex people. It examines the cultural and political context surrounding the lives of transgender and intersex individuals, couples, and families as a background for understanding salient psychotherapeutic issues. Lifespan developmental and relational tasks are explored. The therapeutic management of coming out, transgender youth, transgender/transsexual and intersex health concerns, medical interventions, the intersections of sexual orientation, abilities, age, and sociocultural differences, the formation of families and parenting, and the internalization of oppression are among topics covered.
10. **Alternative/Complementary Approaches to Health** (2 units) Covers the basic theoretical foundation and healing practices of a wide variety of alternative/complementary approaches to health.
11. **Alternative Intervention Strategies** (3 units) This course examines the theoretical and practical aspects of developing strategies for high-risk and underserved populations. Strategies emphasized are responsive to oppressed or vulnerable groups (e.g., cultural groups, chronically mentally ill) and to social/community issues (e.g., homelessness, gang violence) where reliance on mainstream psychotherapies may not be appropriate or effective. The concept of intervention will be broadened to include the integration of the complex interplay between individual, family, community, cultural and institutional factors. Crisis intervention, case management, self-help groups and alternative psychotherapies (e.g., feminist, Africentric, gay-affirmative) will be explored.
12. **Behavioral Medicine Techniques** (3 units) Intervention techniques addressed in behavioral medicine may include the following: hypnosis, pain management, relaxation techniques, stress reduction/management, issues of spirituality, alternative medicine considerations and biofeedback.
13. **Brief Psychodynamic Psychotherapy** (2 units) Examination of the clinical application of psychoanalytic principles to brief psychotherapy, counseling and crisis counseling.
14. **Child Health Psychology** (2 units) Advanced health psychology course focused on psychosocial issues related to child and adolescent health. Explores topics including pediatric chronic illness, models of psychological adjustment, prevention of pediatric health problems, preventative pediatric and child health intervention and the role of clinicians in child health care systems.
15. **Clinical Interventions: Interventions with Veterans and Military Members** This course explores the current research and clinical issues related to working with Veterans and US Military members. It covers topics from the effects of deployments and combat, and the impact of war-related trauma, to military culture and post-military service integration issues.
16. **Clinical Interventions with Children** (3 units) Surveys representative literature which addresses the theory and practice of principal assessment and therapeutic interventions with children. Psychodynamic perspectives frame the major content. Addresses family system issues, idiographic considerations in psychopathology, cultural diversity and ecological considerations in micro and macro social systems as parameters in formulating and executing clinical interventions.
17. **Clinical Issues in the Psychology of Women** (2 units) Focuses on some presenting problems and diagnostic profiles that are more prevalent among women than men,

such as eating disorders, depression and the psychological consequences of childhood sexual abuse. Uses readings, lecture and discussion to learn clinical theory and practice in the psychodynamic tradition, including Jungian and self-psychology, self-in-relation theory and some new feminist perspectives on family systems. Includes ways of conceptualizing and practicing psychotherapy that are likely to be most effective with women clients.

18. **Couples Counseling** (3 units) Systems theory therapies and practices relative to assessment, diagnosis, and treatment of couples. Explores cognitive, affective, interactional, and systemic theories of human behavior and change while examining dynamics of privilege and oppression as related to couples.

19. **Couples/Family Therapy Training and Supervision** (3 units) Students pursue a process of becoming a couples/family therapist by seeing families and receiving live supervision. In addition to serving as therapists, students have the opportunity to be supervisors. Learning supervision enhances the quality of one's therapy and gives the student a new set of skills.

20. **Current Developments in Analytic Psychotherapy** (2 units) Seminar in ideas and techniques of psychoanalytic psychotherapy as currently practiced in the clinical setting. *Prerequisite: PSY 7537.*

21. **Early Intervention in Perinatal Mood Disorders** (1 unit) This course explores in depth mental health concerns experienced by families in the perinatal period, including diagnosis, assessment, and intervention.

22. **East Asian Meditation Practices** (2-3 units) Provides an overview of the views and practices of East Asian schools of meditation, with an emphasis on exposure to the techniques of evidence-based meditation practices.

23. **Ego Psychology** (2 units) Theoretical and clinical examination of major concepts in ego psychology such as thought, perception, object relations and major defenses as they apply to the clinical experience will be explored. *Prerequisite: PSY 7537.*

24. **Forensic Psychology Competency Evaluations** (2 units) This course is designed to provide a broad overview of the role of the psychologist in evaluating competency in criminal and civil contexts. Specifically, the course focuses upon ethical and professional considerations, legal parameters, cultural considerations, and the assessment instruments associated with evaluating various competencies, including competency to stand trial, plead guilty, and waive counsel; competency to waive Miranda rights; competency to be executed; competency to refuse treatment; and competency to enter various contractual agreements. *Prerequisite: PSY6631*

25. **Forensic Report Writing/Expert Testimony** (2 units) This course will provide the psychology graduate student with a practical overview of the major types of forensic populations and the respective assessment practices and measures used. Through the use of cooperative learning, lecture, role plays, reading and the study of specialized forensic assessment measures, students will become familiar with various applications of forensic psychology as related to forensic evaluations. Likewise, students will gain an understanding of the inherent differences between clinical and forensic psychological evaluations. *Prerequisite: PSY6631*

26. **Forensic Risk Assessment** (2 units) This course addresses topics in criminal forensic assessment. *Prerequisite: PSY6631*

27. **Foundations of LGBT Mental Health** (3 units) This course examines the cultural and political context surrounding the lives of gay, lesbian, bisexual, transgender (LGBT) and intersex individuals and queer and questioning youth as a background for understanding salient psychotherapeutic issues. Developmental and relational tasks are explored. The therapeutic management of coming out, lesbian, gay, bisexual, and transgender health concerns, the intersections of identities, abilities, age, and sociocultural differences, the formation of families and parenting, and the internalization of oppression are among topics covered.

28. **Gestalt Therapy** (3 units) An introduction to the theory and treatment principles of Gestalt Therapy. Lectures cover the roots of Gestalt Therapy in psychoanalysis, experimental psychology and phenomenology as well as current personality theory, psychopathology, developmental theory, dream analysis and other aspects of theory. Approximately half of the class is experiential in nature in order to teach "I-thou" relationships in psychotherapy and phenomenological tracking.

29. **Grand Rounds in Health Psychology** This is an advanced course in clinical health psychology intervention that is taught by several faculty members, each with expertise in a subspeciality of the field. Using a case-based approach over weekly modules, students will anchor their case strategies with primary source research and other professional literature.

30. **Hypnotherapy** (2 units) This course is an introduction to the theory and practice of hypnotherapy. Substantial emphasis will be placed on designing hypnotherapeutic interventions for various presenting problems. This course is not intended to prepare the student for the independent practice of hypnotherapy, but does aim to provide the foundations upon which a student can begin closely supervised experience.

31. **Internet-Based Interventions in Psychology** This course will include readings, discussion, and skill building. We will explore the evidence-based treatments, the ethical and legal issues, the tools and technology, and the population differences in its utilization. The course is competency based which means that a student must demonstrate a minimal level of competency in using the Internet in a therapeutic intervention in order to pass the course.

32. **Interpersonal Therapy and Communication** (3 units) Most major schools of psychotherapy recognize the contribution that the interpersonal relationships between therapist and client makes to the therapeutic process. This seminar will focus on interpersonal processes in individual and group psychotherapy on the development of skills in observing and intervening in this interpersonal relationship. There is also widespread agreement that therapist's skills in self-awareness and the ability to monitor one's inner experiences constitutes a primary tool of the psychotherapist. This course discusses this art in the literature in case material drawn from the teaching and students work and via exercises in self-awareness and observation of interpersonal processes in class.

33. **Interventions at the End of Life** (3 units) Provides an evidence-based foundation in end of life care and bereavement support with applied approaches emphasizing the clinical skills necessary to assess and treat patients and their families at the end of life.

34. **Interventions for Health Psychology** (2 units) This course will prepare students to plan and carry out a wide variety of interventions that can be used with clients who want to modify health-related behaviors and who are medically ill.

35. **Interventions with Adolescents** (3 units) Explores the issues, conflicts and resolutions inherent in the developmental phase of adolescence, as well as the theory and techniques of treating adolescents and their families. Provides an understanding of the theoretical constructs of adolescent development and the application of those constructs in clinical work.

36. **Interventions with Lesbians and Gay Men** (3 units) This course provides students with an overview of prominent mental health issues and relevant intervention approaches for lesbian and gay male populations. Diversity of world views, lifestyle, and life experiences are central to assessment, evaluation and intervention strategies. Analysis and critique of relevant literature, conceptualization and integration of key issues and case application are fundamental aspects of the course.

37. **Jungian Dream Interpretation** (2 units) The purpose of this class is to provide students with a rudimentary introduction to the concepts and techniques of Analytic psychology, which is based upon the work of C.G. Jung. Following the development of Jung's work, the class is fundamentally based upon the seminal work of Freud and elaborates this work in light of both normal and severely pathological psychologies. This developmental model of analytic psychology demands that the student possess a basic understanding of psychoanalytic concepts, especially an understanding of the notion of the unconscious.

38. **Interventions with Multicultural Families** (3 units) An introduction to the theory and practice of family therapy as it is related to ethnic minority families. Critical review of the literature serves as a backdrop for the examination of clinical issues revolving around the application of family therapy techniques with various ethnic minority groups. The assessment of family dynamics and appropriate use of treatment approaches are major focal points, interwoven with identification of sociocultural dimensions that interact with the clinical picture. Cross-cultural competencies in evaluation and treatment planning are emphasized.

39. **Introduction to Sandplay Therapy**
Prerequisite: Introduction to Psychotherapy or Basic Foundations of Clinical Practice

40. **IPMH and Child Protective Services** (1 unit)

41. **Lesbian/Gay Couples and Families** (2 units) This course surveys emerging theory, research, and practice relevant to lesbians, gay males and bisexuals in the context of their couple and family relationships. Topics include family of origin issues; lesbian/gay parenting; couple relationships; families of choice; the impact of societal and internalized homophobia on gay and lesbian relationships; HIV and AIDS; strategies for individual couple and family therapy; and transference/countertransference issues.

42. **LGBT Affirmative Psychotherapy** This course is an in-depth and focused course of the experiences and lives of lesbian, gay, bisexual, and transgender people. This course will focus on the application of current theory, research, and clinical knowledge regarding LGBT issues in psychology to providing affirmative psychotherapy to LGBT people. Areas to be covered include: the social context in which mental health services have been provided to LGBT people, including the impact of heterosexism, discrimination, and violence on the lives of LGBT people; impacts of minority stress on identity development and psychological issues in psychotherapy with LGBT individuals, couples, and families;

the history of psychological approaches to sexual orientation and gender identity, including the removal of homosexuality as a psychiatric diagnosis; the development and application of affirmative approaches to psychotherapy with LGBT people; applications of affirmative approaches to psychotherapy that acknowledge and include multicultural factors and issues of diversity.

43. **LGBT Health Disparities** (3 units) This course is offered as an elective that will increase students' knowledge and sensitivity about the links between various disparities in mental health, behavioral risks, and medical conditions that impact lesbian, gay, bisexual, and transgender (LGBT) communities.

44. **Mental Health Collaboration and the Courts** (2 units) This course explores the relationship between professional of different disciplines in the creation and running of Behavioral Health Courts. Issues regarding therapeutic jurisprudence are explored.
Prerequisite: PSY6631

45. **Mindfulness Approaches to Health Psychology** This asynchronous on-line course examines mindfulness approaches to health psychology. It consists of two major parts. The first part of the course surveys literature related to the definitions, concepts and measurement of mindfulness. Theoretical and experiential exploration of mindfulness will be emphasized. Students will be expected to maintain mindfulness practices and keep a journal of their experiences. Mindfulness is considered as a personal and professional tool in therapeutic settings. The second part of the course will be organized around the clinical applications of mindfulness meditations, and mindfulness based intervention in clinical health settings. Students will review evidence based studies on using mindfulness concepts with chronic health problems, e.g., pain, cancer, insomnia, addiction, etc.

46. **Multicultural Family Therapy and Clinician Self-Awareness Development** (3 units) In this course, multicultural family therapy skills are advanced in two ways. First, through a focus on technique and skill development utilizing the Bowen model, and second through a focus on clinician self-awareness development and ethnic identity development utilizing the same core model amplified by the work of Adler and Toman. Issues such as the facilitation of differentiation, de-triangulation and related processes in the context of sociocultural differences will be explored. Opportunities will be provided for reflective dialogue on identity, culture and resiliency, countertransference patterns and strategies for effectively addressing them in a culturally-syntonic style. This course is presented in a manner common among advanced family therapy courses in which

technique development and self-development go together. Research indicates that this combination facilitates development and enhances therapist presence and competence in handling the complex interpersonal processes that result from having several family members in the therapy room at the same time. The group process in class will be vital to energizing the class environment with openness, productivity, creative spirit and humanity.

47. **Multiculturally Competent Clinical Practice** The purpose of this class is to help students use their multicultural competencies effectively in their clinical practice.

48. **Pediatric Neuropsychology and Culture** (3 units) This course provides an understanding of the assessment of learning processes through the utilization of neuropsychological testing and explores how this will aid in providing more multiculturally accurate assessment of children. Common cognitive disorders, including attention deficit disorder, learning disabilities and other learning disorders are discussed. There is a focus on the impact of culture on learning including its impact on intelligence testing and cross-cultural early development and education, with some consideration of alternative assessment and treatment strategies.

49. **Prof. Appl. of LGBT Issues II** (2 units) This is a graduate level course which requires delivery of a project or services to an LGBT Human Services agency. It is intended for students seeking a certificate in LGBT Human Services who are unable to secure a practicum or internship at an LGBT agency (an agency that serves at least 50% LGBT clients and whose official mission statement specifically includes working with the LGBT population) or an agency that agrees to allow the student to see LGBT clients as 50% of their caseload.

50. **Psychotherapy with Severely Schizophrenic and Personality Disordered Individuals** (2 units) Examination of the latent and manifest contents of psychotic processes in severe schizophrenic and severe personality disorders. The emphasis is on the self-experiences of these patients. Phases of the therapeutic process will be discussed.

51. **Psychology of Loss, Grief and Bereavement** (3 units) Explores the psychology of loss, grief and bereavement. Covers theoretical bases, including developmental aspects, attachment, separation and loss and change as loss. Includes the psychology of dying and interventions to facilitate mourning and adjustment to loss processes. Multicultural perspectives on these issues will be presented. Concerns regarding living wills and durable power of attorney will be addressed.

52. **Research Practicum- Rorschach** (1 unit) This one unit graduate level research practicum allows the student the ability to administer assessments to children/adolescents and develop research ideas in concert with other students and the instructor.

53. **Risk & Resiliency in Infant Preschooler Mental Health** (2 units) This course explores risks to infants and preschoolers emanating from child, family and wider community, including abuse, domestic violence, developmental delays, and early parenthood. The phenomenon of resilience through which these children positively adapt despite significant life adversities is applied to research policy, and practice.

54. **School and Community-Based Intervention with Children and Adolescents** (3 units) This course will examine approaches to providing mental health services to children and adolescents in school and other community settings. Special attention will be paid to the development of multidimensional programs that serve children, their families, teachers, school administrators and community leaders. Specific topics will include: child advocacy, classroom consultation, multidisciplinary programming and collaboration and establishing and maintaining community supports and interagency alliances.

55. **Sex Roles and Gender** (3 units) Gender and gender roles have complex consequences for the development of individual and group identity and behavior. This course examines the roles of society and biology in shaping our understanding of human experience within the context of gender, gender roles, and sexual orientation, with particular emphasis on the impact of difference and diversity in the construction of social meaning.

56. **Sleep Psychology** (3 units) Provides theory and research-based foundation in sleep and the clinical skills necessary to assess, diagnose, treat, and prevent sleep disturbance in a broad range of clinical populations, disorders, and settings.

57. **Stress-Related and Psychosomatic Disorders** (3 units) Overview of stress-related and somatoform illness, including behavioral, psychophysiological, psychosocial and psychodynamic approaches. Review of mind-body problems, history of psychosomatic medicine, diagnostic classification and etiology and mediators in the stress-illness relationship. Clinical issues, influences of psychological functioning and personality organization on patient's response to physical symptomatology.

58. **Treatment of Weight, Eating, and Body Image Concerns** (2 units) This course provides an overview of the epidemiology, etiology, diagnosis, assessment, and treatment of eating disorders, which are a type of mental illness with health consequences. Specific eating disorders include anorexia nervosa, bulimia nervosa, binge-eating disorder, and other specified eating disorders. Although obesity is not considered a mental illness, its relationship with eating disorders will be also addressed. This course presents a biopsychosocial perspective on the treatment of eating disorders, with particular attention to sociocultural issues that can arise when working with diverse populations. Three evidence-based theoretical frameworks will be presented, namely, Cognitive Behavior Therapy, Dialectical Behavior Therapy, and Acceptance and Commitment Therapy. A collaborative treatment approach involving families, physicians, psychiatrists, and nutritionists will be emphasized. Research-based topics on the psychology of eating, body dissatisfaction, diet culture, weight stigma, and systemic prevention efforts will also be covered. *Prerequisites: Basic Foundations of Clinical Practice I & II (PSY 6507 & PSY 6508), or equivalent courses in the student's respective program*

PSY8501 - Supplemental Practicum
(1 unit) Additional supervised practicum training beyond expected practicum training to supplement required training.

PSY8502 - Supplemental Practicum
(1 unit) Recommended field training experience. Students gain further professional experience, and in some cases specialized training.

PSY8503 - Elective Practicum
(0 to 3 units) In addition to the required practicum experience, students gain further professional experience in this elective course.

PSY8509 - Supervision Seminar
(1 to 3 units) A year-long seminar examining the theory and techniques used in the supervision of human service personnel. Students develop their own style and techniques based upon specific theoretical viewpoints and apply these skills in the supervision of practicum students.
Prerequisites: Passing grade in PSY6510 Fresno PsyD Clinical Psychology: G3 status in program

PSY8510 - Supervision Seminar
(1 to 3 units) A year-long seminar examining the theory and techniques used in the supervision of human service personnel. Students develop their own style and techniques based upon specific theoretical viewpoints and apply these skills in the supervision of practicum students.
Prerequisites: Passing grade in PSY8509 Fresno PhD Clinical Psychology: PSY6509, PSY6510

PSY8512 - Supervision Seminar
(1 unit) Seminar examining the theory and techniques of clinical supervision. Students will apply these skills in the supervision of practicum students. This course is taken in the last year of a student's program, concurrent with PSY8513.
(San Diego)

PSY8513 - Supervision Lab
(1 unit) Students in PSY8512 are in this concurrent lab in which they are supervised by a faculty member in their supervision of a practicum student.
(San Diego)

PSY8515 - Professional Application of Lesbian, Gay, Bisexual, and Transgender Issues
(1 unit) This course requires delivery of a project or services to an LGBT Human Services agency. It is intended for students seeking a certificate in LGBT Human Services who are unable to secure a practicum or internship at an LGBT agency (an agency that serves at least 50% LGBT clients and whose official mission statement specifically includes working with the LGBT population) or an agency that agrees to allow the student to see LGBT clients as 50% of their caseload. Students typically take the course for 2 units, corresponding to creation of an intervention or prevention project that includes 4 hours/week at an LGBT Human Services agency and 2 hours per week of Instructor supervision. Students will keep a weekly, online journal, attend weekly live webcasted class meetings, and complete reading and journaling assignments.
Prerequisites: Completion of Foundations of LGBT Mental Health with a B or better

PSY8516 - Mental Health Collaboration and the Courts
(3 units) This course will focus on many of the important areas in which mental health professionals participate in and provide information to judges, attorneys and juries in the California State Court System. In particular this course will examine the relationship between the law and mental health and discuss various assessment methods used by psychologists working within this system as well as with offender populations.

PSY8518 - Psychology of Terrorism
(2 units) This course examines terrorism and responses to terrorism from a political/applied clinical/social psychology perspective. Topics include (but are not limited to) defining extremism and terrorism, recruitment, individual motivation and basic theoretical knowledge of the dynamic history of domestic terrorism. The student will examine psychological approaches to working with government and law enforcement agencies, assessing and providing interventions to convicted incarcerated terrorists and assessment/clinical interventions with victims of terrorism. Topics include an examination of the history of domestic terrorism as well as case studies. Recent theories, research and policies regarding terrorism will be evaluated. Current trends in domestic terrorism will be examined. The American Psychologist (April 2017) Special Issue: Psychology of Terrorism will be reviewed and discussed in its entirety.
Prerequisites: PSY6631

PSY8521 - Clinical Elective
(3 units) (Topics vary)

PSY8522 - Professional Development

(2 units) This graduate course will offer an overview of a variety of topics pertinent to becoming a well-rounded professional psychologist. Specialists in the field will be brought in to share their expertise. Students will be provided with the knowledge and skills necessary to pursue a number of different professional avenues.

PSY8524 - Assessment in Neurophysiology: Theory and Clinical Applications

(3 units) This course is designed to provide the graduate student in psychology with a comprehensive overview of the field of neurophysiology. This course provides learners with the foundational knowledge required for an understanding of brain-behavior relationships, their dysfunction, and their assessment. It introduces both clinical and experimental neurophysiological research in preparation for applications in cognitive assessment.
Prerequisites: PSY6101

PSY8531 - Advanced Clinical Seminar

(3 units) Seminar provides small-group presentation and discussion of practicum cases at an advanced level. Particular emphasis is placed on integration of theory and practice and in-depth examination of the treatment process. Different sections stress different theoretical orientations such as Cognitive-Behavioral or Psychodynamic.
Prerequisites: PSY7505, PSY7506, PSY7527, and PSY7528
Co-requisite: PSY8537

PSY8532 - Advanced Clinical Seminar

(3 units) Seminar provides small-group presentation and discussion of practicum cases at an advanced level. Particular emphasis is placed on integration of theory and practice and in-depth examination of the treatment process. Different sections stress different theoretical orientations such as Cognitive-Behavioral or Psychodynamic.
Prerequisites: PSY7505, PSY7506, PSY7527, PSY7528 and PSY8531
Co-requisite: PSY8538

PSY8535 - PhD Practicum II

(3 units) A roughly 20-hour/week field practicum for third year PhD program students in an agency setting approved by the school; 38 weeks required per year.
Prerequisites: San Francisco PhD: PSY7571, PSY7505
San Diego PhD: PSY6503, PSY6504, PSY7525, PSY7551
Co-requisite: San Francisco PhD: PSY8531/8532
San Diego PhD: PSY8552

PSY8536 - PhD Practicum II

(3 units) A roughly 20-hour/week field practicum for third year PhD program students in an agency setting approved by the school; 38 weeks required per year.
Prerequisites: San Francisco PhD: PSY7571, PSY7505
San Diego PhD: PSY6503, PSY6504, PSY7525, PSY7551
Co-requisite: San Francisco PhD: PSY8531/8532
San Diego PhD: PSY8552

PSY8537 - PsyD Practicum III

(2 to 3 units) A 16-20 hour/week practicum for third year PsyD program students in an agency setting approved by the school; 38 weeks required per year.
Prerequisites: PSY7505, PSY7506, PSY7527, PSY7528
Co-requisite: PSY8531, 1 of PSY8553-8559
(Advanced Clinical Skills)

PSY8538 - PsyD Practicum III

(2 to 3 units) A 16-20 hour/week practicum for third year PsyD program students in an agency setting approved by the school; 38 weeks required per year.
Prerequisites: PSY7505, PSY7506 and PSY8537
Co-requisite: PSY8532, 1 of PSY8553-8559
(Advanced Clinical Skills)

PSY8540 - Family Therapy/Ethnic Families

(3 units) This course is designed to help students increase understanding of how culture and other diversity issues play in individual/family development and functioning and to promote clinical competency in providing effective psychological services to couples and families from diverse backgrounds. The emphasis will be on the clinical issues and skills based on theoretical and empirical foundations.
Prerequisites: PSY6129

PSY8541 - Topics for Licensure Preparation

(1 unit) Elective course to meet current California licensure requirements. Topics offered vary by term and include Substance Abuse, Human Sexuality, Child Abuse, Spousal/Partner Abuse, and Long-Term Care & Aging.

PSY8543 - Family Violence: Child Abuse

(3 units) Focusing on the dynamics of violence, particularly the most frequent type of violence-assault between intimates. Child abuse, rape and incest, battering and child neglect will be covered. To a lesser extent violence between strangers will be discussed. Attention is given in the course to characteristics of the victims, perpetrators and "violent settings," situations which facilitate violence. The course is intended for those who might work in prevention and treatment of violence.

PSY8544 - Interpartner and Spousal Abuse

(3 units) Education and training of the student in domestic violence detection, assessment, and prevention. Other forms of adult interpersonal violence will also be covered.

PSY8545 - Developmental Psychopathology

(3 units) Examination of the theoretical and empirical findings related to the assessment, etiology, correlates and development of the major categories of childhood psychopathology including internalizing disorders, externalizing disorders, and severe developmental disorders. Emphasis is placed on the developmental, individual, family, school, and peer correlates of the behavioral problems. Issues related to child welfare, such as child abuse and the changing family are reviewed.
Prerequisites: PSY6140 and PSY6523

PSY8550 - Practicum III

(2 units) Sixteen to twenty-four hours/week at an agency setting provided by the school (minimum of 1,000 hours total required). Required each semester of students who are enrolled in the third year of the standard program.

PSY8551 - Clinical Consultation Group - Practicum III

(1 unit) This course focuses on the development of case conceptualization skills in terms of three focal competencies: (1) understanding the person in their environmental, socio-cultural and developmental context; (2) problem orientation; and (3) practice and science integration. Environmental, socio-cultural and developmental context refers to understanding the contextual factors that may be impacting the client and his/her presenting concerns. Problem orientation refers to organizing, conceptualizing, evaluating, and intervening in terms of presenting symptoms and problems. Practice-science integration refers to the ability to apply theory and research to case conceptualization and treatment.

PSY8552 - Clinical Consultation Group

(1.5 units) The purpose of this course is to develop students' case conceptualization, practice, and professional skills in Clinical Psychology. Students will be required to present actual client cases and consider the clinical and ethical implications of that case. Evidence-based therapies will be emphasized in this course. Students will learn how to formulate case conceptualizations based on the bio-psycho-social model, derive diagnoses using DSM-V criteria, and choose appropriate evidence-based treatments. Students will be encouraged to think critically and logically about their own clients by making links between course content and their own clinical experiences, and provide feedback and consultation to each other.
Co-requisite: PSY8535, PSY8536
(San Diego)

PSY8553 - Advanced Clinical Skills: Psychotherapy

(1 to 3 units)

Topics vary and may include, but are not limited to:
3 unit courses:

1. Advanced Assessment: this is the first semester of a two-semester course in psychological assessment of adults, adolescents, and children. We will review the theory and practice of administration, scoring, and interpretation of current intelligence and achievement measures, as well as current self-report and performance-based personality measures. Neuropsychological screening measures and other measures for specific learning disabilities will also be covered. *Please note there is a mandatory lab assessment fee for this course.*

2. Case Formulation: The clinical case formulation is an integral element of the assessment, treatment planning, and therapeutic process

in all psychotherapeutic encounters. This seminar provides a rigorous method for creation of a formulation that accounts for the patient's current functioning and capabilities in all domains of living. The case formulation method used in this seminar is informed by developmental, cultural, biological, and social domains of the patient's life. Students prepare and discuss numerous clinical case formulations during the semester.

3. Child Therapy: This course will explore the theory, research and clinical applications in the field of child psychotherapy. Students are expected to learn the professional procedures for initiating a therapeutic relationship with a child as a client, as well as their legal and ethical responsibilities regarding that relationship. The course covers a variety of therapeutic interventions and the typical problems they are best suited to treat, with the emphasis on developmentally, ethnically, legally, and culturally responsive strategies in order to meet treatment needs of child clients.

4. Clients with Chronic Illness or Disability: There are expanding roles for mental health professions to treat clients with chronic illness or disability (CID). In addition to supportive psychotherapy, many types of interventions can have an impact on a client's symptoms, functioning and quality of life. This skill-building course covers psychosocial aspects of CID, common medical and psychological diagnoses, treatment issues, multicultural aspects of health and treatment, and evidenced-based interventions. Particular attention will be on autoimmune diseases and pain, depression, anxiety, and stress management with CID populations.

5. Complex Trauma: Brain/Body/Health: This course will explore the theory, research and clinical expression of complex trauma in adults and children. Specifically, this course will look at how complex trauma impacts the brain, both anatomically and functionally, the autonomic nervous system and body senses, and consequently health and health behaviors. Students will learn about how complex trauma can impact the developing brain, the autonomic nervous system, and the somatic nervous system. This knowledge will build a foundation to help understand illnesses and risky health behaviors to which survivors of complex trauma are vulnerable. This course will also emphasize critically thinking about interventions that would match this model/ formulation of complex trauma's impact and appropriate cultural adaptations.

6. Contemporary Issues in Psychoanalytic Psychotherapy: In recent years there have been significant developments in the theoretical purview and clinical and social applications of psychoanalytic psychology. In this seminar we will focus on the areas of trauma, gender and sexualities, multiculturalism, dynamic systems theory and neuroscience, attachment and development. We also consider current research about the empirical foundations and evidence based-practice of psychoanalytically informed psychotherapy. Clinical illustrations and research findings are considered in each area of study.

7. Couples: This section of Advanced Clinical Skills provides an overview of the most important theories of couple therapy. The course introduces students to the clinical assessment of couples, techniques of interview, and strategies of intervention. Special emphasis is given to systems theory, mechanisms of change, and issues of diversity. It is designed to be a skills-based course in which students will learn theory and practice techniques from a variety of relationship models, including Sue Johnson's Emotionally Focused Therapy, John Gottman's Sound Marital House, and Dan Wile's Collaborative Couples Therapy. The course combines diverse teaching-learning strategies, such as lectures, group discussions, dyad/triad presentations, videotape analysis, experiential exercises, and guest speakers on special topics.

8. Dialectic Behavior Therapy: This course focuses on developing an understanding of the DBT model and being able to utilize it effectively. It includes a review of the behavioral and cognitive therapy underpinnings of DBT, with extensive coverage of the dialectical principles that differentiate it from other approaches. The biosocial factors that lead to emotional, interpersonal, cognitive, and behavioral dysregulation will be explained. Included are methods of assessing, gaining client commitment to therapy, enhancing motivation, interventions, and specific skills training to help clients who have difficulty regulating emotions and behaviors. Emphasis will be on specific DBT strategies for suicidal, parasuicidal, and other impulsive and disruptive behaviors. Included is examination of cultural differences, the roles these play in expression of emotion and behaviors, and how individual differences can be assessed and treated. DBT for borderline personality disorder is covered, and extended to use in the treatment of other disorders.

9. Early Childhood Mental Health: This course is an introduction to early childhood mental health at child development centers subsidized by the State to serve low-income, high-risk families. The course begins with theoretical frameworks, including a review of systems, attachment and reinforcement theory. It then addresses understanding child behavior, and the underlying meaning it communicates to caretakers and providers, within cultural context. The culture of the classroom is also explored, as is the role of psychologists in working with educators in such classrooms. Parental and family influences on early childhood mental health are also addressed in the context of diversity.

10. Feminist Approaches to Psychotherapy: This seminar addresses the theory and practice of feminist therapy. The approach is considered in historical context, and the epistemological base of more traditional approaches, as well as the feminist approach, are explored. The emphasis is on application and focuses upon discussion of clinical issues and case supervision through discussion and role play.

11. Mindfulness Appr to Health Psych: This asynchronous on-line course examines mindfulness approaches to health psychology. It consists of two major parts. The first part of the course surveys literature related to the definitions, concepts and measurement of mindfulness. Theoretical and experiential exploration of mindfulness will be emphasized. Students will be expected to maintain mindfulness practices and to keep a journal of their experiences. Mindfulness is considered as a personal and professional tool in therapeutic settings. The second part of this course will be organized around the clinical applications of mindfulness meditations, and mindfulness based intervention in clinical health settings. Students will review evidence based studies on using mindfulness concepts with chronic health problems, e.g., pain, cancer, insomnia, addiction, etc.

12. Narrative Approaches: This course introduces students to the theory and practice of Narrative Therapy. It focuses on the work of Michael White and David Epston and their development of a "storied therapy". The course assists students in conceptualizing problems as located within stories that influence identity. Problems are also situated within a socio-cultural context. In addition, the course attends to those moments that stand in contradiction to the plot of problems, and represent the promise of potential "counterstories" that may profoundly reshape identities.

13. Psychother. For Personality Dis.: This seminar examines the clinical phenomena of narcissism, masochism, borderline conditions, and perversions from a variety of psychodynamic perspectives. Classical, Object-Relations, Self-Psychological, and Contemporary Relational perspectives on the etiology and treatment of these personality disorders are considered and contrasted. Clinical, literary, and film material is used to illustrate the manifestations of these conditions in both the internal and inter-personal worlds of the patient.

14. Psychotherapy with Older Adults: This course reviews normal aspects of the aging process; demographics of the changing older adult population; special features of counseling older adults including developmental tasks, life review, unfinished issues from the past, grief work, gender and cultural issues, and family dynamics; assessment of depression, dementia, delusions, elder abuse and substance abuse among older adults; special issues and needs of caregivers and adult children of aging

parents; resources for professionals caregivers, adult children and their parents; ethical issues with older adults; and professional opportunities in gero-counseling. This course meets the BoP requirements for coursework in aging and long-term care.

15. Trauma Identification, Assmnt, Trtmnt: This course will cover best-practices and evidence-based practices for the screening and intervention of trauma, both incidents and trauma-related diagnoses including Acute Stress Disorder, PTSD, and PTSD with dissociative features. The course will span different populations and theoretical orientations. We will discuss cultural perceptions of trauma, response, and intervention. We will also cover issues in the field related to identification, assessment, diagnosis, and intervention and emerging practices.

2 unit courses:

1. Acceptance & Commitment Therapy: An overview of the history, philosophy, methods and application of mindfulness and acceptance within cognitive-behavioral therapy, with emphasis on acceptance and commitment therapy (ACT). Students will learn about the theoretical and empirical background of this burgeoning field, practice mindfulness and other experiential methods, observe videos of therapy sessions, integrate empirical literature and clinical experience, and explore techniques in clinical role play. By the end of the course, students should be familiar with the major models of mindfulness-based therapies within the cognitive-behavioral therapy (CBT) field. They will have extensive experience with mindfulness meditation and have practiced basic skills of ACT.

2. Assessing/Remediating Legal Competency: The focus is on the legal, psychological, theoretical, and ethical issues pertaining to competency in a variety of contexts. Students will review research and practice issues involved in assessing and treating a various types of legal incompetence. They will also review benchmark legal cases addressing various aspects of competency. Specific topics include competency theory, competency to stand trial, other criminal competencies (e.g., to consent to searches/seizures, to confess, to waive the right to counsel, to testify, and to be sentenced to death), competency restoration and involuntary medication, competence to consent to medical treatment, testamentary capacity (e.g., for wills, trusts, and advance medical directives), other civil competencies (including conservatorships, guardianships, and substituted judgment), juveniles and developmental immaturity, and competency issues pertaining to people with developmental disabilities.

3. Clients with Substance Use Problems: This course will provide student clinicians with a general overview of treatment for substance use disorders, focusing on current empirically validated approaches to treatment. This course will identify and examine the etiology of substance use disorders and current interventions, including the various approaches for conceptualizing addiction and chemical dependency. Included are illicit, prescription, over-the-counter, marijuana, and alcohol use, and comorbidities. Special attention will be paid to treatments geared toward specific substances of abuse, treatment modalities, and treatments for special populations of substance using clients.

4. Disability, Law & Families: Course provides an overview of key concepts, including prejudice, stigma and discrimination against persons with disabilities, and statutes and case law on the civil rights of persons with disabilities as they relate to procreation, custody, parenting, and family life. Psychologists' roles as consultants and providers in these contexts are explored. Specific legal issues are covered, including the IDEA, IEPs, early intervention laws, and California statutory requirements for mental health services for minors in special education.

5. East Asian Meditation in Health: This course explores East Asian meditation practices and ways in which they can be used to work with the mind and emotions to enhance physical and psychological well-being. Students will gain an understanding of views and practices of Buddhist, Daoist, and Confucian schools of meditation and exposure to the techniques of therapies that involve the use of meditation. Meditation techniques covered will include various types of evidence-based mindfulness therapies, compassion practices, dream yoga, and meditation practices focusing on self-cultivation through interpersonal interactions. The course will include an examination of current physiological, neuropsychological and clinical research on effects of meditation practice. Additionally, the class will discuss views of the self, mind, and world associated with East Asian meditation traditions and possible implications for psychotherapy with populations influenced by these cultural views.

6. Family Violence & Psychol. Trauma: Focus on family violence conceptualized as pathologies of power. Clinical theory, research and implications for practice examined from cultural, psychological, psychoanalytic, feminist and sociopolitical perspectives. Discussions of patriarchy, the politics of power and violence, gender entrapment, gender role socialization, constructions of masculinity and cultural complexities will illuminate the intersection of individual and social pathologies that result in family violence.

7. Integrating Spirituality into Psychotherapy: This course is designed to increase students' awareness and knowledge of client spirituality in the context of psychotherapy. Course material focuses on an understanding the developmental and existential nature of how people seek and find meaning in traditional and non-traditional spiritual and religious experiences. Techniques are presented to engage clients in accessing spiritual resilience, addressing current conflicts and traumatic backgrounds, and artfully engaging spirituality in the therapy process. Students will develop self-awareness skills and knowledge of client's spiritual experiences to inform therapeutic interventions and enrich the therapeutic alliance. Spirituality is viewed in a larger context as an important aspect of multicultural and personal diversity.

8. Palliative Care: Serving those with life-limiting illness is an integral and important part of health care. When working with patients and their families and communities at the end of life, it is essential to assess the overall quality of care they are receiving, to identify sources and ways of alleviating suffering as appropriate, and to help patients and their families determine what decisions need to be made and who needs to be involved in making/implementing those decisions. Psychologists can play vital roles in the field of palliative care, providing clinical servicers, research, teaching, public policy design and evaluation, organizational leadership, and advocacy. This course provides students with a foundation on which to build this unique and increasingly necessary set of skills and knowledge, and how to develop interprofessional relationships through which these activities can be successfully accomplished.

9. Psychother. for Loss/Grief/Mourning: From graduation to divorce to retirement to death, loss is a fundamental human experience. Losses, and the subsequent processes of grief and mourning, are the foci of this course. We will weave together three strands of inquiry during the term: responses in the personal, clinical, and social realms. Taking a lifespan approach, varieties of loss that are developmentally expected as well as unanticipated will occupy the majority of our study. Particular attention to death and its personal and societal implications for clinical practice includes interventions to facilitate mourning and adjustment to loss on the individual, family and community levels. Social justice approaches to loss on both a micro as well as macro level, e.g., colonization and genocide, will be addressed.

10. Psychotherapy Practice Management: This course addresses the practical dimensions of managing a psychotherapy practice. It includes

office selection and structuring, financial arrangements and billing, record keeping systems, hiring and managing clerical staff, developing and maintaining electronic records, HIPAA compliance, advertising, developing and maintaining referral networks, linkage to community services, and valuing, selling and closing a practice. Ethical considerations are addressed with respect to each of these areas of concern. Psychologists as Managers in Community and Health Care Organizations Psychologists are increasingly finding themselves in the position of managing other people, but are often not trained to perform this function. This course addresses basic management theories and practical applications. Historical and current approaches to management roles are reviewed, and problems related to community services and health care settings are addressed.

11. Therapy for Sleep Disorders: This course covers basic sleep hygiene, sleep cycles, diagnosis of sleep disorders, apnea, prescription and OTC medications uses and contraindications, and evidence-based treatments.

1 unit courses

1. Approaches to Pain Management: This course covers the physiology and types of pain, uses and misuses of pain medications, pain beliefs and attributions, and mind-body techniques for pain management.

2. Clinical Applications of Psychopharm: This course explores psychopharmacology from several perspectives. The medications for mental illnesses: Depression, Bipolar illness, Anxiety, and Psychosis especially, are examined considering individual case examples. The use of herbal and other non-prescription alternative treatments are also discussed. Applications of psychopharmacology in key patient populations such as children, adolescents, women, varying ethnic groups, substance abusers and the elderly are explored.

3. Suicide Prevention: The Advanced Clinical Skills Workshop provides small-group presentation and discussion of suicide and suicide prevention at an advanced level. Students will learn to assess and address risk factors associated with suicide, and critically discuss the application of treatment approaches to individuals presenting with increased suicide risk. Included is discussion of therapeutic relationship issues, and the interplay of disability status, sexual orientation, social class, culture, gender, and ethnicity with suicide assessment and treatment.

4. Therapist Expressive Behaviors: This course presents an overview of research on the value of expressive nonverbal behavior for physicians, educators, leaders, and

psychotherapists. The bulk of the course is devoted to practicing improvisational methods designed to promote expressive nonverbal behavior. At the end of the course, students will be familiar with extensive research linking expressive nonverbal behavior to positive social outcomes. They will have explored their own expressive range, including in clinical role-play application.

5. Using Telehealth/Internet Interventions: Covered in this course are newer methods of therapy delivery, including phone follow-up, phone appointments, online interventions, apps, and indications and contraindications for telehealth, structuring sessions, ethics and legalities, and security of communications.

Prerequisites: PSY7527 and PSY7528

PSY8554 - Advanced Clinical Skills
(1 to 3 units)

Topics vary and may include, but are not limited to:
3 unit courses:

1. Advanced Assessment: this is the second semester of a two-semester course in psychological assessment of adults, adolescents, and children. Heavy emphasis will be placed on integrating cognitive/achievement, and personality measures within the context of clinical history, behavioral observations, and cultural considerations into a well-organized assessment report. Verbal feedback of assessment findings will be covered as well. A collaborative therapeutic assessment approach is utilized. *Please note there is a mandatory lab assessment fee for this course.*

2. Case Formulation: The clinical case formulation is an integral element of the assessment, treatment planning, and therapeutic process in all psychotherapeutic encounters. This seminar provides a rigorous method for creation of a formulation that accounts for the patient's current functioning and capabilities in all domains of living. The case formulation method used in this seminar is informed by developmental, cultural, biological, and social domains of the patient's life. Students prepare and discuss numerous clinical case formulations during the semester.

3. Child Therapy: This course will explore the theory, research and clinical applications in the field of child psychotherapy. Students are expected to learn the professional procedures for initiating a therapeutic relationship with a child as a client, as well as their legal and ethical responsibilities regarding that relationship. The course covers a variety of therapeutic interventions and the typical problems they are best suited to treat, with the emphasis on developmentally, ethnically, legally, and culturally responsive strategies in

order to meet treatment needs of child clients.

4. Clients with Chronic Illness or Disability: There are expanding roles for mental health professions to treat clients with chronic illness or disability (CID). In addition to supportive psychotherapy, many types of interventions can have an impact on a client's symptoms, functioning and quality of life. This skill-building course covers psychosocial aspects of CID, common medical and psychological diagnoses, treatment issues, multicultural aspects of health and treatment, and evidenced-based interventions. Particular attention will be on autoimmune diseases and pain, depression, anxiety, and stress management with CID populations.

5. Complex Trauma: Brain/Body/Health: This course will explore the theory, research and clinical expression of complex trauma in adults and children. Specifically, this course will look at how complex trauma impacts the brain, both anatomically and functionally, the autonomic nervous system and body senses, and consequently health and health behaviors. Students will learn about how complex trauma can impact the developing brain, the autonomic nervous system, and the somatic nervous system. This knowledge will build a foundation to help understand illnesses and risky health behaviors to which survivors of complex trauma are vulnerable. This course will also emphasize critically thinking about interventions that would match this model/formulation of complex trauma's impact and appropriate cultural adaptations.

6. Contemporary Issues in Psychoanalytic Psychotherapy: In recent years there have been significant developments in the theoretical purview and clinical and social applications of psychoanalytic psychology. In this seminar we will focus on the areas of trauma, gender and sexualities, multiculturalism, dynamic systems theory and neuroscience, attachment and development. We also consider current research about the empirical foundations and evidence based-practice of psychoanalytically informed psychotherapy. Clinical illustrations and research findings are considered in each area of study.

7. Couples: This section of Advanced Clinical Skills provides an overview of the most important theories of couple therapy. The course introduces students to the clinical assessment of couples, techniques of interview, and strategies of intervention. Special emphasis is given to systems theory, mechanisms of change, and issues of diversity. It is designed to be a skills-based course in which students will learn theory and practice techniques from a variety of relationship models, including Sue Johnson's Emotionally Focused Therapy, John Gottman's Sound Marital House, and

Dan Wile's Collaborative Couples Therapy. The course combines diverse teaching-learning strategies, such as lectures, group discussions, dyad/triad presentations, videotape analysis, experiential exercises, and guest speakers on special topics.

8. Dialectic Behavior Therapy: This course focuses on developing an understanding of the DBT model and being able to utilize it effectively. It includes a review of the behavioral and cognitive therapy underpinnings of DBT, with extensive coverage of the dialectical principles that differentiate it from other approaches. The biosocial factors that lead to emotional, interpersonal, cognitive, and behavioral dysregulation will be explained. Included are methods of assessing, gaining client commitment to therapy, enhancing motivation, interventions, and specific skills training to help clients who have difficulty regulating emotions and behaviors. Emphasis will be on specific DBT strategies for suicidal, parasuicidal, and other impulsive and disruptive behaviors. Included is examination of cultural differences, the roles these play in expression of emotion and behaviors, and how individual differences can be assessed and treated. DBT for borderline personality disorder is covered, and extended to use in the treatment of other disorders.

9. Early Childhood Mental Health: This course is an introduction to early childhood mental health at child development centers subsidized by the State to serve low-income, high-risk families. The course begins with theoretical frameworks, including a review of systems, attachment and reinforcement theory. It then addresses understanding child behavior, and the underlying meaning it communicates to caretakers and providers, within cultural context. The culture of the classroom is also explored, as is the role of psychologists in working with educators in such classrooms. Parental and family influences on early childhood mental health are also addressed in the context of diversity.

10. Feminist Approaches to Psychotherapy: This seminar addresses the theory and practice of feminist therapy. The approach is considered in historical context, and the epistemological base of more traditional approaches, as well as the feminist approach, are explored. The emphasis is on application and focuses upon discussion of clinical issues and case supervision through discussion and role play.

11. Mindfulness Appr to Health Psych: This asynchronous on-line course examines mindfulness approaches to health psychology. It consists of two major parts. The first part of the course surveys literature related to the definitions, concepts and measurement of mindfulness. Theoretical and experiential exploration of mindfulness will be emphasized. Students will be expected to maintain

mindfulness practices and to keep a journal of their experiences. Mindfulness is considered as a personal and professional tool in therapeutic settings. The second part of this course will be organized around the clinical applications of mindfulness meditations, and mindfulness based intervention in clinical health settings. Students will review evidence based studies on using mindfulness concepts with chronic health problems, e.g., pain, cancer, insomnia, addiction, etc.

12. Narrative Approaches: This course introduces students to the theory and practice of Narrative Therapy. It focuses on the work of Michael White and David Epston and their development of a "storied therapy". The course assists students in conceptualizing problems as located within stories that influence identity. Problems are also situated within a socio-cultural context. In addition, the course attends to those moments that stand in contradiction to the plot of problems, and represent the promise of potential "counterstories" that may profoundly reshape identities.

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14. Psychotherapy with Older Adults: This course reviews normal aspects of the aging process; demographics of the changing older adult population; special features of counseling older adults including developmental tasks, life review, unfinished issues from the past, grief work, gender and cultural issues, and family dynamics; assessment of depression, dementia, delusions, elder abuse and substance abuse among older adults; special issues and needs of caregivers and adult children of aging parents; resources for professionals caregivers, adult children and their parents; ethical issues with older adults; and professional opportunities in gero-counseling. This course meets the BoP requirements for coursework in aging and long-term care.

15. Trauma Identification, Assmnt, Trtmnt: This course will cover best-practices and evidence-based practices for the screening and intervention of trauma, both incidents and trauma-related diagnoses including Acute Stress Disorder, PTSD, and PTSD with dissociative features. The course will span different populations and theoretical orientations. We will discuss cultural perceptions of trauma, response, and intervention. We will also cover

issues in the field related to identification, assessment, diagnosis, and intervention and emerging practices.

2 unit courses:

1. Acceptance & Commitment Therapy: An overview of the history, philosophy, methods and application of mindfulness and acceptance within cognitive-behavioral therapy, with emphasis on acceptance and commitment therapy (ACT). Students will learn about the theoretical and empirical background of this burgeoning field, practice mindfulness and other experiential methods, observe videos of therapy sessions, integrate empirical literature and clinical experience, and explore techniques in clinical role play. By the end of the course, students should be familiar with the major models of mindfulness-based therapies within the cognitive-behavioral therapy (CBT) field. They will have extensive experience with mindfulness meditation and have practiced basic skills of ACT.

2. Assessing/Remediating Legal Competency: The focus is on the legal, psychological, theoretical, and ethical issues pertaining to competency in a variety of contexts. Students will review research and practice issues involved in assessing and treating a various types of legal incompetence. They will also review benchmark legal cases addressing various aspects of competency. Specific topics include competency theory, competency to stand trial, other criminal competencies (e.g., to consent to searches/seizures, to confess, to waive the right to counsel, to testify, and to be sentenced to death), competency restoration and involuntary medication, competence to consent to medical treatment, testamentary capacity (e.g., for wills, trusts, and advance medical directives), other civil competencies (including conservatorships, guardianships, and substituted judgment), juveniles and developmental immaturity, and competency issues pertaining to people with developmental disabilities.

3. Clients with Substance Use Problems: This course will provide student clinicians with a general overview of treatment for substance use disorders, focusing on current empirically validated approaches to treatment. This course will identify and examine the etiology of substance use disorders and current interventions, including the various approaches for conceptualizing addiction and chemical dependency. Included are illicit, prescription, over-the-counter, marijuana, and alcohol use, and comorbidities. Special attention will be paid to treatments geared toward specific substances of abuse, treatment modalities, and treatments for special populations of substance using clients.

4. Disability, Law & Families: Course provides an overview of key concepts, including prejudice, stigma and discrimination against persons with disabilities, and statutes and case law on the civil rights of persons with disabilities as they relate to procreation, custody, parenting, and family life. Psychologists' roles as consultants and providers in these contexts are explored. Specific legal issues are covered, including the IDEA, IEPs, early intervention laws, and California statutory requirements for mental health services for minors in special education.

5. East Asian Meditation in Health: This course explores East Asian meditation practices and ways in which they can be used to work with the mind and emotions to enhance physical and psychological well-being. Students will gain an understanding of views and practices of Buddhist, Daoist, and Confucian schools of meditation and exposure to the techniques of therapies that involve the use of meditation. Meditation techniques covered will include various types of evidence-based mindfulness therapies, compassion practices, dream yoga, and meditation practices focusing on self-cultivation through interpersonal interactions. The course will include an examination of current physiological, neuropsychological and clinical research on effects of meditation practice. Additionally, the class will discuss views of the self, mind, and world associated with East Asian meditation traditions and possible implications for psychotherapy with populations influenced by these cultural views.

6. Family Violence & Psychol. Trauma: Focus on family violence conceptualized as pathologies of power. Clinical theory, research and implications for practice examined from cultural, psychological, psychoanalytic, feminist and sociopolitical perspectives. Discussions of patriarchy, the politics of power and violence, gender entrapment, gender role socialization, constructions of masculinity and cultural complexities will illuminate the intersection of individual and social pathologies that result in family violence.

7. Integrating Spirituality into Psychotherapy: This course is designed to increase students' awareness and knowledge of client spirituality in the context of psychotherapy. Course material focuses on an understanding the developmental and existential nature of how people seek and find meaning in traditional and non-traditional spiritual and religious experiences. Techniques are presented to engage clients in accessing spiritual resilience, addressing current conflicts and traumatic backgrounds, and artfully engaging spirituality in the therapy process. Students will develop self-awareness skills and knowledge of client's spiritual experiences to inform therapeutic interventions and enrich the therapeutic alliance. Spirituality is viewed in a larger context as an important aspect of multicultural and personal diversity.

8. Palliative Care: Serving those with life-limiting illness is an integral and important part of health care. When working with patients and their families and communities at the end of life, it is essential to assess the overall quality of care they are receiving, to identify sources and ways of alleviating suffering as appropriate, and to help patients and their families determine what decisions need to be made and who needs to be involved in making/implementing those decisions. Psychologists can play vital roles in the field of palliative care, providing clinical servicers, research, teaching, public policy design and evaluation, organizational leadership, and advocacy. This course provides students with a foundation on which to build this unique and increasingly necessary set of skills and knowledge, and how to develop interprofessional relationships through which these activities can be successfully accomplished.

9. Psychother. for Loss/Grief/Mourning: From graduation to divorce to retirement to death, loss is a fundamental human experience. Losses, and the subsequent processes of grief and mourning, are the foci of this course. We will weave together three strands of inquiry during the term: responses in the personal, clinical, and social realms. Taking a lifespan approach, varieties of loss that are developmentally expected as well as unanticipated will occupy the majority of our study. Particular attention to death and its personal and societal implications for clinical practice includes interventions to facilitate mourning and adjustment to loss on the individual, family and community levels. Social justice approaches to loss on both a micro as well as macro level, e.g., colonization and genocide, will be addressed.

10. Psychotherapy Practice Management: This course addresses the practical dimensions of managing a psychotherapy practice. It includes office selection and structuring, financial arrangements and billing, record keeping systems, hiring and managing clerical staff, developing and maintaining electronic records, HIPAA compliance, advertising, developing and maintaining referral networks, linkage to community services, and valuing, selling and closing a practice. Ethical considerations are addressed with respect to each of these areas of concern. Psychologists as Managers in Community and Health Care Organizations Psychologists are increasingly finding themselves in the position of managing other people, but are often not trained to perform this function. This course addresses basic management theories and practical applications. Historical and current approaches to management roles are reviewed, and problems related to community services and health care settings are addressed.

11. Therapy for Sleep Disorders: This course covers basic sleep hygiene, sleep cycles, diagnosis of sleep disorders, apnea, prescription and OTC medications uses and contraindications, and evidence-based treatments.

1 unit courses

1. Approaches to Pain Management: This course covers the physiology and types of pain, uses and misuses of pain medications, pain beliefs and attributions, and mind-body techniques for pain management.

2. Clinical Applications of Psychopharm: This course explores psychopharmacology from several perspectives. The medications for mental illnesses: Depression, Bipolar illness, Anxiety, and Psychosis especially, are examined considering individual case examples. The use of herbal and other non-prescription alternative treatments are also discussed. Applications of psychopharmacology in key patient populations such as children, adolescents, women, varying ethnic groups, substance abusers and the elderly are explored.

3. Suicide Prevention: The Advanced Clinical Skills Workshop provides small-group presentation and discussion of suicide and suicide prevention at an advanced level. Students will learn to assess and address risk factors associated with suicide, and critically discuss the application of treatment approaches to individuals presenting with increased suicide risk. Included is discussion of therapeutic relationship issues, and the interplay of disability status, sexual orientation, social class, culture, gender, and ethnicity with suicide assessment and treatment.

4. Therapist Expressive Behaviors: This course presents an overview of research on the value of expressive nonverbal behavior for physicians, educators, leaders, and psychotherapists. The bulk of the course is devoted to practicing improvisational methods designed to promote expressive nonverbal behavior. At the end of the course, students will be familiar with extensive research linking expressive nonverbal behavior to positive social outcomes. They will have explored their own expressive range, including in clinical role-play application.

5. Using Telehealth/Internet Interventions: Covered in this course are newer methods of therapy delivery, including phone follow-up, phone appointments, online interventions, apps, and indications and contraindications for telehealth, structuring sessions, ethics and legalities, and security of communications.

Prerequisites: PSY7527 and PSY7528

PSY8555 - Neuropsychology: Foundations

(3 units) Study of functional neuroanatomy, neuropathology, and neuropsychological assessment. Focus on developing the foundational knowledge needed to understand the process and results of neuropsychological evaluations.

Prerequisites: San Francisco: PSY6512, PSY6512a, PSY7521

San Diego PhD: PSY6105, PSY6501
Please note there is a mandatory lab assessment fee for this course.

PSY8556 - Neuropsychology: Advanced

(3 units) Study of neuropsychological theory, testing methods and interpretation. Focus on developing clinical approach to neuropsychological evaluation, teaching specific assessment skills, and writing neuropsychological reports.

Prerequisites: PSY8555
Please note there is a mandatory lab assessment fee for this course.

PSY8557 - Family Violence and Psychological Trauma

(2 units) Focus on family violence conceptualized as pathologies of power. Clinical theory, research and implications for practice examined from cultural, psychological, psychoanalytic, feminist and sociopolitical perspectives. Discussions of patriarchy, the politics of power and violence, gender entrapment, gender role socialization, constructions of masculinity and cultural complexities will illuminate the intersection of individual and social pathologies that result in family violence.

PSY8558 - Disabilities, Law and Families

(2 units) This course provides an overview of key concepts, including prejudice, stigma and discrimination against persons with disabilities, and statutes and case law on the civil rights of persons with disabilities as they relate to procreation, custody, parenting, and family life. Psychologists' roles as consultants and providers in these contexts are explored. Specific legal issues are covered, including the IDEA, IEPs, early intervention laws, and California statutory requirements for mental health services for minors in special education.

PSY8559 - Assessing and Remediating Legal Incompetencies

(2 units) This is an advanced-level course required of all third-year Forensic Family Child Track students in the San Francisco PsyD program. The focus is on the legal, psychological, theoretical, and ethical issues pertaining to competency in a variety of contexts. Students will review research and practice issues involved in assessing and treating a broad array of incompetencies. They will also review benchmark legal cases addressing various aspects of competency. Specific topics include competency theory, competency to stand trial, other criminal competencies (e.g., to consent to searches/seizures, to confess, to waive the right to counsel, to testify, and to be sentenced to death), competency restoration and involuntary medication, competence to consent to medical treatment, testamentary

capacity (e.g., for wills, trusts, and advance medical directives), other civil competencies (including conservatorships, guardianships, and substituted judgment), juveniles and developmental immaturity, and competency issues pertaining to people with developmental disabilities.

Prerequisites: Forensic Family Track Students in SF: PSY7563

PSY8561 - Consultation

(1 to 2 units) Topics vary and may include, but are not limited to:

1. Consultation: Medical Settings This course addresses the varying and complex roles of psychologists in medical settings. The role of consultant is unique and involves assessment, individual and family psychotherapy, psychopharmacological recommendations, active involvement on multidisciplinary teams as well as more subtle interventions with multidisciplinary team members. These multiple roles are discussed with an emphasis on how to build a consultation practice. Ethical issues and dilemmas are presented as they relate to consultation in medical settings. Issues related to diversity including disparities in health care will be discussed. Meets a requirement for PsyD's Integrated Health Track. Prerequisite: Some knowledge of health psychology and by consent of instructor.
2. Consultation: Effective Teaching This course focuses on the role of psychologist as educator. A variety of teaching tools, and methods are reviewed. Students gain an understanding of theories of instruction, research on learning and teaching styles, and work with special populations of learners. Diversity (including ethnicity, race and disability) are emphasized.
3. Consultation: Program Evaluation: This course focuses on helping agencies conduct program evaluation within a social justice lens. This course meets the consultation requirement for students in the PsyD Social Justice Track.
4. Family Court Consultation and Expert Witness : It surveys common ethical, professional, and practical issues in contracting for and providing forensic psychology services to courts. Topics include forensic data organizing, report writing, court testimony, applied research skills, and diagnosis and testing within the forensic context. It is assumed that students enter this class with some knowledge of basic forensic theory and practice. The primary emphasis in this course is on navigating an ethical path and not losing one's moral bearing in these often-treacherous waters. A secondary emphasis is to assist students in developing their critical reading and thinking skills. Meets requirement of SF PsyD third-year Child/Family Track students.
5. Child Custody Consultation: Evaluation and Mediation: Focuses on the role that psychologists play in assisting families undergoing disputes about child custody. Major focus is the child

custody evaluation as an assessment of the best parenting plan for the child. Clinical case material is presented and students become familiar with the process of conducting a child custody evaluation as well as with important issues related to making custody decisions. Special topics include parental alienation, "move away", shared custody, supervised visitation, "substance abuse" and major mental illness, the mediation process, the Special Master process and the role of Family Court and Family Court Services in working with families experiencing divorce. Meets a requirement of SF PsyD third-year Child/Family Track students.
6. Multicultural Issues: The course covers basic principles and approaches to psychological consultation and collaboration and is focused on multicultural issues in consultation. The history of consultation as a competency in psychology is reviewed as well as the role of the psychologist as a consultant, and the skills, methods, theories and research guiding psychological consultation and collaboration as an area of special expertise in psychology. Special attention is paid to multicultural issues, multicultural consultee-centered consultation, multicultural organizational consultation, and issues of collaboration and culture that arise in international context. This course meets the consultation requirement for students in the PsyD Social Justice Track.

Prerequisites: Advance to candidacy

PSY8564 - Supervision

(1 to 2 units) Topics vary and may include, but are not limited to:

1. Learning to do Supervision. This course is designed to introduce students to the theory and practice of clinical supervision. It will highlight choice points in consultations, and explore the varying roles supervisors can play (e.g. consultant, teacher, evaluator). It also will assist students to arrive at a better understanding of their preferred supervision practices. The course exposes students to reflexive practices in supervision, including ways reflecting teamwork can be adapted to one-on-one consultations. Students also will gain practical experience in providing supervision.
2. Supervision: Mental Health Head Start Trainees This course focuses on the supervision of preclinical level practicum students using an individual supervision model. Students in this course supervise Practicum I PsyD students in a Head Start preschool program in individual sessions once per week. The instructor provides supervision and training to class participants. Students learn to organize the information needed to supervise pre-clinical practicum students working with pre-school children. The course provides knowledge of basic concepts regarding individual supervision format, and ethical and legal aspects of the supervisor role.

PSY8566 - Child Custody Consultation: Evaluation and Mediation

(2 units) Focus on the role that psychologists play in assisting families undergoing disputes about child custody. Major focus is the child custody evaluation as an assessment of the best parenting plan for the child. Clinical case material is presented and students become familiar with the process of conducting a child custody evaluation as well as with important issues related to making custody decisions. Special topics include parental alienation, "move away", shared custody, supervised visitation, "substance abuse" and major mental illness, the mediation process, the Special Master process and the role of Family Court and Family Court Services in working with families experiencing divorce.

PSY8568 - Education, Consultation and Advocacy

(2 units) Basic foundations course examining EAPs, stress management, parenting and relationship education, conflict resolution and multidisciplinary.
Prerequisites: Fresno PsyD Clinical Psychology: G2 status in program or instructor approval

PSY8569 - Pragmatic Foundations of Clinical Practice

(1 to 2 units) This course is a basic introduction to the provision and policy of services for treatment of mental disorders in governmentally funded, NGO, and faith based mental health programs. This course will overview some of the factors that have shaped current mental health policy and provision. The course will also review the challenges facing the mental health administrator in various professional settings. This course will also focus on the practicalities of establishing and maintaining a clinical practice. The course will focus on the pragmatic aspects of managing a clinical practice as a sole proprietor and as a member of both a group psychological practice as well as a blended multi-disciplinary practice. It will address legal and ethical issues, financial concerns, marketing strategies, documentation, case management issues and emotional and psychological factors. Students who do not intend to work in a private practice upon completion of training will nevertheless learn about the various issues related to the practice of psychotherapy regardless of the setting.

PSY8571 - Third Year Clinical Practicum

(2 to 3 units) Experience in a mental health setting for 15 hours per week.
Prerequisites: Passing grades in PSY7571 and PSY7572

PSY8572 - Third Year Clinical Practicum

(2 to 3 units) Experience in a mental health setting for 15 hours per week.
Prerequisites: Passing grade in PSY8571

PSY8577 - Third Year Clinical Practicum

(2 units) Experience in a mental health setting for 15 to 20 hours per week.
Prerequisites: Fresno PsyD Clinical Psychology: Passing grade in all prior practicum courses

PSY8578 - Third Year Clinical Practicum

(2 units) Experience in a mental health setting for 15 to 20 hours per week.
Prerequisites: Fresno PsyD Clinical Psychology: Passing grade in all prior practicum courses

PSY8600 - General Elective

(1-3 units)

1. **Psychology of Spirituality** (2 units) Exploration of the history of the psychology of religion and survey of the variety of theories within the field. Develops understanding of the workings of psychological phenomena within religion and spiritual phenomena within psychology. Includes discussion of ideas of Freud and Jung, post- Freudian developments, contemporary psychoanalysis and a neo-Lacanian framework. Religions examined in relationship to psychoanalysis include Judaism, Buddhism, Christianity and native forms of Shamanism.

2. **Women's Life Choices** (2 units) Exploration of a woman's perception of choices in making specific life span transitions. Issues discussed are those which repeatedly surface as presenting problems for female clients: having a child, having a "career," being single or partnered, caring for parents and "creating" an adult (and aging) body. Multicultural influences on these "choices" will also be explored including ethnicity, religion, socioeconomic class and disability.

3. **Adolescent Girls/Teen Women** (2 units) An examination of the development and identity formation of adolescent girls/teen women from a social constructionist perspective. The impact of social and contextual factors are considered, including cultural attitudes about women and girls, race, ethnicity, religion, sexual orientation and class, on young women's development. Problems that young women frequently bring to therapy are considered (e.g., eating disorders, self-mutilation, teen pregnancy).

4. **Psychologists Working in Complex Systems** (2 units) Develops a theoretical foundation for intervention with complex systems based upon the cognitive model, social learning principles and general systems theory. These analytical models are applied to organizational case studies which have been investigated and presented by the students. Practical interventions will be designed, critiqued, implemented and refined throughout the course.

5. **Supervision** (2 units) An examination of the role of the supervisor and supervisee in psychotherapy and related treatment activities from psychodynamic and other perspectives. The course will focus on the major issues and challenges inherent in the supervision process. Theories of supervision, reviews of recent literature, guidelines for practice will be addressed There will be ample opportunity for role play, demonstrations of supervision and guest speakers.

6. **Feminist Approach to Supervision, Teaching and Consultation** (2 units) This course emphasizes collaboration rather than competitive models in teaching. The course also teaches team building and cooperation in conflict resolution and consultation. The course also emphasizes empowerment and collaboration in supervision.

7. **Educational Consulting: Developing Effective Interventions for Behavior and Learning Problems in Children** (2 units) An in-depth look at a model intervention program for young children ages two to five and at delivery of effective interventions to school-age children. Core competencies include teacher and parent interviewing, classroom observation and functional assessment, team-based problem solving, evaluating intervention design and outcome and legal and ethical safeguards. Includes discussion of the Individualized Education Plan process, understanding medications for children, AB3632 services, wraparound family team processes and emergency responses to trauma in schools.

8. **Self Psychology** (3 units) Traces the development, major concepts and clinical application of psychoanalytic self psychology. Emphasis will be placed on current perspectives and interventions.

9. **Integration of Individual and Systemic Therapy** (3 units) Encourages students to integrate individual and systemic therapeutic approaches. Both theory and practice of integrated model will be taught and discussed.

10. **Psychotherapy East and West** (3 units) Explores Eastern concepts of consciousness, personal identity and sanity and compares and contrasts these with Western views, especially psychodynamic and existential perspectives. Emphasis is placed on integrating Eastern and Western concepts into a unified view of the nature of change and transformation. Acquaints students with the phenomenology of transcendental experience, including similarities and differences between mystical and psychopathological experience.

11. **Metaphorical Interventions in Psychotherapy** (3 units) Uses metaphorical/symbolic interventions in contrast to literal/analytical communication to promote therapeutic change. Through skill training emphasizing visio-spatial, perceptual, imagery, and holistic/systemic skills, students learn to use metaphorical interventions in their therapy. The role of metaphorical therapy in psychodynamic, cognitive-behavioral and family systems therapy is explored.

12. **Forensic Psychology** (3 units) Examines the nature of forensic evaluations, reports and expert witness testimony and the professional and ethical responsibilities involved. Surveys the primary areas of the law including family law, mental health law, criminal law, child

abuse and juvenile law, personal injury law and Workers' Compensation. Students role-play the presentation of testimony in trial simulations.

13. **Understanding Violence and Nonviolence** (3 units) Focuses on understanding of structural, interpersonal and intrapersonal dynamics that contribute to war and other forms of violence versus the creation of peace. Emphases on processes of problem definition, in creation of theory, research and intervention for prevention of violence and promotion of peace on a community, national and international basis. Dynamics of justice, equality and connectedness are related to peace and processes of separation, dominance and oppression are related to war and violence. Roles for professional psychologists are stressed.

14. **Dream Interpretation** (3 units) The interpretation of a dream in a psychodynamic setting requires the therapist's full understanding of and ability to apply advanced analytic concepts. This course will focus on the therapist's exploration of and development of capacity with the client's intrapsychic functioning, free association, resistance and censoring, and ability to remember and work through. Students will also explore the therapist's unconscious process when listening to a dream as well as the therapist's ability to provide meaning for the dream in relation to the client's current life and conflict. The reading will cover both Freudian and Jungian perspectives on interpretation.

15. **Employee Assistance Programs** (1 unit) Includes a history and overview of employee assistance programs, clinical interventions in the workplace, organizational development, substance abuse in the workplace, the role of the psychologist in employee assistance programs and opportunities for employment in the field.

16. **Clinical Empathy in Theory and Practice** (3 units) Explores the definition and concept of empathy from classical psychoanalytic and self psychology points of view. Designed for internship level clinicians who have already gained experience in the therapeutic process. Provides the opportunity to reflect on their developing clinical style and to sensitively examine those touching moments of "I-thou" interaction that embody the essence of psychotherapy. Covers the factors that contribute to good and poor empathic connection in the clinical situation. Students share interactions from their own case material or personal work.

17. **Family Violence and Sexual Abuse** (2 units) Critically examines differing theoretical models that seek to explain the existence and continuity of family violence in our society. Explores current research in the areas of family violence and sexual abuse. Studies individual, family and societal characteristics that are associated with domestic violence. Examines multiple types of abuse and victims of abuse. Familiarizes students with therapeutic models of intervention for domestic abuse and how to determine the efficacy of those treatment models and programs.

18. **Suicidality/HIV Treatment** (1 unit) The first part of this course focuses on suicide rates, demographics, correlates and explanatory theories. The second half of the course is an up-to-date review of treatment approaches for HIV-positive clients.

19. **HIV Treatment** (1 unit) Update on treatment approaches for HIV positive clients.

20. **Eating Disorders** (1 unit) The historical and sociocultural context of anorexia nervosa and bulimia nervosa is discussed. Course focuses on diagnosis, testing, assessment and treatment.

21. **Gay and Lesbian Issues from a Multicultural Perspective** (1 unit) This course is designed to provide students with an introduction to the theoretical and applied issues related to working with ethnic minority gay and lesbian clients. The course takes a historical/social approach to the issues related to population and balances with perspective to issues related to intrapsychic development.

22. **Suicidality** (1 unit) Suicide rates, demographics, correlates and explanatory theories.

23. **Spirituality and Spiritual Development in Psychotherapy** (3 units) An examination of the role of religion and spirituality in psychotherapy and the psychological healing process. Course focuses on critical analysis of representative literature, discussion of the ethical implications of the use of spirituality in psychotherapy and identifying and understanding countertransference issues that relate to religion and spirituality. Spiritual factors within faith traditions and their impact on mental health and mental health service delivery is explored. Attention is given to the role of the therapist's spirituality, the process of spiritual development, spirituality as an integral part of one's cultural heritage and community ties and therapeutic approaches that are appropriate with religiously oriented clients both at the individual and community levels in prevention as well as intervention efforts.

24. **Belief Systems and Psychotherapy** (3 units) This course explores interrelationships between spirituality, cultural diversity and the process of psychotherapy. Examines recent literature in this area. The goal of this course is to expand awareness of the range of diverse belief systems held by human beings and to increase the student's skills in working with culturally diverse clients. Integrates didactic material with group and individual learning experiences to facilitate exploring potential areas of transference and countertransference. Students are challenged to examine personal values, beliefs and assumptions and how these impact their work as psychotherapists.

25. **Clinical Aspects of Dream Interpretation** (3 units) Clinical implications and the implementation of dream interpretation in the psychotherapeutic process will be discussed. Freud's thoughts on dreams as well as later psychoanalytic revisions or modifications of these ideas will be reviewed to provide a conceptual context for dream interpretation. The amount of emphasis given to the interpretation of dreams, the timing of such interpretations, the repetitive dream and childhood dreams are among the technical aspects to be considered.

26. **Interprofessional Collaboration for Psychologists: Individual, Group, Organizational and Cultural Contexts** (2 units) Given the need for psychologists to work effectively with professionals from a diversity of disciplines and backgrounds (e.g., school, law enforcement, probation, medical, legal, social service), this course presents the philosophy, theory, ethics and practice of interprofessional collaboration. With the goal of preparing psychologists for the evolving healthcare environment, multiple professional roles and creative/effective interventions for underserved populations in diverse settings (schools, hospitals, community mental health, child welfare, etc.), the course will present practice skills in interprofessional collaboration. These include: diagnosis and intervention in dysfunctional collaboration, eco-systemic and transorganizational systems thinking, team development and leadership, negotiation/conflict resolution, unconscious group dynamics and self-assessment of interpersonal needs.

27. **The Creative Imagination in Psychotherapy: A Case Seminar** (3, 3 units) The goal of this year-long track sequence is to help students develop and use their own and their clients' creative imagination in psychotherapy. Through lectures, in-class supervision, role-playing, student presentations and experiential exercises, students will (1) learn to use client-generated metaphor and imagery in language, dreams, early memories and behavioral patterns to increase the depth and perhaps accelerate the rate of change in their therapy; (2) deepen their empathy for their clients and increase their ability to use their own inner experience, affective metaphoric imagery and creative imagination, to resolve therapeutic impasses; and (3) develop an understanding of resistance as co-created by both client and therapist as a conflict of their unconscious goals. Class

discussion will include comparative/ integrative case conceptualization and interventions using psychodynamic, cognitive-behavioral and family systems approaches.

28. **Clinical Case Conference with Multicultural Populations** (3, 3 units) This course will examine multiculturalism and its impact on the treatment process. Through readings, lectures, classroom discussion and formal case presentations students look at the issues of race, ethnicity, gender, class, age and sexual orientation as critical factors in psychotherapy. Explores how these factors interact with psychological theories and traditional psychotherapeutic approaches to enhance the treatment of multicultural populations.

29. **Analytic Dream Interpretation** (2 units) Introduction to Jungian dream interpretation. Will review the basic working techniques of association and amplification and clarify dream functions as well as subject and object levels of interpretation.

30. **Psychodynamic Case Conference** This course will provide students with a rudimentary understanding of the theory ad techniques of dynamic psychotherapy. Building on the skills developed in the Introduction to Psychodynamic Psychotherapy, students who successfully complete this course should be able to evaluate a client from a dynamic point of view and be able to perform basic psychotherapeutic interventions using dynamic therapeutic strategies. *Prerequisite: Introduction to Psychodynamic Psychotherapy or its equivalent*

31. **Sociocultural Diversity: Intersectionality of Identities in the LGBT Community** *(3 units)* The purpose of this course is to provide an overview of the social, political, and psychological issues impacting lesbian, gay, bisexual and transgender people of color, including immigrants, all ethnic groups, those with primary languages other than English, socioeconiic issues, and to provide appropriate clinical interventions. This course will cover critical issues including: development and maintenance of multicultural identity; the intersection of racism, sexism, homophobia, and classism; relationships; religion/spirituality; politics; health and the importance of integrating potentially conflicting cultural demands.

PSY8605 - Functional Neuroanatomy and Neuropathology
(3 units) An introductory course designed to provide clinical neuropsychology students with the understanding of central nervous system structure and function necessary to pursue research. Specific content areas include neuroanatomy, neuropathology, brain-behavior relationships and neurobehavioral syndromes. For neuropsychology emphasis only.

Prerequisites: PSY6105, which may be taken concurrently

PSY8630 - Clinical Aspects of Dream Interpretation
(3 units)

PSY8642 - Community Consultation
(2 units) Provides exposure to the professional role of psychologists as consultants and an overview of the theories, types, and strategies of consultation. Consultation skills are emphasized with attention to all phases of the consultation process: entry, assessment, diagnosis, development, intervention and termination. Students plan, implement and evaluate a small consultation project. The course focuses on community-based efforts with particular attention to multicultural issues, prevention and mental health consultation. Other issues covered include: competence and ethics, organizational dynamics, conflict resolution and manifestations of resistance.

PSY8645 - Grant Writing
(2 units) The processes of researching and applying for grants for research and applied projects. Attention will be paid to the funding sources available in both the private and public sectors.

PSY8800 - Advanced Seminar
(2 to 3 units) (Topics vary)
1. Treatment of Depression
2. Conduct Disorders and Anti-Social Behavior
3. Theoretical Psychodynamic Issues
4. Object Relations
5. Integrative Psychology
6. Humanistic Psychology
7. Research and Empirical Foundations of Psychoanalysis
8. Hypnotherapy

PSY8805 - Advanced Seminars in Theoretical Issues
(2 to 3 units) Advanced seminars cover various psychotherapeutic approaches. 1) Brief Therapies 2) Object Relations 3) Self Psychology 4) Feminist Theory 5) Psychoanalytic Applications and Issues 6) Forensic Family/Child Psychology 7) Conduct Disorders and Antisocial Behavior.

PSY8901 - Dissertation Project
(3 units) Students conduct literature reviews, commit to projects and write doctoral project proposals with an emphasis on focus, feasibility and design. The proposals are implemented with ongoing supervision and a written work is completed. Methodologies include program development, program evaluation, use of video in clinical psychology, case study, empirical project and manuals or primers on special topics.

PSY8902 - Dissertation Project
(3 units) Students conduct literature reviews, commit to projects and write doctoral project proposals with an emphasis on focus, feasibility and design. The proposals are implemented with ongoing supervision and a written work

is completed. Methodologies include program development, program evaluation, use of video in clinical psychology, case study, empirical project and manuals or primers on special topics.

PSY8905 - Research in Applied Settings
(3 units) This two-semester course focuses on the development of research skills that can be utilized in a variety of settings and contexts where mental health services are provided (e.g., clinics, hospitals, schools, correctional facilities, etc.). Topics include consultation strategies, grantwriting, evaluation research, multicultural issues in research, psychotherapy outcome research, use of the Internet for research and other relevant issues. Students have the opportunity to serve as "research consultants" to an organization and conduct a small-scale project that meets a need determined by that organization.
Prerequisites: Statistics, Multivariate Statistics, Research Design, Practicum in Contemporary Research

PSY8906 - Research in Applied Settings
(3 units) This two-semester course focuses on the development of research skills that can be utilized in a variety of settings and contexts where mental health services are provided (e.g., clinics, hospitals, schools, correctional facilities, etc.). Topics include consultation strategies, grantwriting, evaluation research, multicultural issues in research, psychotherapy outcome research, use of the Internet for research and other relevant issues. Students have the opportunity to serve as "research consultants" to an organization and conduct a small-scale project that meets a need determined by that organization.
Prerequisites: Statistics, Multivariate Statistics, Research Design, Practicum in Contemporary Research

PSY8907 - Dissertation Development
(3 to 5 units) Students work individually or in a small group to develop theoretical and conceptual antecedents necessary for the derivation of workable hypotheses for the doctoral dissertation. Feasibility and design problems are emphasized in the development of a dissertation proposal.

PSY8908 - Dissertation Development
(4 to 5 units) Students work individually or in a small group to develop theoretical and conceptual antecedents necessary for the derivation of workable hypotheses for the doctoral dissertation. Feasibility and design problems are emphasized in the development of a dissertation proposal.

PSY8911 - Clinical Dissertation
(1 unit)

PSY8912 - Clinical Dissertation
(1 unit) Focuses on selection of project committee members, development of methodology and completion of proposal.
Prerequisites: ORG8911

PSY8913 - PsyD Clinical Dissertation

(3 units) Required after successful completion of RPD sequence and proposal orals. Planning, designing and carrying out a PsyD dissertation. Students create an individualized completion plan and must check in with instructor on progress every week.
Prerequisites: PSY7003, PSY7004, completion of dissertation proposal orals
Sacramento PsyD Clinical Psychology: passing grades in PSY7911 and PSY7912
Fresno PsyD Clinical Psychology: Passing grade in PSY7912, completion of dissertation proposal orals

PSY8914 - PsyD Clinical Dissertation

(2 to 3 units) Required after successful completion of RPD sequence and proposal orals. Planning, designing and carrying out a PsyD dissertation. Students create an individualized completion plan and must check in with instructor on progress every week.
Prerequisites: PSY7003, PSY7004, PSY8005, PSY8006; completion of dissertation proposal orals
Sacramento and Fresno PsyD students: passing grade in PSY8913

PSY8980 - PsyD Clinical Dissertation Group

(1 unit) Advanced small group seminar with the goals of 1) progress in the PsyD dissertation, 2) integration of academic foundations and practice and 3) professional development.
Prerequisites: PSY7910 and completion of Competency Exam and Writing Proficiency

PSY8990 - PhD Doctoral Dissertation Research Design and Research Seminar

(1 to 6 units) Progressive seminar on planning, designing and conducting individual research. Consultation and guidance on all phases of the research process from early levels of exploration of an area, literature search and formulation of a specific research idea through research designs, data collection and analysis.
Prerequisites: San Diego PhD: PSY6021, PSY6022, PSY6023, PSY6045, PSY7045

PSY9123 - PhD Portfolio

(0 units) PhD requirement for graduation - submission of four work products while completing program: 1) presentation at a professional conference, 2) article submitted for publication, 3) integrated assessment report from third year practicum (with identifying information redacted), and 4) final syllabus from teaching practicum. All products must be approved by mentor/supervisor before submission to portfolio.

PSY9310 - Advanced Seminar: MFT

(1 to 3 units) Examination of a variety of topic areas and will rotate each time offered. Seminar offerings will include such areas as Bowen Theory, sex therapy and others. May be repeated for credit.

Mindfulness Based Cognitive Therapy and Art Psychotherapy - This elective course provides students with the 8-week Mindfulness-Based Cognitive Therapy (MBCT; Segal, Teasdale, Williams, 2012) empirical based training. The premise is that the awareness of negative thoughts, feelings, emotions and bodily sensations assists in the prevention of depressive cycling and relapse. Student engagement with art psychotherapy techniques furthers their acquisition of mindfulness-based skills, mainly the recognition and acceptance of how non-verbal feelings and bodily experiences contribute to depressive cycling. The course information augments systemic interventions that support the recovery of individuals suffering from a history of depression and their families.

PSY9320 - Supervision in MFT I

(3 units) A didactic and experiential course on current theory, research, practice and dilemmas in marriage and family therapy supervision. This course is intended to provide the foundation for developing effective supervisory skills. It includes information on the major models of MFT supervision, the ethical dilemmas and legal responsibilities of supervision and various techniques that can be used in supervision. The course is modeled after the AAMFT supervision standards.
Prerequisites: At least 2 of the following: PSY8311, PSY8314, PSY8315

PSY9321 - Supervision in MFT II

(3 units) This course contains the experiential, techniques portion of the MFT supervision training process. It includes 18 hours of supervision of supervision.
Prerequisites: PSY9320. Approval of instructor.

PSY9324 - Advanced MFT Research: Quantitative

(3 units) This course presents the principles of experimental, quasi-experimental, correlation, causal-comparative, descriptive and meta-analytic research in marital and family therapy. Students learn to critically evaluate published quantitative MFT research as well as to design research studies to address a variety of different MFT problems. Issues in MFT program design and evaluation are also addressed.
Prerequisites: PSY6021, PSY6022, PSY7302 and PSY7314

PSY9325 - Advanced MFT Research: Qualitative

(3 units) This course presents the principles and philosophy underlying qualitative methods of research in the larger field of behavioral sciences along with a specific focus on the field of MFT. Students learn to evaluate published qualitative research, to critically review the most widely used qualitative methods of research and to design qualitative studies relevant to the practice of MFT.
Prerequisites: PSY7302 or equivalent

PSY9360 - Internship Supervision

(3 units) This course provides supervision to students' pre-doctoral degree internship experiences that include the combination of any two of the following components: clinical, teaching, scholarship, supervision, or policy and administration. This class is designed as a seminar where advanced CFT students are exposed to different professional functions that doctoral level professionals play and gain supervised experiences in these functions. Course must be taken twice.

PSY9388 - MFT Internship

(3 units) This is a pre-doctoral degree 9- to 12- month internship where doctoral students accumulate advanced professional experiences in areas such as clinical practice, teaching, research, supervision, and policy and public administration.
Prerequisites: All required doctoral courses. Approval of the CFT Clinical Training Coordinator

PSY9389 - Internship in MFT

(0 units) This is a pre-doctoral degree 9- to 12- month internship where doctoral students accumulate advanced professional experiences in areas such as clinical practice, teaching, research, supervision, and policy and public administration.

PSY9421 - Consulting Psychology Internship: Individuals and Groups

(3 units) Internship experience in Consulting Psychology emphasizing group and individual levels of assessment and intervention. Minimum 20- hours/week field placement in a corporate or governmental setting preferably under supervision of a licensed doctoral-level psychologist; required each semester of Consulting Psychology students who are enrolled in the third year of the Consulting Psychology doctoral program.
Prerequisites: PSY7429, PSY7435 or Permission of Program Director

PSY9422 - Consulting Psychology Internship: Individuals and Groups

(3 units) Internship experience in Consulting Psychology emphasizing systemwide levels of assessment and intervention. Minimum 20-hours/week field placement in a corporate or governmental setting, preferably under supervision of a licensed doctoral level psychologist; required each semester of Consulting Psychology students who are enrolled in the 4th year of the Consulting Psychology doctoral program.
Prerequisites: PSY9421 or permission of the Program Director

PSY9500 - Advanced Clinical Elective

(3 units) (Topics vary)
1. **Interventions with Adolescents** Focus is on the systemic influences and context in which adolescents live and thrive, while attending to the individual changes and experiences occurring within the adolescent. Students learn how to evaluate adolescents and their families for treatment, how to decide on the most appropriate interventions and how to implement these interventions within the context of physical, emotional, social, cognitive, family, peer and school systems across these three stages: early, middle and late adolescence. This is an interactive and experiential course. Students are expected to participate in roleplays, practice interventions, provide supportive feedback to their classmates and be willing to explore, disclose

and integrate their own experiences as an adolescent into what they learn in this course.

2. **Training and Supervision in Couple, Sex, and Family Therapy** Highly experiential advanced course is designed to provide intensive, hands on training in couple and sex therapy. Students will have the opportunity to be in the role of therapist, supervisor, team consultant and family member. They will work with diverse couples with a variety of presenting problems. Students will be trained through videotape supervision as well as live supervision throughout the session. Students will learn to become competent therapists and they will also be taught the skills of live and videotape supervision. This advanced seminar will help you to sharpen the accuracy of your clinical lens and help you to maintain a well differentiated clinical stance. Important goals of this class are to: aid you in validating yourself, assist you in holding on to yourself and soothing your anxiety when working with difficult cases. Encourage students to look more closely themselves in their own families of origin.

PSY9503A - Supplemental Clinical Practicum
(1 unit) Development of clinical competencies must continue throughout the student's time in the training program. This course enables 4th year students to continue to broaden their clinical experiences and refine their clinical skills as they await internship.

PSY9503B - Supplemental Clinical Practicum
(1 unit) Development of clinical competencies must continue throughout the student's time in the training program. This course enables 4th year students to continue to broaden their clinical experiences and refine their clinical skills as they await internship.

PSY9531 - Full-Time Pre Doctoral Internship in Clinical Psychology
(11 units) Experience in a multidisciplinary mental health setting which meets California requirements for licensure. Forty hours per week, 2080 hours total.
Prerequisites: San Francisco PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY 8535, PSY8536, and PSY 8551 and Advanced to candidacy.
San Francisco PsyD: PSY8531, PSY8532, PSY8537 and PSY8538; advancement to candidacy and passing proposal orals
Sacramento PsyD: passing grade in PSY9533 if taken prior to PSY9531
Fresno PsyD: Advancement to candidacy, approval of faculty to apply to internship
Must be enrolled in Clinical Program.

PSY9532 - Full-Time Pre Doctoral Internship in Clinical Psychology
(11 units) Experience in a multidisciplinary mental health setting which meets California requirements for licensure. Forty hours per week, 2080 hours total.

Prerequisites: San Francisco PsyD: PSY8531, PSY8532, PSY8537 and PSY8538; advancement to candidacy and passing proposal orals
Sacramento PsyD: passing grades in PSY9531 and, if taken first, PSY9533
San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY8535, PSY8536, and PSY8551 and Advanced to candidacy.
Must be enrolled in Clinical Program.

PSY9533 - Full-Time Pre Doctoral Internship in Clinical Psychology
(8 units) Experience in a multidisciplinary mental health setting which meets California requirements for licensure. Forty hours per week, 2080 hours total.
Prerequisites: San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY8535, PSY8536, and PSY8551 and advanced to candidacy.
San Francisco PsyD: PSY8531, PSY8532, PSY8537 and PSY8538; advancement to candidacy and passing proposal orals
Sacramento PsyD: passing grade in PSY9531 and PSY9532 if taken prior to PSY9533
Must be enrolled in Clinical Program.

PSY9551 - Clinical Consultation Group
(0 units) For local internship students during their first internship year. This course focuses on the development of clinical conceptualization skills in terms of three focal competencies: (1) understanding the person in the environmental and developmental context, (2) problem orientation, and (3) practice and science integration. Problem orientation refers to organizing, conceptualizing, evaluating, and intervening in terms of focal problems. Practice science integration competency refers to the ability to apply theory and research to case conceptualization. First year internship students are expected to focus on treatment relationships, treatment planning, and intervention according to the treatment plan. Formal case presentations are required.
Prerequisites: PSY7551

PSY9552 - Clinical Consultation Group - Second Year
(0 units) For local internship students during their second half-time internship. In addition to the competencies addressed in PSY8551, students also focus on evaluating treatment outcomes and modifying treatment plans accordingly.
Prerequisites: PSY8551
(San Diego)

PSY9556 - Professional Roles
(3 units) This course facilitates the transition from a student role to one of a beginning professional. The course explores skills and knowledge needed by the PsyD and PhD professional psychologist including consultation, program development, teaching and administration. Professional issues (ethics, licensing, law, professional organizations) are also examined. A substantial part of the course is a practicum in supervision. Experiential exploration of self-concept as it relates to developing a professional identity is encouraged.

PSY9557 - Professional Roles
(3 units) This course facilitates the transition from a student role to one of a beginning professional. The course explores skills and knowledge needed by the PsyD and PhD professional psychologist including consultation, program development, teaching and administration. Professional issues (ethics, licensing, law, professional organizations) are also examined. A substantial part of the course is a practicum in supervision. Experiential exploration of self concept as it relates to developing a professional identity is encouraged.

PSY9561 - Half-Time Predoctoral Internship
(5 units) Two-Year half-time predoctoral internship in clinical psychology (5 units per semester x 6). Minimum of 20 hours/week (minimum 1000 hours total each year) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements.
Prerequisites: San Francisco PsyD: Advanced to candidacy
San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY8535, PSY8536, and PSY8551 and advanced to candidacy.

PSY9562 - Half-Time Predoctoral Internship
(5 units) Two-Year half-time predoctoral internship in clinical psychology (5 units per semester x 6). Minimum of 20 hours/week (minimum 1000 hours total each year) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements.
Prerequisites: San Francisco PsyD: Advanced to candidacy
San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY8535, PSY8536, and PSY8551 and advanced to candidacy.

PSY9563 - Half-Time Predoctoral Internship
(5 units) Two-Year half-time predoctoral internship in clinical psychology (5 units per semester x 6). Minimum of 20 hours/week (minimum 1000 hours total each year) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements.
Prerequisites: San Diego PsyD: Advanced to candidacy
San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY8535, PSY8536, and PSY8551 and advanced to candidacy.

PSY9564 - Half-Time Predoctoral Internship
(5 units) Two-Year half-time predoctoral internship in clinical psychology (5 units per semester x 6). Minimum of 20 hours/week (minimum 1000 hours total each year) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements.
Prerequisites: San Francisco PsyD: Advanced to candidacy
San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY8535, PSY8536, and PSY8551 and advanced to candidacy.

PSY9565 - Half-Time Predoctoral Internship
(5 units) Two-Year half-time predoctoral internship in clinical psychology (5 units per semester x 6). Minimum of 20 hours/week (minimum 1000 hours total each year) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements.
Prerequisites: San Francisco PsyD: Advanced to candidacy
San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY8535, PSY8536, and PSY8551 and advanced to candidacy.

PSY9566 - Half-Time Predoctoral Internship
(5 units) Two-Year half-time predoctoral internship in clinical psychology (5 units per semester x 6). Minimum of 20 hours/week (minimum 1000 hours total each year) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements.
Prerequisites: San Francisco PsyD: Advanced to candidacy
San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY7565, PSY8535, PSY8536, and PSY8551 and advanced to candidacy.

PSY9605 - Post Doctoral Clinical Training I
(3 units) Practicum-level training for doctoral respecialization students in approved agency for 16 hours per week.
Co-requisite: PSY7505

PSY9606 - Post Doctoral Clinical Training I
(3 units) Practicum-level training for doctoral respecialization students in approved agency for 16 hours per week.
Co-requisite: PSY7506

PSY9615 - Post Doctoral Clinical Training II
(7.5 units) Internship-level training for doctoral respecialization students in approved agency for 20-24 hours per week.
Co-requisite: PSY8531

PSY9616 - Post Doctoral Clinical Training II
(7.5 units) Internship-level training for doctoral respecialization students in approved agency for 20-24 hours per week.
Co-requisite: PSY8532

PSY9625 - Post Doctoral Clinical Training III
(7.5 units) Internship-level training for doctoral respecialization students in approved agency for 40 hours per week.

PSY9626 - Post Doctoral Clinical Training III
(7.5 units) Internship-level training for doctoral respecialization students in approved agency for 40 hours per week.

PSY9901 - MFT Dissertation
(3 units) This course involves working one-on-one with the dissertation chair to complete the dissertation. The course must be taken from the dissertation chair.
Prerequisites: Successful completion of the MFT Doctoral Exam

PSY9925 - Ph.D. Doctoral Dissertation
(1 to 7 units) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY9926 - PhD Doctoral Dissertation
(1 to 7 units) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY9927 - Ph.D. Research Seminar IV (4th Year)
(1 unit) Required research course for fourth year PhD students. Goal of the year is the formation of a dissertation committee, completion of the dissertation proposal, and securing IRB approval.
Prerequisites: San Francisco PhD: PSY7013/7014
Co-requisite: Concurrent registration in PSY8990 (San Diego)
See PSY 6016 for further information on research seminars.

PSY9928 - Ph.D. Research Seminar IV (4th Year)
(1 unit) Required research course for fourth year PhD students. Goal of the year is the formation of a dissertation committee, completion of the dissertation proposal, and securing IRB approval.
Prerequisites: San Francisco PhD: PSY7013/7014
Co-requisite: concurrent registration in PSY8990 (San Diego)
See PSY 6016 for further information on research seminars.

PSY9940 - Dissertation/Doctoral Project Supervision
(1 unit) Summer dissertation supervision. Does not count towards total required units necessary to complete a degree. Approval of Committee Chair.

PSY9945 - PsyD Dissertation Extension (Concurrent with Internship)
(1 unit) Does not count towards total required units necessary to complete a degree.

PSY9955 - PhD Dissertation Extension (Concurrent with Internship)
(1 unit) Does not count towards total required units necessary to complete a degree.

PSY9980 - MFT Dissertation Extension
(3 units) Students enroll in this course only in the semester when they will defend their dissertation. Fall and Spring registration only.
Prerequisites: PSY9901

PSY9985 - PsyD Clinical Dissertation Extension
(3 units) Dissertation research beyond the fourth year. May be repeated for credit. Registration is required each semester for any student who has completed all coursework but has yet to finish the clinical dissertation. Special approval required for each semester after the fifth year in the program. Does not count towards total required units necessary to complete a degree.

PSY9995 - PhD Clinical Doctoral Dissertation Extension
(3 units) Extension of dissertation research beyond the fourth year. May be repeated for credit. Registration is required each semester for any student who has completed all coursework but who has yet to finish the dissertation. Special approval required for each year of extension after the sixth year in the program. Does not count towards total required units necessary to complete a degree.

SEN4900 - Senior Experience: Project
(3 units) Extended individual research or project under the direction of a faculty member and approved by the program director or dean. Projects may include library or empirical research, analysis and written or oral presentation of a report on a topic in the student's major field.
Prerequisites: Students must be seniors

SEN4901 - Senior Experience: Project II
(3 units) Extended individual research or project under the direction of a faculty member. Projects may include library or empirical research, analysis and written or oral presentation of a report on a topic in the student's major field.
Prerequisites: Students must be seniors.

SOC2201 - Introduction to Sociology
(3 units) Dynamics of group life, social process, and social organization; social institutions and systems (family, education, economics, politics, religion, health); fundamental theoretical concepts underlying sociology, their use in organizing and elucidating data on social phenomena, and relationship to contemporary social issues and problems. The course analyzes social categories of race, gender, class, sexuality and ability and their impact on social relationships and dynamics.

SOC2202 - Power, Privilege and Social Difference
(3 units) Examines the processes and conditions that produce the systems of differences and privilege shaping our lived experiences. Critically analyzes the prevailing cultural ideologies surrounding class, race, gender, sexuality, and ability. Emphasizes awareness, respect, justice and resolution.

SPN1000 - Beginning Spanish I
(3 units) First course in a sequential series; study basic language skills of listening, speaking, reading, and writing; course conducted in Spanish.

SPN1000A - Beginning Spanish I
(1.5 units) First course in a sequential series; study basic language skills of listening, speaking, reading, and writing; course conducted in Spanish.
Course not open to native speakers of Spanish or to students with more than one year of high school Spanish unless courses completed more than five years ago.

SPN1000B - Beginning Spanish II
(1.5 units) First course in a sequential series; study basic language skills of listening, speaking, reading, and writing; course conducted in Spanish.
Course not open to native speakers of Spanish or to students with more than one year of high school Spanish unless courses completed more than five years ago.

SPN1001 - Beginning Spanish II

(3 units) SPN1001 is the second semester of Spanish and a continuation of SPN1000. In this course emphasis will be on communication in Spanish including speaking, writing, reading and oral comprehension.

Prerequisites: SPN1000

SPN1001A - Beginning Spanish III

(1.5 units) A course in a sequential series; basic language skills continued.

Course not open to native speakers of Spanish or to students with more than two years of high school Spanish unless courses completed more than five years ago.

SPN1001B - Beginning Spanish IV

(1.5 units) A course in a sequential series; basic language skills continued.

Course not open to native speakers of Spanish or to students with more than two years of high school Spanish unless courses completed more than five years ago.

TCH7621 - Critical Thinking for Teaching and Learning

(3 units) This course covers the integration of critical thinking into the curriculum as it relates to frameworks, standards, and best practices in the field. Students will gain firsthand experience of the critical thinking theory and then design lessons and technology based on their use. The student will develop expertise in the field of critical thinking in teaching and learning.

TCH7625 - Transforming Urban Public Schools

(3 units) Transforming Urban Public Schools provides an in-depth study of systemic reform in urban public schooling. The primary focus is to understand the conflicts, challenges, and problems affecting urban public schools in the US and in an international context and explore possible solutions and implementation strategies. The course includes the opinions, experiences, and research-based planning, development, and implementation activities employed by teachers, leaders, schools and districts in urban environments. In addition, the impact of neighborhood communities and local state (U.S.) and Federal governmental agencies on urban schools is addressed.

TCH7640 - New Models of Instruction and Learning

(3 units) This course provides an in-depth look at different instructional models, methods, and strategies with information regarding research related to each approach. We will also look at different theories of learning and how theory influences teaching. Recurring themes in this course include the diversity of our learners, ways of enhancing learner motivation, the need for assessment as an integral part of the teaching-learning process, and the use of technology for increasing learning.

TCH7660 - Methods of Assessment

(3 units) This course introduces classroom teachers to their day-to-day classroom assessment responsibilities. The priority is on the use of assessment to promote student well-being in a standards-driven school. Keeping the student in the middle of the process through student-directed parent-teacher conferences, stating learning targets in student-accessible terms, and cultivating the students' academic self-efficacy are all addressed, as well as traditional assessment tools such as report cards and standardized state exams.

TCH7680 - Current Issues in School Environment

(3 units) This course focuses on compelling issues in today's schools such as violence and conflict management and resolution; ethics, behavior and self-worth; technology and social behavior; and assessment and accountability. Students will be able to utilize appropriate strategies and develop curriculum that address these issues.

TCH7685 - Research/Seminar

(3 units) This course is a survey of research methodology applicable to school data-driven environments and technology applications in research. This course is designed to enhance student comprehension of educational research literature. You will become familiar with distinct research methodologies and their applicability to educational research. Additionally, you will learn how to locate, understand and evaluate educational research literature to inform and delineate a topic of interest that is suitable for completing the capstone project for the Master of Arts degree.

TCH7690 - Practicum/Curriculum Project

(3 units) This course is a guided Practicum project involving inquiry and application of knowledge & skills derived from program coursework to solve a classroom-teaching problem. The knowledge and skills gained will be demonstrated through the process of applying to submit an academic paper to a professional education related conference. The process will include submission of a proposal or abstract, submission of a professional paper, and preparation of a conference presentation.

TEL7170 - Technology in the Curriculum

(3 units) Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K-12 Online Learning (iNACOL).

TEL8175 - Integrative Technology Systems in Higher Education

(3 units) This course covers the integration of technology into the curriculum and programming at the college level. The focus is on constructivist uses of technology, assistive technology, new methods of communications, technology for online instruction, training faculty, staff, and students, and emerging technologies and future trends. Technology as a research and knowledge acquisition tool is explored and applied.

TES3020 - Theory and Method of Teaching English Learners

(3 units) This courses focuses on theories of first and second language acquisition and their application across different age and developmental levels, and cultural and linguistic groups. The course explores current models and practices for developing bilingualism and communicative and academic competencies.

TES4010 - Development of Oral and Written Literacies of English Learners

(3 units) This course addresses specific approaches and techniques to teach and assess listening, speaking, reading, and writing skills of English learners. Candidates will develop instructional units that teach, practice, and assess all skill areas at various age and proficiency levels.

TES4020 - Teaching English to Young Learners

(3 units) This course addresses the particular needs of young learners as they develop their first and second language skills. It focuses on developing an understanding of theories and practices related to dual language acquisition at younger ages. This course also provides observations and practice in developing materials and instruction suitable for the teaching and assessment of young English learners.

TES7040 - Development of Cross-Cultural Competencies

(3 units) Influence of culture and society on educational systems, communities and workplaces. Focus on the nature and manifestation of culture, cultural contact and cultural diversity in California, the U.S. and other global settings. Investigation of values, behaviors and beliefs of cultural groups. Development of multicultural and cross-cultural communication skills. Examination of comparative case studies.

TES7410 - Theory and Method of Second Language Teaching

(3 units) Study of theories and methods of English language teaching. Explores psychological, socio-cultural, political and pedagogical factors of first and second language development and related learning theories.

TES7420 - Principles of Linguistics

(3 units) Investigation of the nature, organization and function of human language. Focuses on the different components of language structure-phonology, morphology, syntax and semantics.

TES7430 - Techniques of Teaching Reading and Writing to Second Language Learners

(3 units) Exploration of techniques and approaches for teaching reading and writing to second language learners. Provides experience in designing curriculum, creating materials and developing evaluation instruments for assessing reading and writing skills of second language learners.

TES7440 - Techniques of Teaching Listening and Speaking to Second Language Learners
(3 units) Examination of theories and approaches for teaching listening and speaking to second language learners. Focuses on successful classroom strategies, development of lessons and assessment tools, creation of materials and design of instructional units.

TES7450 - Introduction to Psycholinguistics and Sociolinguistics
(3 units) Overview of psycholinguistics and sociolinguistics. Examination of the relationship between the brain and language and study of first and second language acquisition to develop understanding of language storage, processing and development. Sociolinguistic topics include language variation, dialectology, language planning and policy and bilingualism and multilingualism.

TES7460 - English Grammar for ESL and EFL Teachers
(3 units) Study of English grammar rules and their application in the ESL and EFL classroom. Focuses on teaching of grammar within the context of student writing and speaking. Examines parts of speech and functions in English sentences, verb tense-aspect system, sentence patterns, sentence types and troublesome aspects of English grammar.

TES7465 - Curriculum Design and Assessment
(3 units) Curriculum Design and Assessment presents an overview of the fundamental concepts of curriculum design, implementation, and assessment. This course focuses on developing courses, designing assessment measures, and evaluating course effectiveness. Students acquire the knowledge of the components of curriculum design and the learning theory that supports them and develop the skills needed for their implementation in the classroom.

TES7470 - Teaching English as a Foreign Language (TEFL)
(3 units) This course focuses on methods and strategies needed to teach English in a non-native English speaking environment. Students will develop knowledge and skills in designing curriculum and materials, developing instructional techniques and employing classroom management strategies that are appropriate for EFL settings.

TES7475 - Topics in TESOL Research and Pedagogy
(3 units) Independent investigation of a current topic in TESOL research and/or teaching. Project proposal is required prior to enrollment in class.

TES7480 - Technology and Teaching English Learners
(3 units) This course focuses on utilizing technology to support the teaching and learning of English learners. Technology application is presented in context of second language learning theories and classroom practice.

TES7485 - Research Methods and Seminar
(3 units) This course prepares students to be critical consumers of research literature in preparation for the practicum project and as TESOL professionals. The two principle components of the course are an overview of qualitative and quantitative research design and an analysis of professional writing. Students read and evaluate journal articles in TESOL, become familiar with library and on-line research strategies, design an original research project and review and practice the structure and rules of academic writing.

TES7490 - TESOL Practicum Project
(3 units) An applied research project in which students synthesize concepts from learning theories and methodologies presented in their coursework and apply them to specific teaching situations. Students complete one of three general types of projects: curriculum development, original research, or an extended classroom observation and reflective journal. Includes oral presentation of portfolio developed throughout program.

TES7490A - TESOL Practicum Project
(1.5 units) An applied research project in which students synthesize concepts from learning theories and methodologies presented in their coursework and apply them to specific teaching situations. Students complete one of three general types of projects: curriculum development, original research, or an extended classroom observation and reflective journal. Includes oral presentation of portfolio developed throughout program.

TES7490B - TESOL Practicum Project
(1.5 units) An applied research project in which students synthesize concepts from learning theories and methodologies presented in their coursework and apply them to specific teaching situations. Students complete one of three general types of projects: curriculum development, original research, or an extended classroom observation and reflective journal. Includes oral presentation of portfolio developed throughout program.

TES8410 - TESOL Theory and Methodology
(3 units) Examination of selected issues in theory and practice of second language teaching. Critical analysis of current research with focus on pedagogical implications.
Prerequisites: TES 7410

TES8420 - Research in Second Language Acquisition and Applied Linguistics
(3 units) Critical analysis of research in second language acquisition (SLA) with an emphasis on the linguistic, psychological and sociological dimensions of SLA, bilingualism, interlanguage and language transfer. Students are guided through the research process by designing and conducting original investigative projects and presenting results.

TES8430 - Technology and Second Language Teaching
(3 units) Exploration of the role of technology in second language teaching. This course examines attributes of effective technology-enhanced language learning environments and their relationship to second language acquisition theories and constructs. Focus on research and best practices for using technology to support second language teaching and ESL/EFL teaching training.

TES8440 - Second Language Program Administration
(3 units) This course explores the domain of language program administration. It provides insight into the critical skills and strategies necessary for LPAs in order to fulfill their job duties. Topics include LPA budgeting, curriculum design and assessment, institutional relationships, leadership and personnel management, strategic planning, student services, and marketing and recruiting.

TES8441 - Design, Development and Evaluation of Programs for Second Language Learners
(3 units) Students develop competencies in program and curriculum development and evaluation. Emphasis on needs analysis, program goals and objectives, materials development and adaptation, staff development, testing and assessment and implementation of technology into the curriculum. Students research, design and evaluate second language learning programs in a variety of educational programs.
Prerequisites: EDU 7431

TES8445 - TESOL Field Project
(3 units) Students conduct an independent field-based research study or project in an area of special interest. Project proposal is required prior to enrollment in course.

TES8451 - Cultural, Social and Political Issues of Second Language Teaching
(3 units) Examination of impact of cultural, social and political issues on second language teaching. Focus on gender, race and ethnicity, language planning, language equity, refugee concerns, environmental issues and legislative and governmental policies.

TES8460 - Sociolinguistics
(3 units) Introduction to the theories and principles of sociolinguistic studies. Examination of the relationship between social, cultural and linguistic factors that determine language use and language variation in society. The course focuses on variation, language contact, speech communities, dialects, gender and social class, code- witching and code-mixing, bi/multilingualism, ethnography of communication and educational sociolinguistic methodology. Students gain experience with the research process by developing and conducting their own studies and reporting the findings.

TES8465 - Second Language Assessment
(3 units) This course provides the central concepts in language assessment. It examines the technical and practical aspects of this domain of TESOL, including development and evaluation of language assessment instruments. Current issues within diverse formats of language tests.

TES8470 - Psycholinguistics and Second Language Learning and Teaching
(3 units) This course provides advanced study in theory and research in psycholinguistics. Topics include neurolinguistics, the production and comprehension of oral speech, first language acquisition, the reading process and the psycholinguistics of bilingualism. Students gain hands-on experience with various research paradigms.

TES8480 - Seminar: Current Topics in TESOL
(3 units) This course offers an in-depth exploration of particular current topics in TESOL research and pedagogy.

TES8490 - Advanced Linguistics for TESOL
(3 units) An in-depth examination of the concepts, theories and research in the major areas of theoretical linguistics: phonetics, phonology, morphology, syntax and semantics and how they relate to teaching English as a second language. Students apply these linguistic constructs and use linguistic research methods to solve problems and develop a curriculum project.

CATALOG ADDENDUM

Revisions to the Alliant International University Catalog

The updates listed in this addendum apply to the 2018-2019 catalog. This catalog addendum contains new and updated information, as well as corrections of errors in the original catalog.

August 17, 2018

Program Updates

Certificate in LGBT Human Services and Mental Health: updated "Curriculum Plan" section.

Juris Doctorate: updated "Curriculum Plan" section.

Course Updates

LAWCONSTI1, LAWCONSTI2, LAWCONTR1, LAWCONTR2, LAWCP1, LAWCP2, LAWLEGAR1, LAWLEGAR2, LAWLEGWRIT1, LAWLEGWRIT2,LAWMBEII, LAWRP1, LAWRP2, LAWWT1, LAWWT2, LAW6000, LAW6005 and LAW6007: added as new courses.

LAWCORP, LAWCRL, LAWEVID and LAWTORTS: revised unit value.

September 13, 2018

Other Updates

Added 16-week calendar information to Expenses and Financial Aid section.

October 03, 2018

Other Updates

Revised Faculty information.
Revised Governance and Management information.

October 09, 2018

Other Updates

Revised Faculty information.

October 11, 2018

Other Updates

Revised Faculty information.
Revised Governance and Management information.

Spring Supplement 2019
December 1, 2018

Program Updates

Doctor of Philosophy in Clinical Psychology (Los Angeles): updated "Degree Requirements" section.

Doctor of Psychology in Clinical Psychology (San Diego): revised "Curriculum Plan" section.

Doctor of Psychology in Educational Psychology: revised "Curriculum Plan" and "Program Learning Outcomes/Goals" sections.

Course Updates

PSY6799: added as new course.
ORG9985A: deactivated.

Other Updates

Revised Commencement policy.
Revised Faculty Information.
Revised Dean's List policy.

December 1, 2018

Program Updates

Master of Science in Clinical Psychopharmacology: added "8-week Calendar" curriculum.

Course Updates

PSY6731: added as new course.

Januarary 15, 2019

Other Updates

Revised Tuition and Fees section.