Alliant International University

2024-2025 CATALOG

Catalog effective
August 19, 2024 through
August 24, 2025

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INSTITUTIONAL OVERVIEW

INTRODUCTION

Alliant International University is a private, Public Benefit university accredited by the WASC Senior College and University Commission (WSCUC) which offers programs in psychology, education, nursing, business management, forensic studies, and law. Alliant's mission is 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. Our vision is an inclusive world empowered by Alliant alumni.

Alliant operates six California campuses in Fresno, Irvine, Los Angeles, Sacramento, San Diego, and the San Francisco Bay Area, a campus in Phoenix, Arizona, and a vibrant online campus.

In addition to its institutional accreditation by the WASC Senior College and University Commission, Alliant seeks programmatic specialty accreditation to provide value for students, ensure quality and contribute to the professional discipline. Alliant offers nine U.S.-based doctoral clinical psychology programs that are independently accredited by the American Psychological Association (APA). Alliant's marital and family therapy programs are accredited by the Committee on Accreditation for Marital and Family Therapy Education (COAMFTE) and International Accreditation Commission for Systemic Therapy Education (IACSTE). The education credential and certificate programs are approved in California by the California Commission on Teacher Credentialing (CCTC). Additionally, the elementary and secondary teacher education programs are approved by the Arizona State Board of Education (AZSBE). Alliant's business and management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Arizona campus nursing programs have provisional approval by Arizona Board of Nursing (AZBN). The Master of Clinical Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Finally, the Master of Social Work program has achieved Candidacy status with the Council on Social Work Education (CSWE).

In 2015, Alliant International University became the first standalone university to be Certified as a Public Benefit institution. Since then, we have been recertified every three years. Through this certification, we bring transparency and accountability to fulfilling our role as a leader in social responsibility and continue our commitment to not only be the best in the world, but the best for the world.

Alliant International University is committed to:

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. Commitment to inclusive excellence in program and activities;
4. Preparing students for to make an impact in their communities; and
5. A diverse student, faculty and staff with from different cultures and backgrounds.

MISSION AND VISION STATEMENT

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.

Our Vision: An inclusive world empowered by Alliant alumni.

Alliant's Four Pillars

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

Our Institutional values are embodied in the mantra of IMPACT.

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, in its current form, is a combination 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 to the present, one constant among these institutions has been a legacy of empowerment and impact. We have kept the tradition of employing noteworthy faculty and graduating students dedicated to making a difference. Together they have impacted the world in profound ways.

In 1927, Leland Ghent Stanford chartered a private, graduate institution called Balboa Law College, the first law school in San Diego. Following many evolutions, this college moved to the current Scripps Ranch location in northeast San Diego in 1968, and became 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 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 integrating classroom learning 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 began instruction in September 1970, on the Los Angeles and San Francisco campuses. Later CSPP opened campuses and 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 joined forces to become Alliant International University.

Founded in 1909, the San Francisco Law School (SFLS) was the first evening law program in the western United States and was among the first law schools to actively recruit women. 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 are graduates of the Law School. In 2010, the San Francisco Law School became part of Alliant.

In 2015, Alliant International University incorporated in California and transitioned to a public benefit corporation structure that has provided new opportunities for growth 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 supports Alliant students, faculty, and new initiatives. The foundation oversees scholarships, donations, grants, contracts, and other areas of philanthropic activities.

PROFESSIONAL PRACTICE COMPETENCIES

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. 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 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.

CO-CURRICULAR LEARNING OUTCOMES

1. Students will understand, locate, and actively access necessary services and support throughout their programs that improve their academic success and educational experience.
2. Students will be knowledgeable about the curricular sequence, program requirements, program and professional exams, and field training requirements that will lead to on-time completion and strong preparation for professional success.
3. Students will improve professional communication skills and information literacy.
4. Students will engage in opportunities that enhance their ability to apply multicultural and inclusion practices with others from diverse backgrounds so that all are welcomed, valued, and can thrive academically and professionally in the Alliant community.
5. Students will engage in professions-based co-curricular activities that support the achievement of academic program outcomes.
6. Students will be able to identify their career interests and understand employment paths and employer requirements to prepare to transition to a career after graduation/completion.

DIVERSITY AND INCLUSION STATEMENT

Inclusive Excellence

At Alliant International University, we embrace a diverse community of students, faculty, staff, and guests, each bringing unique identities and backgrounds. Our institution is dedicated to ensuring that everyone feels valued and respected.

We believe in inclusive excellence, where every individual-student, faculty, and staff-can thrive in a supportive and welcoming environment without compromising their identity. Diversity and inclusion are integral to our university's foundation, fostering success at every level.

Inclusive excellence means that knowledge, mastery, and achievement are accessible to all members of our community. We leverage diversity and inclusion to enhance student learning, academic excellence, and institutional success.

ODEIB Mission Statement

The mission of the Office for Diversity, Equity, Inclusion and Belonging (ODEIB) at Alliant International University is to promote an academically enriching and supportive climate that allows all members of our community to thrive and succeed. The ODEIB collaborates with units on campus to provide a comprehensive, university-wide approach to diversity, inclusivity, access, and equity.

ODEIB Vision

The vision of the Office of Diversity, Equity, Inclusion and Belonging is to position Alliant International University as the national model for inclusive excellence in higher education.

ODEIB Focus

The ODEIB provides leadership and expertise to the Alliant Community to advance its commitment to inclusive excellence, community service, and academic excellence.

Through programmatic and educational initiatives, the ODEIB enables our faculty, staff, and students to reach their potential while promoting the appreciation of cultural diversity and foster intercultural and cross-cultural understanding.

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, are available from the Program Director.

LOCATIONS

Alliant International University has six California locations in Fresno, Irvine, Los Angeles, Sacramento, San Diego, and the San Francisco Bay Area.

Instruction may be provided on-ground, online or in hybrid modalities, and varies by program. For on-ground programs, instruction is primarily provided at one of the campus locations; however, some instructional activities may take place off campus at a location appropriate for the particular activity, including, but not limited to, online courses or online portion of courses, internships, practicums, or field placement activities.

San Diego

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

Alliant's San Diego campus is located in the north-east quadrant of the city in Scripps Ranch suburb, about ten miles east of the ocean and fifteen miles northeast of downtown. The campus has multiple classroom buildings, one large lecture hall, the University Student Center, and offsite student housing. The buildings also contain 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
www.alliant.edu

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

Irvine

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

Alliant's Irvine campus is located in Orange County, which lies between Los Angeles and San Diego. The campus has five classrooms, a conference room, a student lounge, a computer lab, a cross-cultural room and an information resource center. The Irvine Library houses a collection of books focusing on the subjects of clinical and forensic psychology, family therapy, education and multiculturalism. It also has computer stations, printing, and study space available for student use. All classrooms are equipped with smart TVs and WiFi connectivity is available.

Los Angeles

1000 South Fremont Avenue, Unit 5, Bldg 7/8
Alhambra, CA 91803
(626) 284-2777
www.alliant.edu

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 an integrated computer classroom, a computer laboratory, group study spaces, one faculty lounge, and a student lounge. All classrooms are equipped for multimedia and web conferencing WiFi connectivity available throughout the campus. The campus library is located adjacent to the classrooms.

Sacramento

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

Alliant's Sacramento campus is located in 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 Bay Area

1475 66th St. Suite 104,
Emeryville, CA 94608
(415) 955-2100
www.alliant.edu

Alliant's San Francisco campus Bay Area campus is located in Emeryville in the East Bay. The campus houses classrooms, a student lounge area, and a computer lab. The Hurwich Library offers psychology and education collections, and classrooms are equipped with video equipment WiFi is available on campus.

Phoenix, Arizona

3110 N. Central Avenue
Suite G-125
Phoenix, AZ 85012
(866) 825-5426
www.alliant.edu

The newest of our nine locations, the Phoenix campus is home to the Alliant School of Nursing and Health Sciences. Located in Park Central, the campus is outfitted with a state-of-the-art facility featuring various simulation labs, fully equipped classrooms, and the latest technological tools to help students develop the skills they need to succeed.

ACCREDITATION

Institutional Accreditation

Alliant International University is accredited by the WASC Senior College and University Commission, an accrediting body recognized by the U.S. Department of Education. The Commission can be contacted at:
WASC Senior College and University Commission
1001 Marina Village Parkway, Suite 402, Alameda, CA 94501
Phone: (510) 748-9001
Web: www.wscuc.org

Program-specific Accreditation and Approval

Many Alliant programs are further accredited and/or approved by agencies specific to their professions. These include:

Education and Teaching

The Arizona Teaching Certification programs are approved by the Arizona State Board of Education. The Arizona State Board of Education can be contacted at:
1700 W. Washington St. Executive Tower, Ste. 300, Phoenix, AZ 85007
Phone: (602) 542-5057
Web: https://azsbe.az.gov

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

Psychology and Mental Health

The California School of Professional Psychology's Clinical Psychology PhD and PsyD programs offered on the Fresno, Los Angeles, Sacramento, San Diego, and San Francisco campuses are individually accredited by the Commission on Accreditation of the American Psychological Association (APA).

Questions related to a 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 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The Couple and Family Therapy master's and doctoral programs are accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE), of the American Association for Marriage and Family Therapy. The Commission can be contacted at:
112 S Alfred Street, Alexandria, VA 22314
Phone: (703) 838-9808 / Email: coamfte@aamft.org
Web: www.coamfte.org

The Master of Clinical Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP can be contacted at:
500 Montgomery Street, Suite 350, Alexandria, VA 22314
Phone: (703) 535-5990 / Email: cacrep@cacrep.org
Web: www.cswe.org/accreditation/

The Master of Social Work program adheres to the social work standards and competencies established by the Council on Social Work Education (CSWE). The program has achieved Candidacy status as defined by CSWE. CSWE can be contacted at:
333 John Carlyle Street, Suite 400, Alexandria, VA 22314
Phone: (703) 683-8080 / Email: info@cswe.org
Web: www.cswe.org/accreditation/

Management and Leadership

Alliant International University's California School of Management and Leadership (CSML) has received accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for its PhD in Leadership, Doctorate in Business Administration (DBA), MBA, MS in Data Analytics, and BS in Business Administration (BSBA) degree programs. ACBSP accreditation certifies that the teaching and learning processes offered within CSML's programs meet the rigorous educational standards established by said accrediting body, which is a leading specialized accreditation body for business education across the country. ACBSP's mission is to promote continuous improvement and recognize teaching excellence through its recognition of business education programs throughout the world. ACBSP can be contacted at:
11520 West 119th Street, Overland Park, KS 66213
Phone: (913) 339-9356
Web: https://acbsp.org

Law

SFLS is a Registered Unaccredited Law School.

The method of instruction at this law school for the Juris Doctor (J.D.) degree program is principally by technological means including interactive classes.

Students enrolled in the J.D. degree program at this law school who successfully complete the first year of law study must pass the First-Year Law Students' Examination required by Business and Professions Code § 6060(h) and Title 4, Division 1, Chapter 1 Rule 4.3(l) of the of the Rules of the State Bar of California as part of the requirements to qualify to take the California Bar Examination. A student who passes the First-Year Law Students' Examination within three (3) administrations of the examination after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A student who does not pass the examination within three (3) administrations of the examination after first becoming eligible to take it must be promptly disqualified from the law school's J.D. degree program. If the dismissed student subsequently passes the examination, the student is eligible for re-enrollment in this law school's J.D. degree program, but will receive credit for only one year of legal study.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or to satisfy the requirements for admission to practice in jurisdictions other than California. A student intending to seek admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

Nursing

Alliant has received provisional approval from the Arizona Board of Nursing (AZBN) for its nursing programs.

The Arizona Nursing Board of Nursing can be reached at:
1740 W Adams St, Phoenix, AZ 85007
Phone: (602) 771-7800
Web: www.azbn.gov/

Articulation Agreements

Alliant has articulation agreements for the transfer of credits with the following institutions:

- HIMSS (Healthcare Information and Management Systems Society)
- San Diego County Office of Education
- Vatel France

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

For additional information related to partnerships, please visit https://www.alliant.edu/admissions/partnerships-and-affiliations.

CONSUMER INFORMATION

Alliant is committed to providing clear and accurate information to all prospective and current students. In pursuit of this goal, and in compliance with the Higher Education Opportunity Act of 2008, Alliant has created a Consumer Information webpage, which can be found at https://www.alliant.edu/consumer-information/. The Consumer Information page presents a variety of policies, procedures, and other important information and disclosures for prospective/current students, parents, employees, and the public. Please note that due to the evolving nature of federal, state, and institutional guidelines, the information contained on the Consumer Information page is subject to change.

Bankruptcy Statement

Alliant does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 22 of the United States Bankruptcy Code (22 U.S.C. Sec. 1101 et seq.).

Institutional Authority

Alliant International University reserves the right to take disciplinary action against any student who violates University policies and procedures or applicable local, state, or federal laws.

Violations of University Policies and Procedures

Alliant International University has developed policies and procedures to comply with accreditation standards and applicable regulations. Violations will subject students to disciplinary action and sanctions up to and including dismissal from the university.

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 institutional authority, 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 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.

OWNERSHIP

Arist Education System LLC is a Delaware limited liability company whose duration is perpetual. Arist owns 100% of Alliant's outstanding common and preferred stock.

GOVERNANCE AND MANAGEMENT

Alliant is governed by a Board of Trustees. The Board delegates day-to-day management responsibility to the President.

The President is supported by a Cabinet that includes: Provost and Executive Vice President for Academic Affairs; Chief Operations & Innovations Officer; Chief Financial Officer & Senior Vice President of Finance; Chief Marketing Technologist; Vice President of Student Affairs; General Council/Chief Compliance Officer; Vice President of People and Culture; Chief Information Officer; Associate Provost for Educational Effectiveness; Associate Provost for Strategic Initiatives and Partnerships; Associate Vice President of Finance; Associate Vice President of Student Engagement; Assistant Vice President of Communications; Assistant Vice President of Academic Administration; Assistant Vice President of Student Affairs; Senior Director of Alumni & Career Services; Director of Diversity, Equity and Inclusion; Assistant Vice President of Partnership Development; Director of Online Learning, Assistant Vice President of Admissions; Deans and Associate Deans; Senior Human Resources Business Partner; Assistant Director of Marketing; Faculty Senate Chair; and Staff Council Chair.

Alliant's six Schools, the California School of Professional Psychology, the California School of Education, the California School of Management and Leadership, the California School of Forensic Studies, the San Francisco Law School and the School of Nursing and Health Sciences are led by a Dean or other senior administrator who report to the Provost and Executive Vice President for Academic Affairs.

Alliant locations are served by a Campus Director (CD), or other administrative leadership. The CDs 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. There is also a system-wide Faculty Senate with representatives from each location and school. Faculty are 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, staff and/or student representatives. Alliant's Staff Council represents the voice of staff in institutional decision making. 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.

BOARD OF TRUSTEES

Members of the Board of Trustees are:
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Associate Provost, Strategic Initiatives
and Partnerships
Systemwide

Lisa Ncube, PhD
Associate Provost for Educational
Effectiveness and ALO
Systemwide

KJ Conner, PhD
Assistant Vice President, Academic Administration
Systemwide

Mohamed Ahmed, PhD
Director, Office of Diversity, Equity, Inclusion
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Jeremy Bond, DET
Director of Online Learning
Systemwide

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Systemwide

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szimmer@alliant.edu
Systemwide

Student Service Administration and Operations

Brandon Jouganatos, EdD
Chief Operations/Innovation Officer
Ashley Carter, EdD
Associate Vice President of Student Engagement
(Ground Campuses)

Angela Erdman, MBA
Associate Vice President of Student Engagement
(Online)

Richard Gardner
Director, Student Learning Support Services

Kiendra White, M.Ed.
Associate Director, Student Affairs

Rebecca Nieboer, MA
University Registrar
San Diego

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

Scott Zimmer, JD, MLS
University Librarian
San Diego

Cielo Villaseñor
Assistant Vice President,
Office of Communications

On-Site Administration

Fresno

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Program Director, Clinical Psychology PhD
Program, CSPP

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

David Paul, PhD
Systemwide Program Director, Clinical Counseling, CSPP

Gabriel Prendez
Director, Campus and Student Services

Irvine

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

Nicole Gutierrez, PsyD
Branch Co-Director, Couple and Family Therapy, CSPP

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

Michele Pino
Director, Campus and Student Services

Scott Zimmer, MLS, JD
Director, Library Services

Los Angeles

Stephanie Byers-Bell
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Monique Levermore, PhD
Program Director, Clinical Psychology PhD Program, CSPP

Cristina Magalhaes, PhD
Program Director, Clinical Psychology PsyD, CSPP

Jonathan Troper, PhD
Program Director, Organizational Psychology, CSPP

Sacramento

Binayak Joshi
Director, Campus and Student Services

Gita Seshadri, PhD
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Jacqueline Orlando-Fahey, PsyD
Program Director, Clinical Psychology PsyD, CSPP

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Carolyn Allard, PhD
Program Director, Clinical Psychology PhD, CSPP

Adele Breen-Franklin, OTD, JD, OTR/L
Program Director, Occupational Therapy, SNHS

Cory Scott, EdD
Program Director, PhD in Leadership, CSML

Kasia Fuiks, PhD
Systemwide Program Director, Organizational Psychology, CSPP

Kenneth Kelch, EdD
Systemwide Program Director, Teaching English to Speakers of Other Languages and Language Education, CSOE

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

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

Jenny Tellez, EdD
Program Director, Education Leadership and Management, CSOE

Huiyu Qian, PhD
Program Director, DBA, CSML

Michelle Elghardgui
Director, Campus and Student Services

Aaron Wester, PhD
Program Director, MS in Data Analytics Program, CSML

Thomas Carlson, PhD
Branch Director, Couple and Family Therapy, CSPP

Scott Zimmer, MLS, JD
Director, Library Services

San Francisco

Julie Cosenza, PhD
Director of Campus Services

Clare Henn-Haase, PsyD
Program Director, Clinical Psychology PhD, CSPP

Amber Landers, PhD
Program Director, Clinical Psychology PsyD, CSPP

Phoenix

Lisa Radesi, DNP, MSN-Ed, MSN-CNS, RN, PHN
Program Director, Nursing, SNHS

Online

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

Marion Chiurazzi, PsyD
Program Director, Doctor of Philosophy, Psychology, Public Policy, and Law, CSFS

Cheryl Fisher, PhD
Program Director, Master of Arts, Clinical Counseling, CSPP

Grant Gordon
Co-Director, Campus and Student Services
Megan Hampton, EdD
Program Director, Master of Arts, Social Work, CSPP

Michelle Hayes
Co-Director, Campus and Student Services

George Kapalka, PhD
Program Director, Psychopharmacology, CSPP

Laura Mueller, PsyD
Program Director, School Psychology, CSOE

Rachel Olufowote, PhD
Branch Co-Director, Master of Arts, Couple and Family Therapy, CSPP

Lissa Parker, PhD
Program Director, Master of Science, Forensic Behavioral Sciences, CSFS

Shruti Poulsen, PhD
Branch Director, PsyD, Couple and Family Therapy, CSPP

Tatiana Rivadeneyra, EdD
Program Director, Teacher Education, CSOE

Sherri Sedler, PsyD
Program Director, School Counseling, CSOE

Tabitha Webster, PhD
Branch Co-Director, Couple and Family Therapy, CSPP

ADMISSIONS AND REGISTRATION

ADMISSIONS

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 session.

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.

Alliant reserves the right to modify admission requirements at any time.

APPLICATION

Applications may be completed online (https://apply.alliant.edu/). Paper applications may be requested by contacting an Admissions representative at 866-U-ALLIANT. Students are also welcome to visit any of our campus locations and apply in person.

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.

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 session, 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.

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.

Alliant allows all clinical doctoral applicants until at least April 16 to accept the University's offer of admission. The reasons for an admission decision on an application are not shared with the applicant.

The university also reserves the right to refuse or revoke admission to any applicant.

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 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 three (3) attempts.

TRANSFERRING TO ANOTHER ALLIANT PROGRAM OR CAMPUS

Current Alliant students, including those on approved academic absence, who are considering any transfer to another program or campus must contact the Office of Admissions. Transfer to another program or campus is not guaranteed. Those who are accepted for transfer to another program 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 must meet all admission, Academic Catalog, and university requirements for the new program in which they plan to enroll.

INTERNATIONAL APPLICANTS

Please see the International Applicants and Students section for additional information specific to applying as an international student.

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 and comply with the regular admissions requirements. If the student becomes a matriculated student, a maximum of 30 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.

DEFERRED ADMISSION OR START DATE

Deferred admission may be granted to admitted students for up to one (1) year. After one (1) year, deferred applicants must reapply. Deferrals are not automatically granted. 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 requests can be made by mail, email, in person or by phone. The written notice of cancellation, if sent by mail, is effective on the date of postmark. Cancellation of enrollment shows that the student no longer wishes to be bound by the Enrollment Agreement.

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

Alliant reserves the right to cancel the Enrollment Agreement if the applicant fails to meet any academic or institutional requirements. Alliant also reserves the right to cancel the enrollment agreement if a student fails to notify the University of their intentions to enroll.

CONDITIONAL ADMISSION

Conditional admission may be granted to an applicant pending receipt of official transcript or other equivalent official documentation if all other admission requirements have been met and they have otherwise been admitted to the program. All required official transcripts must be received no later than the end of the student’s first Add/Drop period. Students who fail to provide official transcripts within the stated deadline will be subject to denial of admission and withdrawn from the institution. Students who experience extenuating circumstances may submit a written request for an extension; extensions are not guaranteed.

TRANSCRIPT REQUIREMENTS AND DEADLINES

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 the Office of Admissions should bear the official seal or certification and an appropriate signature from the issuing institution.

Alliant will accept official e-transcripts forwarded by applicants via email that meet the following conditions.

- The e-transcript link was delivered to the student directly from Parchment or the National Student Clearinghouse.
- The forwarded material includes the original delivery email from the approved provider with a valid, unexpired link to the secure e-transcript.

If the above conditions are not met, it can result in the delay or revocation of admission. The student will be required to either have a sealed, printed transcript sent to Alliant, or have the e-transcript sent directly to the Alliant Office of Admissions for their prior school(s) through Parchment or the National Student Clearinghouse.

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.

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.

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.

Foreign Transcript Policy

Students who previously attended schools outside of the United States may be able to show proof of official transcript documents by providing either of the following:

- Official Transcript and internal review by designated Alliant staff.
- Third Party Review: A student may request an official evaluation of schoolwork which will be sent directly from a credible transcript evaluation service to the University. The evaluation must indicate that the document was based on an official educational record in order to be considered for transcript intake.**

** Students enrolling in Teacher Education programs must submit transcripts through the pre-approved entities listed on the California Commission of Teacher Credentialing portal. Alliant's internal review is not sufficient for entry into these programs.

Note: this policy does not pertain to potential transcript evaluation for transfer credit purposes.

Degree Requirements for Foreign Students Enrolling in California Teaching Credential Programs

California teaching credential program applicants whose degree is from outside the U.S. must have their transcripts evaluated prior to being admitted to the Alliant International University teaching credential program.

To locate the most updated list of CTC-approved entities, please visit: https://www.ctc.ca.gov/docs/default-source/leaflets/cl635.pdf?sfvrsn=6

ENGLISH LANGUAGE PROFICIENCY

All courses taught on Alliant's 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. A high school equivalency or a Bachelors equivalency or a Masters equivalency was earned where the primary language of instruction/testing was in English; OR
2. The student graduated from a U.S. university or from a university in one of the US territories where the primary language of instruction was in English; OR
3. The student successfully completed an English Composition course with a grade of B or higher from an accredited U.S. college or university or from an accredited university in one of the US territories; OR
4. The student's transcript stipulates that the primary language of instruction for their school/program was English; OR
5. The student achieved the minimum test scores required for their program as follows:

	Undergraduate Level	Master's Level	Doctoral Level
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	85-95	95-100	95-100
CET-4	500+	500+	500+
CET-6	Pass	Pass	Pass

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 their 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	Doctoral Level
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	85-95	95-100	95-100

GRADUATE & CREDENTIAL ADMISSIONS REQUIREMENTS

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; therefore, some graduate programs may have additional admission requirements. Please refer to the program specific requirements section of this catalog.

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 (some programs may consider approved nationally accredited universities). For some doctorate level programs a master's degree is required;
   - Alliant will consider applications for admission into some* graduate level programs from candidates who have earned a bachelor's degree outside the US from select international institutions.
     - The University accepts undergraduate (bachelor's) degrees from countries within the Bologna Process signatory countries and students from institutions in India in Division I and II from colleges accredited by NAAC with a grade of "A" or better.
     - CSML also accepts 3-year 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; or,
       - applicant has already demonstrated graduate level academic success in a graduate level program which qualifies with a B or higher grade in 3 or more courses and the graduate level program qualifies per Alliant's evaluation policies.

Some programs offer 3 +1 programs to assist students entering with a 3-year degree that does not meet the above criteria, to move into a Master's program without losing earned credits from their international institution.

All other admission policies and requirements for the program as specified in the catalog will apply. 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.

*Some Alliant Master's programs will not accept an international 3-year Bachelor's as equivalent to a US 4 year degree. The teaching credential requires that all students, regardless of country, have a 4-year Bachelor's degree to complete that program in California.

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).

CERTIFICATE ADMISSIONS REQUIREMENTS

Please refer to the program specific requirements section of this catalog for certificate specific admissions requirements.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

California School of Professional Psychology Admissions Requirements

PsyD in Clinical Psychology

Program Specific Admissions Requirements

- Bachelor's degree from a regionally accredited institution
- Preparation in Psychology: One of the following three options must be completed prior to matriculation:
  - Earned a BA/BS in Psychology (a master's degree will not fulfill this requirement)

  - 80th percentile scores or better on the GRE Psychology Test
  - Completion of the following four courses 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
- Complete online application at apply.alliant.edu (fee: $65)
- Essay (4-6 pages)
  A. A brief autobiographical sketch. Discuss your life up to now: your family, friends, home, work, and community. We are particularly interested in those experiences most relevant to your interest in professional psychology and how those experiences have helped formulate your career goals (at least 3-4 pages).
  B. Since many different graduate programs exist, and the choice is such an important one, explain specifically why you have chosen to apply to the PsyD program at CSPP, and which aspects of CSPP, its programs, its approach to diversity, and its mission have attracted you to the school (1 page).
  C. What applied clinical problem would you most like to focus on in your PsyD studies and in the PsyD clinical dissertation/ doctoral project? Tell us something about your knowledge of the relevant theory and concepts, research, and the application of that scholarship to clinical practice. (1-2 pages)
  D. In what emphasis, proficiency or academic area would you choose to concentrate your studies at CSPP? Please relate this to your career goals.
- Resume
- Two Letters of Recommendation
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition

PhD in Clinical Psychology

Program Specific Admissions Requirements

- Bachelor's degree from a regionally accredited institution
- Preparation in Psychology: One of the following three options must be completed prior to matriculation:
  - Earned a BA/BS in Psychology (a master's degree will not fulfill this requirement)
  - 80th percentile scores or better on the GRE Psychology Test
  - Completion of the following four courses 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
- Complete online application at apply.alliant.edu (fee: $65)
- Essay (4-6 pages)
  A. A brief autobiographical sketch. Discuss your life up to now: your family, friends, home, work and community. We are particularly interested in those experiences most relevant to your interest in professional psychology and how those experiences have helped formulate your career goals (at least 3-4 pages).
  B. Since many different graduate programs exist, and the choice is such an important one, explain specifically why you have chosen to apply to the PhD program at CSPP, and which aspects of CSPP, its programs, its approach to diversity, and its mission have attracted you to the school (1 page).
  C. What research or applied clinical problem would you like to explore in your PhD dissertation? Please be specific. Tell us something about your knowledge of research methods and other investigative formats, integration of the professional literature on the topic, and the application of theory and scholarship to this research problem. We are interested in your own past activities and experiences as a scholar or researcher and encourage you to draw on those experiences. (1-2 pages)
  D. In what emphasis, proficiency or academic area would you choose to concentrate your studies at CSPP? Please relate this to your career goals.
- Resume
- Two Letters of Recommendation
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)

- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition

Doctoral Respecialization Certificate in Clinical Psychology

- Letter of intent, stating why the applicant is interested in the DRP, and prior experiences related to clinical work
- A curriculum vita (CV)
- Two letters of recommendation, at least one of which is from the previous four years and the other within the previous ten years
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- If an applicant wishes to waive out of a course due to having taken a similar course:
  - That course must be taken within the previous seven years.
  - The student must have received a B or better in the course.
  - The student must provide the syllabus from the course. A course title alone is insufficient to determine equivalency.
  - Note that clinical experience cannot be substituted for coursework.

Master of Arts in Marriage and Family Therapy

Program Specific Admissions Requirements

- Bachelor's degree from a regionally accredited institution, with a GPA of 3.0 or greater (applicants with a GPA of 2.75 to 2.99 may be considered provided that the GPA exemption petition criteria are met).
- Completed online application (fee: $65)
- Essay (2-4 pages)
  - Interest in Couple, Marriage and Family Therapy and Professional Goals
    - In 250 words or less, discuss what draws you to the field of couple/marriage and family therapy (C/MFT) and why you want to be a couple/marriage, and family therapist. In your response, explain your understanding of how C/MFT is different from clinical disciplines such as clinical psychology, mental health counseling, and social work.
    - In 250 words or less, what are your professional goals? How do you see yourself using a master's degree in C/MFT? Where do you see yourself in the next 5-10 years?
  - Interpersonal Skills and Possible Challenges/Biases
    - In 250 words or less, what are the characteristics/traits/skills you consider you have that would fit well with the role of a systemic therapist?
    - In 250 words or less, discuss one clinical population or issue that might be challenging for you to work with and why.
  - Commitment to Diversity and Social Justice
    - In 250 words or less, what roles do you think that issues of diversity and culture play in mental health and relationships?
    - In 250 words or less, describe your social location (e.g., gender, race, family history with higher education, and other identities); (2) provide examples of at least two types of privilege you carry.
  - (For Transfer Students Only)
    - Please note transfer credits require a review of the curriculum from the transferring institution but cannot be more than 12 credits.
    - In 250 words or less, please address why you are hoping to transfer from your current institution to Alliant CFT.
- Resume
- Two Letters of Recommendation
- Letters of recommendation must be from professional relationships, not personal. We strongly encourage applicants to submit at least one academic reference when possible. Otherwise, it helps to have recommendations from people who can speak to applicants' abilities to think, write, and work interpersonally as well as solve interpersonal problems.
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition
  - In addition to the GPA Exemption Petition, applicants who have an undergraduate or graduate (if applicable) GPA below 3.0 but not below 2.75 must have completed coursework in the following two areas with a grade of "C" or better before matriculation into the program:
    - Introduction to Psychology or General Psychology
    - Human Development or Child Development

Doctor of Philosophy in Marital and Family Therapy (114-unit)

Program Specific Admissions Requirements

- Bachelor's degree from a regionally accredited institution
- Completed online application (fee: $65)
- Essay (5-6 pages)
  - Interest in Couple, Marriage and Family Therapy and Professional Goals
    - In 250 words or less, discuss what draws you to the field of couple/marriage and family therapy (C/MFT) and why you want to be a couple/marriage, and family therapist. In your response, explain your understanding of how C/MFT is different from clinical disciplines such as clinical psychology, mental health counseling, and social work. How do you envision yourself as a scholar, educator, and future leader in the field of CFT?
  - Research experience, interest, and skills
    - What prior, if any, research experience/s, do you have? Provide a self-assessment of your current research and scholarly skills. What topics of interest might you want to research in the future and/or as part of your dissertation in the PsyD program?
  - Interpersonal Skills and Possible Challenges
    - In 250 words or less, what are the characteristics/traits/skills you consider you have that would fit well with the role of a systemic therapist? And what are your characteristics/traits/skills that will support your success in completing a PsyD degree?
  - Commitment to Diversity and Social Justice
    - In 250 words or less, what roles do you think that issues of diversity and culture play in mental health, relationships, in scholarly work, teaching, and supervision?
    - In 250 words or less, describe your social location (e.g., gender, race, family history with higher education, and other identities); (2) provide examples of at least two types of privilege you carry.
- Resume
- Two Letters of Recommendation
  - Letters of recommendation must be from professional relationships, not personal. We strongly encourage applicants to submit at least one academic reference when possible. Otherwise, it helps to have recommendations from people who can speak to applicants' abilities to think, write, and work interpersonally as well as solve interpersonal problems.
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition
  - In addition to the GPA Exemption Petition, applicants who have an undergraduate or graduate (if applicable) GPA below 3.0 and whose most recently earned degree is not in psychology or a related field (e.g., anthropology, child development, communications, education, family studies, human development, social work, sociology) must have completed coursework in the following two areas with a grade of "C" or better before matriculation into the program:
    - Introduction to Psychology or General Psychology
    - Human Development or Child Development

Doctor of Philosophy in Marital and Family Therapy (69-unit)

Program Specific Admissions Requirements

- Master's degree from a regionally accredited institution in Couples and Family Therapy or Marital and Family Therapy
- Submission of LMFT license (if applicable)
- Completed online application ($65)
- Essay (5-6 pages)
  - Interest in Couple, Marriage and Family Therapy and Professional Goals
    - In 250 words or less, discuss what draws you to the field of couple/marriage and family therapy (C/MFT) and why you want to be a couple/marriage, and family therapist. In your response, explain your understanding of how C/MFT is different from clinical disciplines such as clinical psychology, mental health counseling, and social work. How do you envision yourself as a scholar, educator, and future leader in the field of CFT?
  - Research experience, interest, and skills
    - What prior, if any, research experience/s, do you have? Provide a self-assessment of your current research and scholarly skills. What topics of interest might you want to research in the future and/or as part of your dissertation in the PsyD program?
  - Interpersonal Skills and Possible Challenges
    - In 250 words or less, what are the characteristics/traits/skills you consider you have that would fit well with the role of a systemic therapist? And what are your characteristics/traits/skills that will support your success in completing a PsyD degree?

  - Commitment to Diversity and Social Justice
    - In 250 words or less, what roles do you think that issues of diversity and culture play in mental health, relationships, in scholarly work, teaching, and supervision?
    - In 250 words or less, describe your social location (e.g., gender, race, family history with higher education, and other identities); (2) provide examples of at least two types of privilege you carry.
- Resume
- Two Letters of recommendation (academic, clinical, professors or supervisors only)
  - Letters of recommendation must be from professional relationships, not personal. We strongly encourage applicants to submit at least one academic reference when possible. Otherwise, it helps to have recommendations from people who can speak to applicants' abilities to think, write, and work interpersonally as well as solve interpersonal problems.
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA minimum 3.0 or GPA exemption petition

Doctor of Psychology in Marital and Family Therapy (114-unit)

Program Specific Admissions Requirements

- Bachelor's degree from a regionally accredited institution
- Completed online application (fee: $65)
- Essay (5-6 pages)
  - Interest in Couple, Marriage and Family Therapy and Professional Goals
    - In 250 words or less, discuss what draws you to the field of couple/marriage and family therapy (C/MFT) and why you want to be a couple/marriage, and family therapist. In your response, explain your understanding of how C/MFT is different from clinical disciplines such as clinical psychology, mental health counseling, and social work. How do you envision yourself as a scholar, educator, and future leader in the field of CFT?
  - Research experience, interest, and skills
    - What prior, if any, research experience/s, do you have? Provide a self-assessment of your current research and scholarly skills. What topics of interest might you want to research in the future and/or as part of your dissertation in the PsyD program?
  - Interpersonal Skills and Possible Challenges
    - In 250 words or less, what are the characteristics/traits/skills you consider you have that would fit well with the role of a systemic therapist? And what are your characteristics/traits/skills that will support your success in completing a PsyD degree?
  - Commitment to Diversity and Social Justice
    - In 250 words or less, what roles do you think that issues of diversity and culture play in mental health, relationships, in scholarly work, teaching, and supervision?
    - In 250 words or less, describe your social location (e.g., gender, race, family history with higher education, and other identities); (2) provide examples of at least two types of privilege you carry.
- Resume
- Two Letters of Recommendation
  - Letters of recommendation must be from professional relationships, not personal. We strongly encourage applicants to submit at least one academic reference when possible. Otherwise, it helps to have recommendations from people who can speak to applicants' abilities to think, write, and work interpersonally as well as solve interpersonal problems.
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition
  - In addition to the GPA Exemption Petition, applicants who have an undergraduate or graduate (if applicable) GPA below 3.0 and whose most recently earned degree is not in psychology or a related field (e.g., anthropology, child development, communications, education, family studies, human development, social work, sociology) must have completed coursework in the following two areas with a grade of "C" or better before matriculation into the program:
    - Introduction to Psychology or General Psychology
    - Human Development or Child Development

Doctor of Psychology in Marital and Family Therapy (69-unit)

Program Specific Admissions Requirements

- Master's degree from a regionally accredited institution in Couples and Family Therapy or Marital and Family Therapy
- Submission of LMFT license (if applicable)
- Completed online application ($65)
- Essay (5-6 pages)
  - Interest in Couple, Marriage and Family Therapy and Professional Goals
    - In 250 words or less, discuss what draws you to the field of couple/marriage and family therapy (C/MFT) and why you want to be a couple/marriage, and family therapist. In your response, explain your understanding of how C/MFT is different from clinical disciplines such as clinical psychology, mental health counseling, and social work. How do you envision yourself as a scholar, educator, and future leader in the field of CFT?
  - Research experience, interest, and skills
    - What prior, if any, research experience/s, do you have? Provide a self-assessment of your current research and scholarly skills. What topics of interest might you want to research in the future and/or as part of your dissertation in the PsyD program?
  - Interpersonal Skills and Possible Challenges
    - In 250 words or less, what are the characteristics/traits/skills you consider you have that would fit well with the role of a systemic therapist? And what are your characteristics/traits/skills that will support your success in completing a PsyD degree?
  - Commitment to Diversity and Social Justice
    - In 250 words or less, what roles do you think that issues of diversity and culture play in mental health, relationships, in scholarly work, teaching, and supervision?
    - In 250 words or less, describe your social location (e.g., gender, race, family history with higher education, and other identities); (2) provide examples of at least two types of privilege you carry.
- Resume
- Two Letters of recommendation (academic, clinical, professors or supervisors only)
  - Letters of recommendation must be from professional relationships, not personal. We strongly encourage applicants to submit at least one academic reference when possible. Otherwise, it helps to have recommendations from people who can speak to applicants' abilities to think, write, and work interpersonally as well as solve interpersonal problems.
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA minimum 3.0 or GPA exemption petition

Master of Arts in Clinical Counseling

Program Specific Admissions Requirements

- Official transcripts from a regionally accredited institution showing completion of a bachelor's degree
- Completed online application (fee: $65)
- Essay (2-4 pages)
  A. Your background
  B. Honors, activities and other creative accomplishments
  C. Your professional goals
  D. How do you see your participation in this program as enhancing your educational experience and ultimately your career?
  E. Upon completion of this program, how would you use this privilege to better society?
- Resume
- Two Letters of Recommendation
- Faculty Interview
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition

Master of Arts in Marriage, Couples, and Family Counseling

Program Specific Admissions Requirements

- Official transcripts from a regionally accredited institution showing completion of a bachelor's degree
- Completed online application (fee: $65)
- Essay (2-4 pages)
  A. Your background
  B. Honors, activities and other creative accomplishments
  C. Your professional goals
  D. How do you see your participation in this program as enhancing your educational experience and ultimately your career?

E. Upon completion of this program, how would you use this privilege to better society?

- Resume
- Two Letters of Recommendation
- Faculty Interview
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition

Master of Arts in Organizational Leadership

Program Specific Admissions Requirements

- Bachelors degree from a regionally accredited institution with a GPA of 3.0 or above
- GPA Exemption Petition will be considered in cases where GPA was below 3.0
- Completed online application (fee: $65)
- Resume
- Two Letters of Recommendation
- Faculty Interview
- Official Transcripts from degree granting institutions
- Essay describing 3 or more years of relevant work experience (2 - 4 pages):
  - Write an autobiographical sketch, highlighting personal skills and qualities, work and life experiences most relevant to your interest in organizational leadership and a psychological approach to leading people in organizations. List any professional organizations to which you belong, accomplishments you have achieved, honors or awards you have received that show who you are.
  - Describe your career objectives and your reasons for wanting to complete the master's in organizational leadership.
  - The choice to attend graduate school is an important one, please explain what aspects of the master's program in organizational leadership at CSPP and what aspects of Alliant have attracted you. Describe your thoughts on Alliant's approach to diversity, Alliant's mission and vision, and its scholar-practitioner focus for preparing students for professions.

Master of Arts in Organizational Psychology

All online Organizational Psychology programs are accepting applications. Please be aware, however, that on-ground Organizational Psychology programs are not accepting applications.

Program Specific Admissions Requirements

- Official transcripts from a regionally accredited institution showing completion of a bachelor's degree with a GPA of 3.0 or above
- GPA Exemption Petition will be considered in cases where GPA was below 3.0
- Completed online application (fee: $65)
- Resume
- Two Letters of Recommendation
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition
- Essay describing 3 or more years of relevant work experience (2 - 4 pages):
  - Write an autobiographical sketch, highlighting personal skills and qualities, work and life experiences most relevant to your interest in organizational psychology. List any professional organizations to which you belong, accomplishments you have achieved, honors or awards you have received that show who you are.
  - Describe your career objectives and your reasons for wanting to complete the master's in organizational psychology.
  - The choice to attend graduate school is an important one, please explain what aspects of the master's program in organizational psychology at CSPP and what aspects of Alliant have attracted you. Describe your thoughts on Alliant's approach to diversity, Alliant's mission and vision, and its scholar-practitioner focus for preparing students for professions.

PhD in Industrial and Organizational Psychology

All online Organizational Psychology programs are accepting applications. Please be aware, however, that on-ground Organizational Psychology programs are not accepting applications.

Program Specific Admissions Requirements

- Official transcripts from a regionally accredited institution showing completion of a Master's degree with a GPA of 3.0 or above
- GPA Exemption Petition will be considered in cases where GPA was below 3.0

- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- Resume
- Two Letters of Recommendation
- Faculty Interview
- Completed online application (fee: $65)
- Essay (4-6 pages)
  - Write an autobiographical sketch, highlighting personal skills and qualities, work and life experiences most relevant to your interest in I-O psychology. List any professional organizations to which you belong, accomplishments you have achieved, honors or awards you have received that show who you are. (1-2 pages)
  - Describe your career objectives and your reasons for wanting to complete the PhD in Industrial-Organizational psychology. The choice to attend graduate school is an important one; please explain what aspects of the PhD program in I-O psychology at CSPP and what aspects of Alliant have attracted you. Describe your thoughts on Alliant's approach to diversity, Alliant's mission and vision, and its scholar-practitioner focus for preparing students for professions. (1 page)
  - Please describe research you might like to explore in your studies - even though it may change as you evolve in the PhD program. Please be as specific as possible and review a few research articles on the topic. This essay should demonstrate your knowledge of an aspect of industrial-organizational psychology and your understanding of research methods. Use the essay to apply theory and scholarship to an applied problem and integrate the professional literature with your own perspectives on the issues. (2-3 pages)

PsyD in Organization Development

All online Organizational Psychology programs are accepting applications. Please be aware, however, that on-ground Organizational Psychology programs are not accepting applications.

Program Specific Admissions Requirements

- Bachelor's degree from a regionally accredited institution
- Master's degree from a regionally accredited university which includes at least 9 units in organizational behavior, organization development, social or behavioral science, or a closely related field OR demonstrate 10 or more years of significantly related work experience.
- Completed online application (fee: $65)
- Essay (4-6 pages)
  A. Describe your career objectives, including your reasons for wanting to undertake studies in the specific program to which you are applying. Please also discuss why you are interested in studying at the California School of Professional Psychology at Alliant International University.
  B. Write a brief autobiographical sketch, highlighting those experiences most relevant to your interest in organizational psychology, organizational behavior or organization development.
  C. Although we recognize that your specific areas of study may change over the course of your training, please describe a research or applied organizational problem that you might like to explore in your studies. Please be as specific as possible. This essay should demonstrate your knowledge of organizational psychology or organizational behavior and how multicultural and/or international issues play a role in the project or research you describe. Also, as relevant, please demonstrate in this section your knowledge of contemporary issues and current research in the field. Use the essay to show your understanding of research methods, the application of theory and scholarship to applied problems, and your ability to integrate the professional literature with your own perspectives on the issues.
- Resume
- Two Letters of Recommendation
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 or GPA Exemption Petition

Master of Social Work

Program Specific Admissions Requirements

- Bachelor's degree from a regionally accredited institution
- Completed online application (fee: $65)
- Essay (2-4 pages)
  - How will a master's degree in Social Work assist in your career aspirations?
  - What draws you to the field of social work?
  - Specific skills you have that would be beneficial to your success in Alliant's MSW program and the social work profession.
  - What specific skills do you hope to gain in the Alliant International University's Social Work (MA) program?

- Resume
- Faculty Interview
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- GPA Minimum 3.0 on a 4.0 scale or GPA Exemption Petition

Master of Science in Clinical Psychopharmacology Postdoctoral

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- Curriculum Vita or Resume
- Psychology license verification

Students currently enrolled in their doctoral training in health service psychology may begin the program providing that they completed at least 45 credits toward the doctoral degree, and they maintain a minimum GPA of 3.5 in their doctoral program at the time of admission and during their MSCP studies. Students must continue to complete their doctoral degree coursework while enrolled in MSCP courses. Doctoral students enrolled in the MSCP program will be required to provide unofficial transcripts verifying continued, successful matriculation in the doctoral program before registration for MSCP classes each January and August term.

California School of Education Admissions Requirements

A change or addition to a program pathway includes new curriculum, which may result in the need to take additional courses to meet requirements.

California Teaching Credentials: Multiple, Single, Special Education

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Bachelor's degree from a regionally accredited institution
- Official Transcripts
- Meet CTC Basic Skills Requirement (BSR)*
- CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS) or provide documentation showing proof fingerprint processing has been ordered, if not previously completed for the Commission on Teacher Credentialing.
  - Must be valid throughout duration of credential program
  - A STP/PIP will not meet this requirement
  - The Certificate of Clearance is not required for admission but will be required prior to enrolling in Clinical Practice/ practicum/field-based experience
  - The COC must be processed and posted to CTC Online by the end of week 8 of the Candidate's first term
- GPA Minimum 2.5 from bachelor's degree-granting institution or GPA Exemption Petition
- Low GPA applicants need to complete the following:
  - Submit a GPA Exemption Petition
  - Resume
  - An interview with the Program Director or Assistant Program Director may be required
  - Submit Two Letters of Recommendation
  - Submit 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching or working with children and adolescents, and/or within K-12 schools and graduate level degree or coursework
- Low GPA applicants are not eligible for the ECO program

*All official, collegiate-level transcripts (community college, baccalaureate, masters, doctorate, etc.) must be on file prior to registration into the second term of enrollment.

Additional Credential Requirements for the Preliminary Credential program completion:

- ALL Program Pathways and Tracks beginning in 2022: Pass the Teacher Performance Assessment (TPA) - all sections. TPAs are necessary to satisfy the fieldwork component required for the intern program. Candidates must demonstrate competence of the field experience required by the Commission-approved intern program in which the candidate is enrolled.
- ALL Program Pathways and Tracks: Complete foundational computer technology, TEL71710 - Educational Technology course work that includes general and specialized skills in the use of computers in educational settings.
- Multiple Subject & Education Specialist Tracks ONLY: Confirmation of passage of the Reading Instruction Competence Assessment (RICA).

Internship Program Pathway: Candidates enrolled in the internship program pathway with a partnering district from the Alliant MOU list must provide verification of employment as Teacher of Record (minimum 0.6 FTE) before enrollment in CP1. If you have previously been enrolled in a teacher preparation program, please disclose

all transcripts, certifications, and/or credentials; failure to disclose supporting documents may result in ineligibility of program.

Admission Requirements for Masters of Arts in Education add-on with an Alliant-completed Preliminary Credential*:

- Non-ECO Preliminary credential earned at Alliant International University and recommended to the CTC
- Proof of successful completion of all CTC preliminary credential* requirements, including completion of all required credential-specific exams
- Alliant transcript

*Preliminary Credential with a TPA or RICA Renewal Code is not valid for admission requirements

California Teaching Credentials: Early Completion Intern Option

The Early Completion Intern Option is intended to provide experienced educators who already have requisite professional skills and knowledge an opportunity to challenge the course work portion of a Multiple Subject or Single Subject Intern Program (does not apply to Education Specialist Intern Programs) and demonstrate pedagogical skills through a performance assessment at the start of a Commission-approved intern program.

The Early Completion Intern Option is available to officially admitted internship candidates who meet the following requirements:

- Application ($65 application fee)
- Two letters of recommendation from supervisors, academic instructors, volunteer coordinators or other professional and/or academic relationships
- Official undergraduate transcripts from a regionally accredited university with a minimum cumulative GPA of 2.5 (GPA exemptions may be considered on a case-by-case basis)
- Meet CTC Basic Skills Requirement (BSR)
- Confirmation of passage of the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052) for Single Subject candidates
- Confirmation of passage of the edTPA
- Completion of a course (two semester units or three-quarter units) in the provisions and principles of the U.S. Constitution, or passage of an examination in the subject given by a regionally accredited college, or university
- Meet appropriate Subject Matter Competency (SMC)
- CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing. Must be valid throughout duration of credential program.
  - CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), or provide documentation showing proof fingerprint processing has been ordered, if not previously completed for the Commission on Teacher Credentialing.
  - Must be valid throughout duration of credential program.
  - A STP/PIP will not meet this requirement.
  - The Certificate of Clearance is not required for admission but will be required prior to enrolling in Clinical Practice/ practicum/field-based experience.
  - The COC must be processed and posted to CTC Online by the end of week 8 of the Candidate's first term.
- Individuals must provide document via Verification of Employment form from their program-approved school district

Additional Credential Requirements for Early Completion Intern Option program completion:

- ALL Program Tracks: Complete foundational computer technology, TEL71710 Educational Technology, course work that includes general and specialized skills in the use of computers in educational settings.
- Multiple Subject Track ONLY: Confirmation of passage of the Reading Instruction Competence Assessment (RICA).

Please note:

In order to qualify for the Early Completion Option, candidates must provide proof of employment with a partnering school district; private schools are not state-eligible to host intern teachers.

To request a Program Change into the ECO program/pathway, a student must submit the program change within the first term of their enrollment, and the change must be completed for the subsequent term.

Bilingual Authorization

Program Specific Admissions Requirements

Post-Credential Applicants:

- Post-credential applicants must hold a valid Single Subject, Multiple Subject, or Education Specialist credential at the time of applying for enrollment in the Bilingual Authorization program as an intern.
- In order to be admitted to the program and obtain their Bilingual Authorization, candidates must:
  - Be fluent in Spanish and prove Subject Matter Competency via one of the following options:
    - pass the CSET Languages Other Than English (LOTE) Spanish Subtest III (#147), or
    - provide confirmation of qualifying coursework fulfilling the Language and Communication subject matter requirement domains

  - Be fluent in Mandarin and prove Subject Matter Competency via one of the following options
    - pass the CSET Languages Other Than English (LOTE) Mandarin Subtest III (#165), or
    - provide confirmation of qualifying coursework fulfilling the Language and Communication subject matter requirement domains
- Applicants must verify one (1) of the following:
  - Valid Language Development Specialist (LDS) Certificate, CLAD Certificate, teaching credential with English Learner Authorization or CLAD Emphasis, or
  - Eligibility for a CLAD Certificate or teaching credential with an English learner authorization

Concurrent Credential Applicants:

- Applicant has met Alliant's preliminary teaching credential admission requirements
- This Program Pathway is available to candidates who are currently enrolled in the Intern Program Pathway ONLY.
- Currently enrolled and in good standing in an Alliant Single Subject, Multiple Subject, or Education Specialist credential program candidate within the Intern Pathway when applying for entry into the Bilingual Authorization program.
- In order to obtain their Bilingual Authorization, intern candidates must:
  - Be fluent in Spanish and prove Subject Matter Competency via one of the following options:
    - pass the CSET Languages Other Than English (LOTE) Spanish Subtest III (#147), or
    - provide confirmation of qualifying coursework fulfilling the Language and Communication subject matter requirement domain
  - Be fluent in Mandarin and prove Subject Matter Competency via one of the following options:
    - pass the CSET Languages Other Than English (LOTE) Mandarin Subtest III (#165), or
    - provide confirmation of qualifying coursework fulfilling the Language and Communication subject

Out-of-State Candidates

Out-of-state prepared individuals with Bilingual Authorization, apply directly to the CTC.

California Teaching Credentials: Administrative Services Credential (ASC)

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Bachelor's degree from a regionally accredited institution
- Official Transcripts
- Passing CBEST score or CCTC approved alternative documentation that fulfills basic skills requirement
- Proof of either (a) five years of successful full-time teaching experience OR (b) five years of successful full-time service experience under a valid pre-requisite credential
- Possess one of the following valid credentials as defined below (a screenshot of CCTC's online system showing evidence of proper credential can serve as documentation):
  - A clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation including student teaching or the equivalent, and holds an English learner authorization
  - A clear or life California designated subjects teaching credential in adult education, career technical education, vocational education, or special subjects, provided the applicant possesses a baccalaureate degree and holds an English learner authorization
  - A clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation including field work or the equivalent.
- GPA Minimum 2.5 or GPA Exemption Petition
- GPA Exemption Petition: candidates who do not meet the minimum GPA requirements may be required to interview with Program Director or Faculty and must submit the following:
  - Resume
  - Two Letters of Recommendation
  - 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching or working with children and adolescents, and/or within K-12 schools and graduate level degree or coursework

Master of Arts in Education - Educational Administration

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Bachelor's degree from a regionally accredited institution
- Official Transcripts

- Passing CBEST score or CCTC approved alternative documentation that fulfills basic skills requirement
- Proof of either (a) five years of successful full-time teaching experience OR (b) five years of successful full-time service experience under a valid pre-requisite credential
- Possess one of the following valid credentials as defined below (a screenshot of CCTC's online system showing evidence of proper credential can serve as documentation):
  - A clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation including student teaching or the equivalent, and holds an English learner authorization.
  - A clear or life California designated subjects teaching credential in adult education, career technical education, vocational education, or special subjects, provided the applicant possesses a baccalaureate degree and holds an English learner authorization.
  - A clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation including field work or the equivalent.
- GPA Minimum 2.5 or GPA Exemption Petition
- GPA Exemption Petition: candidates who do not meet the minimum GPA requirements may be required to interview with Program Director or Faculty and must submit the following:
  - Resume
  - Two Letters of Recommendation
  - 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching or working with children and adolescents, and/or within K-12 schools and graduate level degree or coursework

Arizona Alternative Pathway Teaching Certificate

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Bachelor's degree from a regionally accredited institution in the U.S. or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country
- Official transcripts from degree granting institutions where a bachelor's degree (and higher if applicable) was earned
- Copy of the IVP Fingerprint Clearance Card (front & back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. Please visit the DPS site for information on applying for and receiving your IVP fingerprint clearance card: http://www.azdps.gov/Services/Fingerprint/
- Documentation indicating a negative TB result
- Met the Basic Skills Requirements - Passing NES/AEPA Assessment of Professional Knowledge score reports*see Deficiency Extension note
- US/Arizona Constitution Exam prior to program completion
- Teaching Intern/**Alternative Teaching Certificate required for enrollment in second term and to be Teacher of Record along with the following:
  - Submit Verification of Employment form to the Credentialing Department
  - Confirm MOU
- Minimum undergraduate GPA of 2.50 or GPA Exemption Petition
- Low GPA applicants need to complete the following:
  - Submit a GPA Exemption Petition
  - Resume
  - An interview with the Program Director or Assistant Program Director may be required
  - Submit Two Letters of Recommendation
  - Submit 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching or working with children and adolescents, and/or within K-12 schools and graduate level degree or coursework

* Deficiency Extension due to public health emergency. The NES/AEPA Assessment of Professional Knowledge is currently not required for Admissions.

** Alternative Teaching Certificate application is to be completed by the candidate.

Alternative Certification/Internship Track Teaching Credential: Students enrolled in the internship track teaching credential with a partnering district from the Alliant MOU list must provide verification of employment as Teacher of Record (0.6 FTE) before enrollment in CP1. If you have previously been enrolled in a teacher preparation program, please disclose all transcripts, certifications, and/or credentials; failure to disclose supporting documents may result in ineligibility of program.

EPP Alternative Teaching Certificate Enrollment Verification form: An Arizona verification letter can be issued by the admissions department upon admission to the Arizona teacher education certificate program.

PPS Credential in School Counseling

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing. Must be valid throughout duration of credential program.

  - CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), or provide documentation showing proof fingerprint processing has been ordered, if not previously completed for the Commission on Teacher Credentialing.
  - Must be valid throughout duration of credential program.
  - A STP/PIP will not meet this requirement.
  - The Certificate of Clearance is not required for admission but will be required prior to enrolling in Clinical Practice/ practicum/field-based experience.
  - The COC must be processed and posted to CTC Online by the end of week 8 of the Candidate's first term.
- Meet CTC Basic Skills Requirement (BSR)
- Master's degree in a related field from a regionally accredited institution
- Official Undergraduate and Master's Transcripts
- GPA Minimum 3.0 or GPA Exemption Petition
- GPA Exemption Petition: candidates who do not meet the minimum GPA requirements may be required to interview with Program Director or Faculty and must submit the following:
  - Resume
  - Two Letters of Recommendation
  - 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching, counseling, or working with children and adolescents, and/or within K-12 schools or community programs with K-12-aged students and/or graduate level degree and/or coursework

Master of Arts in Education in School Counseling with PPS Credential

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing. Must be valid throughout duration of credential program.
  - CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), or provide documentation showing proof fingerprint processing has been ordered, if not previously completed for the Commission on Teacher Credentialing.
  - Must be valid throughout duration of credential program.
  - A STP/PIP will not meet this requirement.
  - The Certificate of Clearance is not required for admission but will be required prior to enrolling in Clinical Practice/practicum/ field-based experience.
  - The COC must be processed and posted to CTC Online by the end of week 8 of the Candidate's first term.
- Meet CTC Basic Skills Requirement (BSR)
- Bachelor's degree from a regionally accredited institution
- Official Transcripts
- GPA Minimum 3.0 or GPA Exemption Petition
- GPA Exemption Petition: candidates who do not meet the minimum GPA requirements may be required to interview with Program Director or Faculty and must submit the following:
  - Resume
  - Two Letters of Recommendation
  - 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching, counseling, or working with children and adolescents, and/or within K-12 schools or community programs with K-12-aged students and/or graduate level degree and/or coursework

Education Specialist in School Counseling with PPS Credential

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing. Must be valid throughout duration of credential program.
  - CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), or provide documentation showing proof fingerprint processing has been ordered, if not previously completed for the Commission on Teacher Credentialing.
  - Must be valid throughout duration of credential program.
  - A STP/PIP will not meet this requirement.
  - The Certificate of Clearance is not required for admission but will be required prior to enrolling in Clinical Practice/ practicum/field-based experience.
  - The COC must be processed and posted to CTC Online by the end of week 8 of the Candidate's first term.
- Meet CTC Basic Skills Requirement (BSR)
- Bachelor's degree from a regionally accredited institution
- Official Transcripts
- GPA Minimum 3.0 or GPA Exemption Petition
- GPA Exemption Petition: candidates who do not meet the minimum GPA requirements may be required to interview with Program Director or Faculty and must submit the following:

- Resume
- Two Letters of Recommendation
- 1-2-page essay
  - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching, counseling, or working with children and adolescents, and/or within K-12 schools or community programs with K-12-aged students and/or graduate level degree and/or coursework

PPS Credential in School Psychology

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing. Must be valid throughout duration of credential program.
  - CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), or provide documentation showing proof fingerprint processing has been ordered, if not previously completed for the Commission on Teacher Credentialing.
  - Must be valid throughout duration of credential program.
  - A STP/PIP will not meet this requirement.
  - The Certificate of Clearance is not required for admission but will be required prior to enrolling in Clinical Practice/ practicum/field-based experience.
  - The COC must be processed and posted to CTC Online by the end of week 8 of the Candidate's first term.
- Meet CTC Basic Skills Requirement (BSR)
- Master's degree in a related field from a regionally accredited institution
- Official Undergraduate and Master's Transcripts
- GPA Minimum 3.0 or GPA Exemption Petition
- GPA Exemption Petition: candidates who do not meet the minimum GPA requirements may be required to interview with Program Director or Faculty and must submit the following:
  - Resume
  - Two Letters of Recommendation
  - 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching, counseling, or working with children and adolescents, and/or within K-12 schools or community programs with K-12-aged students and/or graduate level degree and/or coursework

Master of Arts in Education in School Psychology with PPS Credential

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing. Must be valid throughout duration of credential program.
  - CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), or provide documentation showing proof fingerprint processing has been ordered, if not previously completed for the Commission on Teacher Credentialing.
  - Must be valid throughout duration of credential program.
  - A STP/PIP will not meet this requirement.
  - The Certificate of Clearance is not required for admission but will be required prior to enrolling in Clinical Practice/ practicum/field-based experience.
  - The COC must be processed and posted to CTC Online by the end of week 8 of the Candidate's first term.
- Meet CTC Basic Skills Requirement (BSR)
- Bachelor's degree from a regionally accredited institution
- Official Transcripts
- GPA Minimum 3.0 or GPA Exemption Petition
- GPA Exemption Petition: candidates who do not meet the minimum GPA requirements may be required to interview with Program Director or Faculty and must submit the following:
  - Resume
  - Two Letters of Recommendation
  - 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching, counseling, or working with children and adolescents, and/or within K-12 schools or community programs with K-12-aged students and/or graduate level degree and/or coursework

Education Specialist in School Psychology with PPS Credential

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing. Must be valid throughout duration of credential program.
  - CTC Certificate of Clearance - Fingerprint processing by Live Scan (form 41-LS), or provide documentation showing proof fingerprint processing has been ordered, if not previously completed for the Commission on Teacher Credentialing.

  - Must be valid throughout duration of credential program.
  - A STP/PIP will not meet this requirement.
  - The Certificate of Clearance is not required for admission but will be required prior to enrolling in Clinical Practice/ practicum/field-based experience.
  - The COC must be processed and posted to CTC Online by the end of week 8 of the Candidate's first term.
- Meet CTC Basic Skills Requirement (BSR)
- Bachelor's degree from a regionally accredited institution
- Official Transcripts
- GPA Minimum 3.0 or GPA Exemption Petition
- GPA Exemption Petition: candidates who do not meet the minimum GPA requirements may be required to interview with Program Director or Faculty and must submit the following:
  - Resume
  - Two Letters of Recommendation
  - 1-2-page essay
    - A brief autobiographical statement which addresses bachelor's GPA, any relevant experience in teaching, counseling, or working with children and adolescents, and/or within K-12 schools or community programs with K-12-aged students and/or graduate level degree and/or coursework

Admission Requirements for Alliant PPS Credential holders seeking to attain an Education Specialist in School Psychology or School Counseling

- Master of Arts in Education-School Counseling or School Psychology with Pupil Personnel Services (PPS) credential completed at Alliant International University within the last seven years

OR

- Pupil Personnel Services (PPS) Credential-School Counseling or School Psychology completed at Alliant International University within the last 7 years and a regionally accredited master's degree in a related field
- Alliant recommended PPS credential with CTC
- Alliant transcript

CTEL leading to CLAD Certification

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Official Baccalaureate Transcripts from a regionally accredited institution
- Meet CTC Basic Skills Requirement (BSR)
- Possess a valid California teaching credential, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children's Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils.

Only applicants who meet these minimum qualifications are allowed to enroll in the CTEL Program.

EdD in Educational Leadership & Management

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Master's degree from a regionally accredited institution
- Two Letters of Recommendation
- Resume
- Essay (4-6 pages)
  - A brief autobiographical statement; professional aspirations; any professional organizations to which you belong; honors, activities, and other accomplishments; any experience in the field to which you are applying, which may include any experience in K-12 settings or higher education, teaching, or working with children and adolescents.
- Interview with Program Director or Faculty
- Official Transcripts
- GPA Minimum 3.0 or GPA Exemption Petition

PsyD in Educational Psychology

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- PPS Credential/Certification/Licensure to practice School Psychology
- Master's degree in a related field from a regionally accredited institution
- Two Letters of Recommendation
- Resume
- Essay (4-6 pages)
  - A brief autobiographical statement; professional aspirations; any professional organizations to which you belong; honors, activities, and other accomplishments; any experience in the field to which you are applying, which may include any experience in K-12 settings or higher education, teaching, or working with children and adolescents.
- Applicants may be asked to interview with Program Director or Faculty
- Official Transcripts
- GPA Minimum 3.0 or GPA Exemption Petition

California School of Forensic Studies Admissions Requirements

PhD in Psychology, Public Policy and Law

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Master's or Juris Doctorate degree from a regionally accredited institution
- Two Letters of Recommendation from individuals in a position to directly observe and evaluate applicant's performance in an academic, professional, or service oriented setting
- Current resume or curriculum vitae
- Essay (4-6 pages)
- Official bachelor's and master's transcripts from degree granting institutions
- GPA Minimum of 3.0 or GPA Exemption Petition
- Faculty interview

Master of Science in Forensic Behavioral Science

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Bachelor's degree from a regionally accredited institution
- Two Letters of Recommendation from individuals in a position to directly observe and evaluate applicant's performance in an academic, professional, or service oriented setting
- Current resume or curriculum vitae
- Essay (2-4 pages)
  - Your interest in Forensic Behavioral Science
  - Why the California School of Forensic Studies' program is a good fit for you
  - Career goals and interests
- Official transcript from bachelor's degree granting institution
- GPA Minimum of 3.0 or GPA Exemption Petition
- Faculty interview

Master of Science, Forensic Science, Investigation, & Technology

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Bachelor's degree from a regionally accredited institution
- Two Letters of Recommendation from individuals in a position to directly observe and evaluate applicant's performance in an academic, professional, or service oriented setting
- Current resume or curriculum vitae
- Essay (2-4 pages)
  - Your interest in Forensic Science
  - Why the California School of Forensic Studies' program is a good fit for you
  - Career goals and interests
- Official transcript from bachelor's degree granting institution
- GPA Minimum of 3.0 or GPA Exemption Petition
- Faculty interview

Advanced Practice Certificates

Program Specific Admissions Requirements

Telemental Health, Pragmatic Situational Awareness; RESPOND-Law Enforcement Mental Health Team; Threat Assessment and Management; Forensic Linguistics

- Completed online application (fee: $65)
- High school diploma or GED

Conflict Resolution and Peace Studies; Forensic Victimology; Trial Consulting

- Completed online application (fee: $65)
- Bachelor's degree or higher from a regionally accredited institution
- Unofficial transcript from bachelor's degree or higher granting institution

Fundamentals of Correctional Psychology; Fundamentals of Military and Veterans Psychology; Fundamentals of Policy Psychology

- Completed online application (fee: $65)
- Doctorate or proof of enrollment in doctoral program
- Official transcript from doctoral granting institution or official transcript showing enrollment in a doctoral program

Fundamentals of Police Psychology with Assessment and Fundamentals of Correctional Psychology with Assessment

To enroll in either of these certificates, students must provide one of the following:

- Official transcript showing enrollment in or graduate of a doctoral psychology program
- Advanced Practice Certificates - Continuing Education (CE) Credit: to obtain CE credit, applicants must have a valid license to practice as a mental health professional and should verify that their state of licensure accepts CE credit sponsored by the American Psychological Association (APA).

California School of Management and Leadership Admissions Requirements

Master of Science in Information Systems and Technology

Program Specific Admissions Requirements

- Completed online application (fee: $65)

- Essay (1-3 pages)
  - In your own words describe your previous life experiences and future professional plans which led you to your decision to apply for this degree. Include any honors, activities and other creative accomplishments which you would like to highlight.
- Resume/CV is optional
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- Two Letters of Recommendation (optional)
- GPA Minimum of 2.75 or GPA Exemption Petition. Interview may be required.
- The following one (1) prerequisite course is required for students during Sessions 1 or 2 of Year 1: DAT50000 - Essentials of Informatics Using Python (3 units). Applicants can submit a request for waiver to the program academic advisor. For consideration to waive the pre-requisite course, students must satisfy one of the following requirements:
  - Bachelor's degrees: Students with undergraduate majors including a course in programming are eligible to apply for a waiver of the program pre-requisite course.
    - A 3-unit equivalent course completed at the bachelor's level in programming (e.g., C++, .NET/C#, JAVA, R, or Python) within the last 3 years with a grade of B+ or better will waive the DAT50000 pre-requisite course.
    - In cases where the course described above was completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.
  - Master's degrees: Students with a masters including a course in programming, in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50000. In cases where the above course was completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.

Master of Science in Data Analytics

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Bachelor's degree or higher from a regionally accredited institution
- Essay (1-3 pages)
  - In your own words describe your previous life experiences and future professional plans which led you to your decision to apply for this degree. Include any honors, activities and other creative accomplishments which you would like to highlight.
- Resume/CV is optional
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- Two Letters of Recommendation (optional)
- GPA Minimum of 2.75 or GPA Exemption Petition. Interview may be required.
- The following two (2) prerequisite courses are required for students during Sessions 1 and 2 of Year 1: DAT50000 - Essentials of Informatics Using Python (3 units) and DAT50050 - Basic Applied Statistics (3 units). Applicants can submit a request for waiver to the program academic advisor. For consideration to waive the pre-requisite courses, students must satisfy one of the following requirements:
  - Bachelor's degrees: Students with undergraduate majors including a course in math or 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 bachelor's level within the last 3 years in math or in statistics with a grade of B+ or better will waive the DAT50050 pre-requisite course. A 3-unit equivalent course completed at the bachelor's level in programming (e.g., C++, .NET/C#, JAVA, R, or Python) within the last 3 years with a grade of B+ or better will waive the DAT50000 pre-requisite course.
    - In cases where the course(s) described above were completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.
  - Master's degrees: Students with a masters including a course in math or statistics in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50050, and a course in programming, in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50000. In cases where the above course(s) were completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.

Master of Science in Healthcare Analytics

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Essay (1-3 pages)
  - In your own words describe your previous life experiences and future professional plans which led you to your decision to apply for this degree. Include any honors, activities and other creative accomplishments which you would like to highlight.
- Resume/CV is optional
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- Two Letters of Recommendation (optional)
- GPA Minimum of 2.75 or GPA Exemption Petition. Interview may be required.
- The following two (2) prerequisite courses are required for students during Sessions 1 and 2 of Year 1: DAT50000 - Essentials of Informatics Using Python (3 units) and DAT50050 - Basic Applied Statistics (3 units). Applicants can submit a request for waiver to the program academic advisor. For consideration to waive the pre-requisite courses, students must satisfy one of the following requirements:
  - Bachelor's degrees: Students with undergraduate majors including a course in math or 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 bachelor's level within the last 3 years in math or in statistics with a grade of B+ or better will waive the DAT50050 pre-requisite course. A 3-unit equivalent course completed at the bachelor's level in programming (e.g., C++, .NET/C#, JAVA, R, or Python) within the last 3 years with a grade of B+ or better will waive the DAT50000 pre-requisite course.
    - In cases where the course(s) described above were completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.
  - Master's degrees: Students with a masters including a course in math or statistics in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50050, and a course in programming, in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50000. In cases where the above course(s) were completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.

Master of Business Administration

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Essay (1-3 pages)
  - In your own words describe your previous life experiences and future professional plans which led you to your decision to apply for this degree. Include any honors, activities and other creative accomplishments which you would like to highlight.
- Resume/CV is optional
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- Two Letters of Recommendation (optional)
- GPA Minimum of 2.75 or GPA Exemption Petition. Interview may be required.
- The following prerequisite course is required for students without a business major:
  - BUS50010 - Business Foundations (3 units)

Doctor of Business Administration (52-units)

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Master's degree from an accredited institution
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- Essay (2-4 pages)
  - In your own words describe your previous life experiences and future professional plans which led you to your decision to apply for this degree. Include any honors, activities and other creative accomplishments which you would like to highlight.
- Two Letters of Recommendation
- GPA Minimum of 3.0 or GPA Exemption Petition
- Resume optional if GPA >=3.0 and required if GPA < 3.0
- Faculty Interview is required if GPA < 3.0 and faculty reserve the right to require an interview based on non-GPA related items in the application.

PhD in Leadership

Program Specific Admissions Requirements

- Completed online application (fee: $65)
- Master's degree from an accredited institution
- Official transcripts from all degree granting institutions
- Transcripts that are relevant to the student's qualifications for admission (i.e. pre-requisite courses)
- Transcripts that document units of credit earned at other institutions that have been accepted and applied by Alliant as transfer credits toward the completion of an educational program
- Essay (2-4 pages)
  - In your own words describe your previous life experiences and future professional plans which led you to your decision to apply for this degree. Include any honors, activities and other creative accomplishments which you would like to highlight.
- Two Letters of Recommendation
- GPA Minimum of 3.0 or GPA Exemption Petition
- Resume optional if GPA >=3.0 and required if GPA < 3.0
- Faculty Interview is required if GPA < 3.0 and faculty reserve the right to require an interview based on non-GPA related items in the application.

Certificate Programs

Program Specific Admissions Requirements

Certificate in Computer Networking; Certificate in Cybersecurity; Certificate in Data Analytics; Certificate in Data Management; Certificate in e-Business Management; Certificate in Healthcare Analytics; Certificate in Technology; Certificate in the Internet of Things

- Completed online application (fee: $65)
- Bachelor's degree or higher from a regionally accredited institution
- Unofficial transcript from bachelor's degree or higher granting institution

School of Nursing and Health Sciences Admissions Requirements

Master of Science in Nursing, Direct Entry (MSN-DE)

Program Specific Admissions Requirements

- Meet all requirements outlined under the Pre-licensure Nursing Admission policy
- Some key requirements include but are not limited to the following:
  - Bachelor's degree in a discipline other than nursing conferred by a college or university regionally accredited by an agency approved by the U.S. Department of Education.
  - 3.0 GPA
  - Achieving a passing score on the HESI A2 Entrance Exam as outlined in the Pre-licensure Nursing Admissions Policy
  - Satisfactorily pass a background screening and drug screening prior to the start of classes
  - Complete all prerequisites with a grade of "C" or better at the undergraduate or graduate level of education within seven years of entry to the MSN-DE program
    - Human Anatomy I and II - 8 credits (labs must be taken concurrently)
    - Microbiology - 4 credits (lab must be taken concurrently)
    - Statistics - 3 credits
    - Development/Lifespan Psychology - 3 credits

Master of Science in Nursing, Nurse Executive

Program Specific Admissions Requirements

- Bachelor's degree in nursing conferred by a college or university regionally accredited by an agency approved by the U.S. Department of Education
- 3.0 GPA
- Unencumbered registered nursing license in all states, territories, or jurisdictions licensed
- Meet clinical requirements for all clinical practice experiences

Undergraduate Programs Admissions Requirements

Bachelor of Science in Nursing (Pre-Nursing Pathway)

Program Specific Admissions Requirements

All applicants must submit the required documentation for admission no less than thirty (30) days before the starting trimester.

- Provide official high school or General Education Development test (GED) transcripts, or verification of graduation from an Associate degree or higher program from a regionally accredited college or university, as well as official transcripts from all colleges attended that should be considered for transfer credit. Applicants who received their high school diploma in another country are required to submit their official high school transcripts to a foreign credential evaluation service approved by the National Association of Credential Evaluation Services (NACES)
- Completed online application (fee: $65)
- GPA Minimum 3.0 or minimum 165 per subject section of GED
- Pass the HESI A2 Exam with the following criteria:
  - Vocabulary score of 78%
  - Reading score of 78%
  - Biology score of 72%
  - Anatomy & Physiology score of 72%
- Faculty interview may be required

Screening Requirements (Drug, Fingerprinting, and Background) must be completed or in process no later than the first day of the month prior to the start of class.

Bachelor of Science in Nursing (Core Nursing Pathway)

Program Specific Admissions Requirements

All applicants must submit the required documentation for admission no less than thirty (30) days before the starting trimester.

- Provide official high school or General Education Development test (GED) transcripts, or verification of graduation from an Associate degree or higher program from a regionally accredited college or university, as well as official transcripts from all colleges attended that should be considered for transfer credit. Applicants who received their high school diploma in another country are required to submit their official high school transcripts to a foreign credential evaluation service approved by the National Association of Credential Evaluation Services (NACES)
- Completed online application (fee: $65)
- GPA Minimum 3.0 or minimum
- Pass the HESI A2 Exam with the following criteria:
  - Vocabulary score of 78%
  - Reading score of 78%
  - Biology score of 72%
  - Anatomy & Physiology score of 72%
- Successful completion of all general education pre-nursing courses ("C" or better) required in trimester one and two of Alliant's BSN pre-nursing pathway, within seven years of program entry. If a general education course was not successfully completed, it must be repeated. Trimester one and Trimester two courses include:
  - Composition I & II
  - College Algebra
  - Introduction to Psychology
  - Introduction to Humanities
  - Introduction to General, Organic and Biological Chemistry
  - Introduction to Political Science
  - Anatomy and Physiology I
  - Human Growth and Development
  - Introduction to Sociology
- Faculty interview may be required

Screening Requirements (Drug, Fingerprinting, and Background), Proof of Health Insurance, History and Physical form, Immunization records, and American Heart Association Basic Life Support for Healthcare Providers certification must be completed or in process no later than the first day of the month prior to the start of class.

San Francisco Law School Admissions Requirements

Juris Doctorate (JD)

Program Specific Admissions Requirements

- Bachelor's degree from a regionally accredited institution OR an Associate's Degree from an accredited community college, OR have completed, in good academic standing, a minimum of 60 semester or 90 quarter units at an accredited institution.
- Law School Admission Test (LSAT) scores
- Completed online application (fee: $65)
- Essay (4-6 pages): A strong personal statement answering these questions: Why do you want to study law? What in your background leads you to believe you will be successful in law school and in a legal career? What special skills, attributes, and experiences will you bring to the Law School community? What other pertinent matters should the committee consider in weighing your application?
- Resume
- Two Letters of Recommendation
- Official Transcripts from degree granting institutions that the applicant has attended
- Official Transcripts from all law schools the applicant has attended.

Business & Professions Code Section 6061.7(a) Information Report for All Locations, Reporting Year 2023.

Click here to view a copy of the report.

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, the applicant 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. The re-entry date is

defined as the start date of the term/semester/trimester in which the student plans to return. 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 Services section for more information).

Students who fail to return for the approved re-entry term must submit a new re-entry request form if they wish to defer re-entry to a subsequent term. Approval is not guaranteed.

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 transcript; additional information may be required. Re-admission is not guaranteed, and if the applicant is re-admitted, the applicant will return in the same Satisfactory Academic Progress status that was in effect on the date of withdrawal/dismissal. 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 Services section for more information).

Re-Admission after Academic Dismissal

A student who is dismissed from the program for academic reasons, and had their appeal denied, may not seek readmission to their original program of study or any other program in the same school within one year of the dismissal. Academically dismissed students interested in another Alliant program in a different school must follow the published process (see Applicants for Re-Admission section above).

Academically dismissed students may apply for re-admission no more than two times to the same program from which the student was dismissed.

In addition to other re-admission criteria, academically dismissed students must also submit a statement addressing the circumstances that led to academic dismissal and what changed circumstances or remediation has occurred that will ensure academic success moving forward.

Readmission of academically dismissed students is not guaranteed.

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 session. 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 their legal agent. Registration procedures must be completed for students and courses must be attended 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. Students can be administratively unregistered from courses for which they have failed to meet pre-requisite requirements.

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 session. The Add/Drop dates for each session 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 provide a waitlist. Students who are placed on a waitlist 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 (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. 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. 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, and students should check with their academic program to identify a course that can be audited. Students auditing on-ground courses are not required to take exams and complete assignments. However, students auditing online courses are expected to contribute to a weekly discussion board. While the quality of the posts will not be graded, they serve to demonstrate attendance. 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 the form to their Student Advisor prior to the Add/Drop deadline for the course. Audited courses cannot be applied for credit to any degree program. These 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

Undergraduate students may not enroll in more than eighteen (18) units in any one trimester or nine (9) units per term. Some credential and graduate programs also have maximum unit loads allowable per 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.

INTERNATIONAL APPLICANTS AND STUDENTS

INTERNATIONAL ADMISSIONS

Alliant welcomes applications from international applicants. In addition to the standard admissions requirements as detailed in the admissions and registration section of this catalog, international applicants living abroad must meet additional requirements. Admitted students who are not U.S. Citizens or permanent residents (Green Card holders) are required to obtain U.S. immigration authorization to enroll at Alliant.

For international students living abroad, applicants must:

1. Complete their application and submit all required materials at least six (6) weeks prior to start of session.
2. Have a valid I-20/DS-2019 on file at least 30 days prior to start of session.
3. Have visa approved at least 2 weeks prior to start; and
4. Arrive in the country no more than 30 days prior to the first day of the applicable session.

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 the applicable session.

F-1 AND J-1 VISAS

Alliant is authorized under federal law to enroll non-immigrant students on F-1 or J-1 visas. F-1 and J-1 statuses are designated as full-time student statuses.

Applicants will need to choose between F-1 and J-1 status. Both statuses will allow students to study, and both allow for on-campus and some off-campus work authorization.

The eligibility requirements for F-1 and J-1 student status are as follows:

- F-1 Visa: To be eligible for an I-20 and F-1 visa, you must be admitted to a full-time program of study, meet the English requirement, and be able to show proof of funding for at least the first year of study.
- J-1 Visa: If you have funding from an outside source (e.g., scholarship, grant, government, or other) you may qualify for the DS-2019 form and J-1 student visa.

NOTE: funding from an outside source should be equal to at least 50% of tuition expenses.

There are significant differences between F-1 and J-1 visa statuses. Alliant suggests visiting Study in the States for information on F-1 visas and the Exchange Visitor Program for information on J-1 visas.

REQUESTING AN I-20 OR DS-2019

International applicants attending Alliant in the U.S. will need to apply for an F-1 or J-1 visa. To do so requires an I-20 or DS-2019 issued by Alliant.

To obtain an I-20 or DS-2019 follow these steps:

1. Complete the Undergraduate or Graduate Financial Certification Form

International applicants to Alliant's programs in the United States are required to provide evidence of financial support for their studies. 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 cannot be issued. The financial guarantee must be current within twelve months of the student's start date at the University.

The below list is provided to help you determine which funding documents are acceptable as evidence of financial resources. Funding can come from one or multiple sources provided the total amount is enough to meet the funding amount required.

Bank Letter

- Must be dated and signed, and no more than 12 months old.
- Must include the name of account holder.
- Must include the amount of money in the account or a statement that the holder has enough money in the account to cover the estimated costs.
- Must be in English or include a certified English translation.
- Must include the type of account (e.g., savings, checking, time deposit) - funds must be readily available.
- Must include the type of currency.

Bank Statement

- Must be dated and no more than 12 months old.
- Must include name of account holder.
- Must include the amount of money in the account.
- Must be in English or include a certified English translation.
- Must include type of account (e.g., savings, checking, time deposit) - funds must be readily available.
- Must include type of currency.

Sponsor Letter

- Must be certified and addressed to Alliant International University.
- Must be dated and signed, and no more than 12 months old.

- Must include the conditions of the approved award.
- The name and address of the sponsor.
- The total amount in U.S. dollars available and date the award was confirmed.
- The period for which funding is guaranteed or a statement that funding is renewable annually for a specified number of years.
- The academic major or field of study to be sponsored.
- How the funds will be transmitted to the student and when the funds will be transmitted.
- An official English translation and the original language document (if not in English).

2. Submit along with the financial certification form a copy of the first page of your passport.

Once all required documents are received an I-20 or DS-2019 will be issued and mailed to you.

APPLYING FOR A VISA – NEW STUDENTS

Alliant does not provide visa services to international applicants or students or vouch for student immigration status. Applicants should apply for a visa well in advance of arrival at Alliant, as it can in some instances take several weeks and occasionally longer, to obtain the student visa.

To obtain a visa:

1. Pay the SEVIS I-901 Fee. Keep the receipt as it is needed for the visa application.
2. Complete the DS-160 Online Visa Application and pay the visa application fee.
3. Schedule an interview at a U.S. Consulate or Embassy in the applicant's home country.

Additional information on F-1 and J-1 visas can be found at the U.S. Department of State website.

Canadian citizens do not currently need visas to study in the U.S. However, Canadian students do need to obtain an I-20 or DS-2019 from the Alliant. When crossing the border to begin study in the United States, the student will need to provide the Officer at the port of entry:

1. A Canadian passport.
2. The original I-20 or DS-2019.
3. Proof that the SEVIS fee has been paid.
4. Proof of ability to pay school fees and living expenses in the United States; and
5. Proof of ties to Canada.

VISA TRANSFER STUDENTS

Students are considered Visa Transfer Students if they currently hold F-1 or J-1 status at another institution in the U.S. and plan to remain in the same immigration status while at Alliant.

To initiate a transfer to Alliant the applicant should:

1. Contact the Alliant International Student Services Office to discuss the transfer process.
2. Contact the International Student Office at the applicant's current institution and inform them of intent to transfer to Alliant.
3. J-1 students should also meet with their sponsor to discuss their intent to transfer.

INTERNATIONAL STUDENT HEALTH INSURANCE

In compliance with Department of State regulations, international students attending Alliant on J-1 visas (as well as their accompanying spouses and dependents) are required to obtain health insurance coverage during their tenure at Alliant.

Students on J-1 visas must show proof of compliant health insurance coverage at the start of each academic year (or their first session at Alliant if starting during an alternate session). Without showing proof of health insurance each year, students will not be permitted to register for courses.

The following medical insurance coverage is required by [22 CFR 62.14].

- Medical benefits of at least $100,000 per accident or illness.
- Repatriation of remains in the amount of $25,000.
- Expenses associated with the medical evacuation of the exchange visitor to their home country in the amount of $50,000.
- A deductible not to exceed $500 per accident or illness.

Insurance policies must be underwritten by an insurance corporation with an A.M. Best rating of "A-" or above, an Insurance Solvency International, Ltd. (ISI) rating of "A-I" or above, a Standard and Poor's Claims Paying Ability rating of "A-" or above, or a Weiss Research, Inc. rating of B+ or above. Alternatively, the sponsor may ascertain that the participant's policy is backed by the full faith and credit of the government of the exchange visitor's home country.

While students on F-1 visas are not required to show evidence of health insurance, Alliant strongly recommends students obtain health insurance while in the U.S.

Please direct any questions you may have regarding health insurance coverage to the International Student Services Office.

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.

MAINTAINING STATUS

F-1 and J-1 students are admitted to the U.S. for "duration of status", which is notated as D/S on the form I-94. This means they are permitted to stay in the U.S. if they follow the rules of their immigration status. F-1 and J-1 students must always maintain status.

To maintain lawful status:

- Attend the International Student Orientation.
- Attend the university listed on the I-20.
- Be in good academic standing and make progress towards an academic program.
- Extend the I-20/DS-2019 prior to its expiration date if unable to complete the academic program by the original end date listed on the I-20/DS-2019.
- In the event of change of academic program or level, update the I-20/DS-2019 in a timely fashion in accordance with immigration regulations.
- In the event of a school transfer, complete the appropriate transfer process.
- Maintain full-time enrollment during the academic year.
- Limit on-campus employment to 20 hours per week during academic year.
- Do not work off-campus without pre-authorization.
- Always keep your passport valid. The passport must be valid for at least 6 months into the future on the day you return to the U.S. from a trip abroad.
- Update current and permanent address information within 10 days of moving.
- J-1 students must maintain required health insurance coverage.

The International Student Services Office can address any questions about maintaining status.

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 encourages and develops co-curricular activities to help students and others understand and appreciate the variety of cultures represented at Alliant.

CURRICULAR PRACTICAL TRAINING (CPT)

An F-1 student may be authorized by the Designated School Official (DSO) to participate in a curricular practical training program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. Students who have received one year or more of full time curricular practical training are ineligible for post-completion academic training. Practical training may be authorized to an F-1 student who has been lawfully enrolled on a full-time basis, in a Service-approved college, university, conservatory, or seminary for one full academic year. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in curricular practical training. A request for authorization for curricular practical training must be made to the DSO. A student may begin curricular practical training only after receiving their Form I-20 with the DSO endorsement.

A program that offers "curricular practical training" must list the training opportunity as a course in the course catalog. It must also list the responsible faculty member (if the name of the responsible faculty member is not listed in the catalog, it must be included in the advisor's letter) and a statement of the purpose of the training opportunity.

Not all programs at Alliant offer internships/practicum courses that meet the above requirements.

Eligibility Requirements

To be considered curricular practical training, the work must not only be related to your major field of study but must also be an integral or important part of your studies. Training which is required by your degree program always meets the requirements for curricular practical training. If you have a training opportunity which involves employment, check with Designated School Official at your campus to determine if it qualifies as curricular practical training.

Please note that if you are taking the training for practicum credit, you must be enrolled in the practicum course for the session during which you are actually doing the curricular practical training. Failure to enroll in and complete the class will result in immediate violation of your legal status and could be cause for deportation. It is the student's responsibility to fulfill all requirements of curricular practical training (CPT).

Student Eligibility Conditions

The student must be maintaining valid F-1 status.

1. Students must have been in F-1 status for one academic year. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in curricular practical training.
2. The employment must clearly be related to the student's field of study.
3. CPT requires a signed cooperative agreement or a letter from your employer.
4. Students who have already completed all course/unit requirements for their degree are not eligible for curricular practical training. Students may not enroll in the same CPT course more than once unless the department grants course credit for the course when it is taken more than once.
5. Students applying for CPT must also meet any additional requirements set by programs concerning the minimum number of units they are required to take during the session they are enrolled in the CPT course.

Please note that students applying for curricular practical training must be approved by their DSO before starting their curricular practical training. Undergraduate students must have declared a major and completed nine months of full-time study to be eligible for any form of curricular practical training. Students enrolled in English language training programs are not eligible for curricular practical training.

Part-Time vs. Full-Time Curricular Practical Training

Part-Time Training

Employment for 20 hours or less per week while you are also enrolled for classes is considered "part-time" curricular practical training. The employment authorization that will appear on your I-20 should therefore specify permission to engage in "part-time" training and you must be careful to limit your work to no more than 20 hours per week.

Full-Time Training

Employment for more than 20 hours per week is considered "full-time" curricular practical training and the employment authorization on your I-20 should, in this case, specify permission to participate in "full-time" training. There is no limitation upon the length of time you may participate in full-time curricular practical training. However, if you participate for twelve months or more, you will not be eligible for any type of optional (including post-completion) practical training.

Please note that if your program does not offer a specific practicum course, or does not offer the course during the session for which you are seeking employment authorization, then you will not qualify for Curricular Practical Training, but you might qualify for Optional Practical Training.

While immigration regulations provide a variety of opportunities for you to conduct practical training during your time in F-1 status, working improperly or without authorization is a serious violation of your status. The DHS prohibits the authorization of Curricular Practical Training issued for the primary purpose of facilitating employment.

Application and Authorization Procedures

To apply for Curricular Practical Training, please contact the Designated School Official at your campus and schedule an appointment at least two weeks prior to the beginning of your Curricular Practical Training.

California School of Professional Psychology (CSPP) and San Francisco Law School CPT Application Process

1. Obtain a job offer letter from your employer or practicum contract. the offer letter needs the following:
   i. To be on company letterhead
   ii. Stating start and end date. (For example: CPT start date is 10/17/22, End date is 08/20/2023)
   iii. Include specific duties to perform, office location, direct supervisor name and contact number.
   iv. State that the number of hours per week.
   v. Include the following statement: "employer agrees to cooperate with the school in achieving the curricular purposes of the employment/training"
2. Fill out the Application for CPT and the Advisor Verification Form for CPT.
3. Email your offer letter and the 2 forms to your Academic Advisor at Alliant.
4. Once they have signed the forms, please email them to the International Student Services at ISSO@alliant.edu
5. Also, if it is your first time in the USA, you will need to go to the Social Security Administration office to obtain a social security number, this process can take 2 weeks. Your employer will need your social security number for you to work. So please start the process as soon as possible. For the address of their office, see: www.ssa.gov.

The California School of Management Leadership (CSML) graduate programs at Alliant International University require practical training from the first session until graduation.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program. Practical training is intended to develop professional and applied practice related skills and expertise in the student's program through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is required throughout the academic program from start on Day 1 to program completion.

Domestic students can contact the CSML Professional Development (CPD) Coordinator directly for guidance. International students must apply for authorization for Curricular Practical Training to the Designated School Official (DSO) and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training. Please email ISSO@alliant.edu to schedule an appointment. Note that international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered Curricular Practical Training, the work must be related to your major field of study.

CSML CPT Application Process

1. Obtain a job offer letter from your employer. The offer letter needs the following:
    i. To be on company letterhead
    ii. Start and end date. (For example: CPT start date is 10/17/22, End date is 08/20/2023)
    iii. Include specific duties to perform, office location, direct supervisor name and contact number.
    iv. State that it is a part-time position
    v. Include the following statement: "employer agrees to cooperate with the school in achieving the curricular purposes of the employment/training"
2. Complete the Application for CPT and the Advisor Verification Form for CPT. These forms are located on the student portal: https://alliantintluni.sharepoint.com/sites/IntlStudent/SitePages/International-Forms.aspx
3. Email your offer letter and the 2 forms to your Program Director/Faculty Advisor at Alliant.
4. Once they have signed the forms, please follow up and email ISSO@alliant.edu. The DSO is the one who will give you the authorization to start working.
5. Also, if it is your first time in the USA, you will need to go to the Social Security Administration office to obtain a social security number, this process can take 2 or more weeks. Your employer will need your social security number for you to work. So please start the process as soon as possible. For the address of local Social Security Administration offices, see: www.ssa.gov.

STUDENT SERVICES AND STUDENT LIFE

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.

International students, please refer to the International Applicants and Students section for additional information and details.

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.

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 Student Portal. Services are available 24 hours a day, 7 days a week. For more information: https://alliantintluni.sharepoint.com/sites/SAPStudent.

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 resources on the Student Portal. Resource topics include: Writing your Proposal, APA Formatting, Statistical Decision Trees, and IRB basics.

ACCESSIBILITY SERVICES

The University provides access to facilities, services and programs in accordance with the Americans with Disabilities Act (ADA) via the Office of Accessibility. The Office of Accessibility provides students with disabilities with reasonable accommodations and services to assist them in accessing the curriculum and school environment. Students with either permanent or temporary disabilities may be eligible for a variety of support services.

When a student requests accommodations and services from Alliant, an interactive process for determining appropriate and reasonable accommodations will take place. Students who think that they might need disability related accommodations should begin this process as soon as possible. Students should be aware that the process for accommodations may take time to be established and implemented (approximately 2-4 weeks). Accommodations are not retroactive, and students should request accommodations from the Office of Accessibility as soon as they have an identified need.

The school will maintain confidential records related to the disability within the Office of Accessibility relating to academic adjustments and accommodations based upon the student's disability. The records will include documentation submitted to verify the disability, documentation requests for reasonable accommodations, and correspondence with Office of Accessibility staff.

Students with disabilities may obtain details about applying for services from the Office of Accessibility Services coordinator. For more information, contact the Office of Accessibility at Accessibility@alliant.edu.

CAREER SERVICES

Career Services provides 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. Career Services staff are available to assist with resume/curriculum vitae writing, interview preparation in a one-to-one or group setting via Zoom, phone or in-person.

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 Alliant's alumni services. More information can be found on the Alliant website.

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, streaming videos, 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, Rosetta Stone, 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 Westlaw, 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, dissertation clearance, and course reserves. Please visit https://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 https://alliant.libguides.com/index.php and if additional assistance is needed, contact a librarian at https://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.

Orientation sessions are offered to both on-ground campus and online students and are typically hosted the week prior to session.

International students, please see the International Applicants and Students section of the catalog for more information.

MILITARY & VETERANS SERVICES

Please refer to the Military and Veterans Services section of the catalog for 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 ASSOCIATIONS

Student Government Association

The Student Government Association (SGA) exists at each of the Alliant California campuses and represents students in the California School of Education (CSOE), the California School of Management and Leadership (CSML), California School of Forensic Studies (CSFS), California School of Professional Psychology (CSPP). SGA activities are supported by a student government association fee that is collected by the University on behalf of the SGA (see tuition and fees section).

The purpose of the SGA is to maintain effective communications with faculty and administration, promote social interactions and cohesion among students, manage SGA 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 campus students enrolled in CSOE, CSML, CSFS and CSPP 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. Students of the San Francisco Law School do not pay membership fees to the SGA and are therefore not eligible to apply for leadership positions with the SGA.

Student Bar Association

The Student Bar Association (SBA) exists at each of the Alliant San Diego and San Francisco campuses and represents students in the San Francisco Law School. SBA activities are supported by a bar association fee that is collected by the University on behalf of the SBA (see tuition and fees section).

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 on-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.

Housing

Alliant International University does not offer University operated student housing at any of its campuses. These campuses are within commuting distance from a number of other residential communities. Apartment rents near the Fresno, Irvine, Los Angeles, Sacramento, San Francisco, and San Francisco Law School Campus generally range from $600 to $2,500+ depending on the campus area. The University bears no responsibility in finding or assisting students in finding housing. However, Alliant has partnerships with local housing opportunities near the San Diego campus. Please contact Student Services for additional information.

STUDENT RIGHTS AND RESPONSIBILITIES

NON-DISCRIMINATION

Alliant prohibits unlawful discrimination, harassment and retaliation in its educational programs, services and activities, and in employment practices, including but not limited to 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, hair style or texture associated with race, or any other characteristics protected by applicable law. Alliant also prohibits harassment including sexual harassment and sexual violence. Alliant will protect the confidentiality of anyone who reports discrimination or participates in a discrimination investigation, to the greatest possible extent.

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:

Esmeralda Silva, Vice President for Student Affairs
Alliant International University
10455 Pomerado Road
San Diego, California 92131
(858) 635-4535 | Esmeralda.Silva@alliant.edu

Andrea Boozer, Senior Director, Systemwide Human Resources
Alliant International University
10455 Pomerado Road
San Diego, California 92131
(858) 635-4615 | Andrea.Boozer@alliant.edu

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Alliant complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and the 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 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 they are 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 they are 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 their 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) they wish 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 them.

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 their 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. Students with an unpaid financial obligation to the University are entitled to a copy of their transcripts, but other records may be denied.
2. Students with an unpaid student loan balance to the University are entitled to a copy of their transcripts, but other records may be denied.
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 their 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 Family Educational Rights and Privacy Act (FERPA) requires that the university, with certain exceptions, obtain a student's written consent prior to the disclosure of personally identifiable information from the student's education records. The university may, however, disclose appropriately designated "Directory Information" without the student's written consent. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations and individuals without a student's prior written consent. The University designates the following information as Directory Information: student name, program, major field of study, dates of attendance, and degrees and awards received.

The University may disclose "Directory Information" or other contact information of students or graduates to alumni associations, professional organizations, or the Alliant Education Foundation. If student directories or contact information are published/disclosed, the information of students opting out will not be included.

If student directories or other contact information are published/disclosed, students will have the opportunity to opt out by submitting a written non-disclosure request to the Registrar.

Students who wish to request non-disclosure of directory information should realize that their names will not appear in the commencement bulletin and other university publications. Also, employers, credit card companies, loan agencies, scholarship committees and the like will be denied any of the student's directory information and will be informed that we have no information available about the student's attendance at Alliant.

In honoring a student's request to withhold directory information the University cannot assume responsibility to contact the student for subsequent permission to release information. The institution assumes no liability for honoring student instructions that such information be withheld.

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 their 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 their 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 they have 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

Unless non-disclosure has been requested via the student portal or in writing by the student, 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 specify this by logging in to the Alliant portal and completing the OptIn form under Profile/My Ferpa, or submitting a written non-disclosure request to the Registrar's Office.

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.

Preferred Name

Alliant International University recognizes that some students prefer to identify themselves by a First Name and/or Middle Name other than their Legal Name. Official records and processes of the University generally require the use of the student's legal name.

When possible, the University will enable students to use a "Preferred Name" in the course of University interactions, communications and education. The University's policy covers Preferred First Names. Surnames can be changed only with a legal name change.

By default, all student records will use the student's legal name, as noted on documentation submitted at enrollment, or otherwise directed by a Federal or State agency.

Legal Name must be used in the following circumstances:

1. Employment documents and verifications
2. Payroll documents such as paychecks, W-2, etc.
3. Alumni tax receipts and gift agreements
4. International Students and Scholars Office (ISSO) Documentation
5. Student Financial Services Documentation
6. Financial Aid & scholarship documents
7. Federal Requests for Information
8. State Requests for Information
9. National Student Clearinghouse
10. Official Transcripts
11. Academic Certifications/Enrollment Verification
12. Any legal document produced by the University

A student may request to use a preferred first name that can include, but are not limited to:

1. a middle name or nickname instead of a first name;
2. an anglicized name;
3. a name to which the individual is in the process of legally changing;
4. a name that better represents the individual's gender identity; or
5. a name that you are known as professionally.

Preferred Name may be used in the following circumstances (when University technology systems are capable of supporting it):

1. Email display name
2. Class Rosters
3. Learning Management Systems
4. Public Directory, unless a FERPA information block has been requested
5. Diploma (not considered part of the official academic record of the student)

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 update their records online via the Alliant portal. Students may have separate mailing and billing addresses if needed. Students should contact their respective advisor to discuss any contemplated relocation. Should a student relocate to a state or country in which Alliant is not authorized, approved, or otherwise exempt from regulations related to offering distance education, continued enrollment cannot be guaranteed. Relocation may impact a student's Title IV financial aid eligibility, loan repayment or deferment and/or veteran's benefits. The relocation may also impact a student's ability to sit for licensure or certification exams. In addition to contacting their respective advisor, students

are urged to consult with the Student Financial Services Office and/or Alliant's Veterans Services Office to determine the impact of a change in location.

RECORDING OF TEACHING OR ADMINISTRATIVE EVENTS

Students may record a class lecture or activity only if expressly allowed by a course instructor or approved by the Office of Accessibility as an accommodation for verified disabilities. This policy applies to classes offered in any delivery method, format or modality, including but not limited to on-ground, online, hybrid, or other form of distance learning.

Subject to accommodations approved for students for verified disabilities, students may only record class lectures or other class activities with express written permission from the instructor. Students should assume that any class in which they are participants may be subject to being recorded pursuant to the terms of this policy. Permission to record a class applies exclusively to the student receiving permission and is solely intended for the personal use and study of the student receiving permission.

Smart-pens, digital recorders and smartphone/computer applications may be used for the purpose of making audio-recordings of lectures permitted under this policy. Information contained in the audio-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the instructor and without giving proper credit. Recording of classroom discussions or other activities that involve sensitive material, self-disclosure or other confidential discussions is strictly prohibited. When applicable, an announcement will be made by the instructor directing students to stop note-taking and turn-off any recording devices. Students are required to comply with the direction of the instructor related to class recordings.

Students with verified disabilities with an approved accommodation to record class lectures have the right to record class lectures only for personal study purposes. Students with disabilities requesting to record lectures must have an approved accommodation and must complete a Recording Accommodation Agreement before being permitted to record. The use of a recording device is to replace or otherwise supplement the student's note taking ability.

Students with disabilities may not record a class until the instructor has been officially notified by the student of their approved accommodation. It is the student's responsibility to provide a copy of the authorized accommodations letter from the Office of Accessibility to their instructor and engage in dialogue with the instructor about the implementation of the recording accommodation.

Prohibitions

Absent express written permission from the instructor, class recordings MAY NOT be:

- accessed or utilized by any other individual
- replicated or uploaded to file-sharing sites
- posted to the internet or any social media
- provided to journalists
- shared in any other manner

Students may not use recordings against any other student or the instructor. Students may not maintain class recordings - students must destroy recordings at the end of the session in which the student is enrolled in the class recorded.

CAMPUS SAFETY AND SECURITY (CLERY)

In accordance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act") and the Violence Against Women Reauthorization Act of 2013 ("VAWA"), which added Campus SaVE Act provisions, Alliant annually prepares and disseminates the Annual Campus Security and Fire Safety Report. The report includes information on campus policies and procedures on reporting criminal actions and other emergencies; security and access to campus facilities; campus crime prevention programs; policies on the possession, use, and sale of alcoholic beverages and illegal drugs; drug and alcohol abuse programs; crime statistics including statistics for incidents of domestic violence, dating violence, sexual assault, and stalking and policies, procedures, and programs pertaining to these incidents.

In addition, Alliant has developed policies and process related to student safety in alignment with California Education Codes 67380-67383.

SAN DIEGO PUBLIC SAFETY DEPARTMENT

The University Public Safety Department is on duty at the San Diego Campus 24 hours a day, seven days a week, and 365 days a year. University Public Safety officers are empowered to enforce University security provisions and have received public safety training. University Public Safety officers have the authority to ask persons for identification and to determine whether individuals have lawful business at the University. In addition, they have the authority to issue parking tickets for parking violations on University property. The officers carry a baton and pepper spray. University Public Safety officers respond to all reported security and safety issues as promptly as possible and if the officer or complainant requires local police assistance, the Public Safety Department notifies the City of San Diego Police Department. Campus

public safety officers have no formal arrest authority. City, county, or state law enforcement officers make arrests, if necessary. Public Safety personnel will cooperate with all federal, state, and local police agencies in all investigations and law enforcement.

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) 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 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.

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 disabilities
9. assisting persons with psychiatric and neurological disabilities by preventing or interrupting 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.

Emotional Support Animals

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

Service Animal Owner/Handler Requirements:

Service animals are subject to local municipal animal licensing and registration requirements.

1. The service animal must be under the owner's/handler's direct control at all times, such as by a harness, leash, or other tether; however, if the use of a harness, leash, or other tether interferes with the service animal's safe, effective performance of work or tasks, or if the owner's/handler's disability prevents the use of such devices, then the service animal must be under the owner's/handler's control through voice control, signals, or other effective means;
2. The owner/handler must ensure the service animal does not disturb or disrupt normal academic or administrative functions;
3. The owner/handler is responsible for immediately cleaning up after the service animal and properly disposing of the service animal's waste or other debris;
4. The owner/handler is responsible for any damage or injury caused by the service animal.

Removal of Service Animals from University Facilities

University personnel may ask service animal owners/handler to remove their service animal from University premises or from the immediate area as follows:

1. If the service animal is not under the owner's/handler's direct control or the service animal is disturbing or disrupting the normal administrative, academic, or programmatic routine, then the owner must first be given an opportunity to get the animal under control. If the disruption or disturbance continues, then the owner/handler may be asked to remove the animal; or
2. If the presence, behavior, or actions of the service animal constitutes an immediate risk or danger to people or property, the owner can be asked to immediately remove the animal and 911 (emergency assistance) may be contacted.

If asked to remove the service animal, the owner/handler must be offered the opportunity to return to the University premises or the immediate area without the service animal and be provided with reasonable assistance at that time to participate in the University service or program.

Depending on the seriousness of the animal's conduct or repeated conduct, service animals may be excluded from University property temporarily or permanently. The Office of Accessibility is responsible for conducting the necessary assessments regarding ongoing or permanent removal of a service animal. If a service animal is excluded, the Office of Accessibility is available to assist in evaluating reasonable accommodations for the owner.

Owners/handlers who violate this policy or disregard an instruction to remove or exclude a service animal from University property may be subject to additional penalties, including banning from any University property, or other fines or penalties under applicable city, county, or state rules, regulations, or laws. Violations of this policy by an owner/handler who is a University student or employee may be referred for corrective or disciplinary action.

Owners/handlers with concerns about the removal of their service animal should contact Esmeralda Silva, Vice President for Student Affairs at Esmeralda.Silva@alliant.edu or (858) 635-4535.

If an individual believes they have been wrongfully denied access or service because they use a service animal, they may report it to Esmeralda Silva, Vice President for Student Affairs at Esmeralda.Silva@alliant.edu or (858) 635-4535.

Guidelines for members of the Alliant Community regarding Service Animals

To ensure equal access and nondiscrimination of our community members with disabilities, members of the Alliant community must abide by the following practices:

- Allow service animals to accompany people with disabilities on campus;
- Do not ask for details about a person's disabilities;
- Do not pet a service animal, as it distracts the animal from its work;
- Do not feed a service animal;
- Do not deliberately startle, tease, or taunt a service animal; and
- Do not separate or attempt to separate a person from their service animal
- The service animal is not required to wear a vest, patch, or special harness identifying them as a service animal.

If a member of the Alliant community has a disability that may be affected by the presence of animals, please contact the Office of Accessibility.

Persons with dog dander allergies who are negatively affected by the presence of a service dog should contact the Office of Accessibility or Human Resources HR@alliant.edu to review reasonable accommodations and resolve any conflicts.

Alliant University is committed to ensuring that the needs of all people with disabilities are met and will determine how to resolve any conflicts or problems as expeditiously as possible.

SMOKING POLICY

Alliant 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 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 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.

UNIVERSITY ALCOHOL AND DRUG FREE SCHOOL AND WORKPLACE POLICY

Introduction

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 provide, annually, the following information to all students and employees about compliance with these laws. In compliance with applicable law, the university will distribute annually in writing to employees and students' information regarding this policy. This will include a description of the applicable legal sanctions for the unlawful possession or distribution of illicit drugs or alcohol; a description of the health risks associated with the use of illicit drugs and the abuse of alcohol; and a description of assistance resources available to employee and students.

Policy Statement

Alliant International University is dedicated to fostering personal and institutional excellence and strives to provide conditions under which the University operates effectively, efficiently, and with the highest standards of integrity. 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 the President's Office 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.

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.

University Standards and Procedures

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

1. Possession and consumption of alcohol on campus is permitted by persons 21 years of age only at pre-approved University sponsored events.
2. 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.
3. 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.
4. 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.
5. Public display of intoxication while on University property or at a University-sponsored event is prohibited.
6. Driving while under the influence of alcohol is prohibited.

Approval Procedures

1. 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.
2. The facility being utilized is to be scheduled through Campus Facilities.
3. 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.

Standards

1. All alcoholic beverages must be served by a certified Alcohol Beverage Control trained server.
2. The event shall be considered a closed function open to the members of the sponsoring group and their invited guests only.
3. Required administrative procedures will be followed and forms completed prior to approval of the event. The University's Alcohol Service Request Form must be submitted to the Campus Director and Campus Facilities two weeks prior to the scheduled event.
4. Possession and consumption of alcohol on campus is permitted by persons 21 years of age only at pre-approved University sponsored events.
5. 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.
6. 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).

Alcohol & Drug Risks and Resources

As an educational institution, the University is primarily concerned with helping the individual students achieve academic goals. When health problems arise, the University may assist and guide a student whose mental or physical health is threatened. Because of the health hazards, students who choose to use alcohol or other drugs should do so in moderation. Should students or employees or their friends have a problem with alcohol or other drugs, there are several resources at the University where one can receive assistance.

The following provides information on the health risks associated with the abuse of alcohol and use of illicit drugs. The U.S. Department of Justice provides information on the effects of alcohol and commonly used drugs and can be referenced on the U.S. Department of Justice's website at www.dea.gov/factsheets.

Alcohol Abuse Symptoms and Effects

Alcohol is the most widely used drug on American college and university campuses. Each year there are serious injuries and deaths resulting from its misuse. Alcohol abuse can lead to injuries, automobile accidents, fights, sexual assaults, vandalism, academic failure, an increased risk of AIDS and other sexually transmitted diseases, and even death by suicide, alcohol poisoning, drowning, falls, and other causes. This information is designed to give you an understanding of the properties of alcohol and health risks related to its use. Although many people do not think of it as a drug, alcohol is a powerful mood-altering substance. Technically, it falls into a class of drugs known as sedative-hypnotic. Alcohol depresses the brain centers for self-control and inhibition, which often leads to loud or aggressive behavior and makes alcohol appear to act like a stimulant. Like all drugs, its effects depend on the dosage.

According to the Surgeon General, women should not drink alcoholic beverages during pregnancy because of the risk of birth defects. Consumption of alcoholic beverages impairs the ability to drive a car or operate machinery and may cause health problems. If you drink on an empty stomach, are tired, sick, upset, or have taken medicine or drugs, you can be unsafe with fewer drinks. Persons who choose to drink alcohol are encouraged to use alcohol responsibly and in moderation.

Two Key Concepts About Alcohol

Impairment: This refers to the deficits in performance, judgment, memory, and motor skills, which occur because of alcohol consumption. Impairment becomes noticeable at blood alcohol levels of 0.05, which can occur when as few as two drinks are consumed.

The deceptive part about impairment is that, by definition, impaired judgment cannot recognize its own impairment. The individual thinks he or she is functioning well, when actually he/she is not. Later, there is an impaired memory of the impaired performance.

Impairment can be a group process. If a group of individuals is drinking heavily, they may reassure one another that they are all functioning well, when in fact each of them has significant mental and behavioral impairment that would be obvious to someone who has not been drinking.

Tolerance: Tolerance means that a drug becomes less effective with repeated usage, and that higher and higher doses are needed to gain the same feeling as before. It is the body's way of adapting to having a foreign substance in the system.

People develop a high tolerance to alcohol when they drink over an extended length of time. This does not mean all in one night but repeated usage of alcohol over many weeks, months, or years. While tolerance may seem to some to be desirable, it significantly increases the risk of alcoholism, long-term health problems, and social problems. For instance, alcohol taken in larger quantities over a long period can damage many body organs, including the liver, heart, and brain. In addition, a person with high tolerance may not feel or look intoxicated when consuming large amounts of alcohol, but his or her cognitive and psychomotor skills are nevertheless impaired. For example, a heavy drinker could still be lucid with a blood alcohol concentration of 0.25, whereas the average person would barely be able to function. Even so, both people would be dangerous on the highway. If an individual has established such high tolerance that she/he can be aware and functional at high blood alcohol levels, this fact by itself usually indicates an alcohol problem or addiction.

Other Drug Abuse Symptoms and Effects

Cocaine: Cocaine is a strong central nervous system stimulant that interferes with the re-absorption process of dopamine, a chemical messenger associated with pleasure and movement. Dopamine is released as part of the brain's reward system and is involved in the high that characterizes cocaine consumption. The physical effects of cocaine use include constricted peripheral blood vessels, dilated pupils, and increased temperature, heart rate, and blood pressure. The duration of cocaine's immediate euphoric effects, which include hyper-stimulation, reduced fatigue, and mental clarity, depends on the route of administration. High doses of cocaine and/or prolonged use can trigger paranoia. Smoking crack cocaine can produce a particularly aggressive paranoid behavior in users. When addicted individuals stop using cocaine, they often become depressed, which may lead to further cocaine use to alleviate depression. Prolonged cocaine snorting can result in ulceration of the mucous membrane of the nose and can damage the nasal septum enough to cause it to collapse. Cocaine-related deaths are often a result of cardiac arrest or seizures followed by respiratory arrest.

Fentanyl: Fentanyl is a synthetic opioid and is a very powerful anesthetic (30-50 times more potent than heroin and 50-100 times more potent than

morphine) most often used with patients who are already taking other opioids to relieve chronic or breakthrough pain (such as the pain caused by cancer). Like heroin, morphine, and other opioid drugs, fentanyl works by binding to the body's opioid receptors, which are found in areas of the brain that control pain and emotions. Fentanyl, similar to other commonly used opioid analgesics (e.g., morphine), produces effects such as relaxation, euphoria, pain relief, sedation, confusion, drowsiness, dizziness, nausea, vomiting, urinary retention, pupillary constriction, and respiratory depression. Overdose may result in stupor, changes in eye pupil size, cold and clammy skin, cyanosis (bluing of extremities), coma, and respiratory failure leading to death. The presence of triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

Heroin: Heroin abuse is associated with serious health conditions including fatal overdose, spontaneous abortion, collapsed veins, and infectious diseases, including HIV/AIDS and hepatitis. Mental functioning becomes clouded due to depression of the central nervous system. Long-term effects of heroin appear after repeated use for some period of time. Chronic users may develop collapsed veins, infection of the heart lining and valves, abscesses, cellulitis, and liver disease. Pulmonary complications, including various types of pneumonia, may result from the poor health condition of the abuser, as well as from heroin's depressing effects on respiration.

LSD: The effects of LSD are unpredictable. They depend on the amount taken; the user's personality, mood, and expectations; and the surroundings in which the drug is used. Usually, the user feels the first effects of the drug 30 to 90 minutes after taking it. The physical effects include dilated pupils, higher body temperature, increased heart rate and blood pressure, sweating, loss of appetite, sleeplessness, dry mouth, and tremors. LSD is not considered an addictive drug since it does not produce compulsive drug-seeking behavior as do cocaine, amphetamine, heroin, alcohol, and nicotine. However, like many of the addictive drugs, LSD produces tolerance, so some users who take the drug repeatedly must take progressively higher doses to achieve the state of intoxication they had previously achieved. This is an extremely dangerous practice, given the unpredictability of the drug. The National Institute on Drug Abuse (NIDA) is funding studies that focus on the neurochemical and behavioral properties of LSD. This research will provide a greater understanding of the effects of the drug.

Marijuana: Recent research findings indicate that long-term use of marijuana produces changes in the brain similar to those seen after long-term use of other major drugs of abuse. Someone who smokes marijuana regularly may have many of the same respiratory problems as tobacco smokers. These individuals may have daily cough and phlegm, symptoms of chronic bronchitis, and more frequent chest colds. Continuing to smoke marijuana can lead to abnormal functioning of lung tissue injured or destroyed by marijuana smoke.

MDMA (Ecstasy): MDMA causes injury to the brain, affecting neurons that use the chemical serotonin to communicate with other neurons. The serotonin system plays a direct role in regulating mood, aggression, sexual activity, sleep, and sensitivity to pain. Many of the risks users face with MDMA use are similar to those found with the use of cocaine and amphetamines, such as: psychological difficulties including confusion, depression, sleep problems, drug craving, severe anxiety, and paranoia - during and sometimes weeks after taking MDMA; physical symptoms such as muscle tension, involuntary teeth clenching, nausea, blurred vision, rapid eye movement, faintness, and chills or sweating; and increases in heart rate and blood pressure, a special risk for people with circulatory or heart disease. There is also evidence that people who develop a rash that looks like acne after using MDMA may be risking severe side effects, including liver damage, if they continue to use the drug.

Methamphetamine: Methamphetamine releases high levels of the neurotransmitter dopamine which stimulates brain cells enhancing mood and body movement. It also appears to have a neurotoxic effect damaging brain cells that contain dopamine and serotonin, another neurotransmitter. Over time, methamphetamine appears to cause reduced levels of dopamine, which can result in symptoms like those of Parkinson's disease, a severe movement disorder. Users may become addicted quickly and use it with increasing frequency and in increasing doses. The central nervous system (CNS) actions that result from taking even small amounts of methamphetamine include increased wakefulness, increased physical activity, decreased appetite, increased respiration, hyperthermia, and euphoria. Other CNS effects include irritability, insomnia, confusion, tremors, convulsions, anxiety, paranoia, and aggressiveness.

Rohypnol, GHB, and Ketamine: Coma and seizures can occur following abuse of GHB and, when combined with methamphetamine, there appears to be an increased risk of seizure. Combining use with other drugs such as alcohol can result in nausea and difficulty breathing. GHB may also produce withdrawal effects, including insomnia, anxiety, tremors, and sweating. In October 1996, because of concern about Rohypnol, GHB, and other similarly abused sedative-hypnotics, Congress passed the "Drug-Induced Rape Prevention and Punishment Act of 1996." This legislation increased federal penalties for use of any controlled substance to aid in sexual assault.

Recovery and Prevention Resources

Voluntary Rehabilitation

Alliant International University supports students, staff, and faculty who voluntarily seek rehabilitation for drug/alcohol-related problems. A list of resources in your area is listed in the following pages. These resources may be accessed for drug education programs as well as for drug rehabilitation programs.

Students may contact the Director of Campus Services at their campus location. Student who chooses to avail themselves of a rehabilitation program, will be provided with an Approved Academic Absence in accordance with the applicable policy.

Employees may contact the Office of People and Culture, for confidential assistance in this matter or for additional local resources in your area. The employee health plan may provide programs for substance use, abuse, and dependency.

If an employee chooses to take advantage of a rehabilitation program, the University will attempt to accommodate the employee with a "reasonable" leave of absence. Accrued sick leave and vacation benefits may be applied toward this leave but will not continue to accrue once expended. Health insurance benefits may be continued at the employees' expense under COBRA.

The following is a select list of resources:

Student Assistance Program (SAP)

- Alliant Student Assistance Program: https://alliant.mysupportportal.com/, 1-866-893-LINC (5462), option 2, Passcode: alliant (Alliant email required to login)

Employee Assistance Program (EAP)

- Alliant Employee Assistance Program: For immediate assistance, please call the Care Center at 1-800-634-6433
- Website: https://members2.mylifematters.com/portal/welcome/sso
  - LifeMatters: App Store
  - LifeMatters: Google Play
  - Password: Bert1 (Alliant email required to login)

Nationwide

- 24/7 Treatment Referral Line (SAMHSA): 800.662.4357 (HELP)
- Alcoholics Anonymous: www.aa.org
- Narcotics Anonymous: www.na.org
- National Council on Alcoholism and Drug Dependence: www.recovered.org
- Smart Recovery: www.smartrecovery.org

Fresno

- Alcoholics Anonymous: Fresno: 559.221.6907; www.fresnoaa.org
- Fresno County Crisis line: 800.654.3937 - 24-hour/7-day hotline
- Narcotics Anonymous: 559.734.0403; www.kingstularena.net
- National Council on Alcoholism and Drug Dependence: 559.688.2994
- Smart Recovery: 559.213.0098 or 559.326.9509

Irvine

- Narcotics Anonymous: 714.590-2388; www.orangecountyna.org
- Alcoholics Anonymous: 714.556.4555; www.oc-aa.org/.org
- National Council on Alcoholism and Drug Dependence: 949.770.1191; www.partners4wellness.org
- Orange County Crisis Prevention Hotline: 877.727.4747 - 24-hour/7-day hotline

Los Angeles

- Alcoholics Anonymous: 800.923.8722; www.lacoaa.org
- LA County Mental Health Services: 800.854.7771 - 24-hour/7-day hotline
- Narcotics Anonymous
  - Hollywood: 323.850.1624; www.hollywoodna.org
  - Westside (Santa Monica): 310.390.0279; www.westsidena.org
  - National Council on Alcoholism and Drug Dependence East San Gabriel and Pomona Valleys: 626.331.5316; www.ncaddesgpv.org
  - Pasadena: 626.795.9127; www.socialmodelrecovery.org
- SMART Recovery
  - Los Angeles: 310.625.6058 or 323.450.9656 or 213.986.6259
  - Pasadena: 818.415.5706
  - Santa Monica: 323.466.4708

Sacramento

- Alcoholics Anonymous: 916.454.1100; www.aasacramento.org
- County of Sacramento Crisis Line: 888.881.4881 - 24-hour/7-day hotline
- Narcotics Anonymous: 877.623.6363; www.sacfna.org

San Diego

- County of San Diego Access and Crisis Line: 888.724.7240 - 24-hour/7-day hotline
- Alcoholics Anonymous: 619.265.8762; www.aasandiego.org
- Narcotics Anonymous: 800.479.0062; www.sandiegona.org

San Francisco Bay Area

- Alcoholics Anonymous
  - Oakland: 510.839.8900; www.eastbayaa.org
  - San Francisco: 415.674.1821; www.aasfmarin.org
  - San Mateo: 650.577.1310; www.aa-san-mateo.org
  - Santa Rosa: 707.544.1300; www.sonomacountyaa.org
  - City of San Francisco 24-Hour Hotline: 415.781.0500 - 24-hour/7-day hotline
- Narcotics Anonymous
  - Alameda County: 510.444.4673 (HOPE); www.naalamedacounty.org
  - Marin: 877.612.7837; www.mcfna.org
  - National Council on Alcoholism and Drug Dependence: 415.296.9900; https://www.ncaddms.org/
  - SMART Recovery: 415.673.2848

Statewide

- California Department of Health and Human Services https://www.chhs.ca.gov/

Policy Violations and Sanctions

Employees

Reports to the Office of People and Culture of an employee being under the influence of drugs or alcohol during work hours will be immediately investigated. The University reserves the right to take reasonable steps to determine if an employee is under the influence, including requiring non-invasive drug testing. Should an employee be found to have been under the influence in violation of this policy, disciplinary actions include, but are not limited to: suspension from work (unpaid), being placed on a Performance Improvement Plan (PIP), or termination of employment.

Students

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. 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.

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

Federal and State Law and Regulations

Federal Laws

A. Possession of Illicit Drugs

(1) Federal laws prohibit illegal possession of controlled substances (U.S. Department of Justice and Drug Enforcement Administration).

(a) First offense: prison sentences up to one year and a minimum fine of $1,000.

(b) Second offense: prison sentences up to two years and fined a minimum of $2,500.

(c) Third offense: prison sentences up to three years and fined a minimum of $5,000.

(d) Special sentencing provisions apply for possession of flunitrazepam, including imprisonment of three years as well as the fine schedule referenced above.

B. Trafficking of Illicit Drugs

(1) Under federal law, the manufacture, distribution, dispensation or possession with intent to manufacture, distribute or dispense of all Schedule I and II illicit drugs (e.g., cocaine, ecgonine, methamphetamines, heroin, PCP, LSD and all mixtures containing such substances) is a felony.

(a) First offense: (dependent upon the amount and type of substance) prison sentences of ten years to life (20 years to life if death or serious bodily injury is involved) and fines of up to $10,000,000 for offenses by individuals ($50,000,000 for other than individuals).

(b) Second offense: (dependent upon the amount and type of substance) prison sentences of 20 years to life (life imprisonment if death or serious bodily injury is involved) and fines up to $20,000,000 for offenses by individuals ($75,000,000 for other than individuals)

(2) Federal law also prohibits trafficking in marijuana, hashish, hashish oil and mixtures containing such substances.

(a) First offense: prison sentence up to five years and fines of up to $250,000 for offenses by individuals ($1,000,000 for other than individuals). Penalties vary depending upon the quantity of drugs involved.

(b) Second offense: prison sentence up to ten years, and fines of up to $500,000 for offenses by individuals ($2,000,000 for other than individuals).

(3) The trafficking of medically useful drugs (e.g., prescription and over-the counter drugs) is illegal. Outcomes for trafficking of such drugs is dependent upon which Schedule the substance falls under according to the Controlled Substances Act (CSA).

For more information, please see: United States Drug Enforcement Administration.

State of California Laws

A. Alcohol

(1) It is a crime to sell, furnish or give alcoholic beverages to a person under age 21 or to any obviously intoxicated person (California Business & Professions Code 25658 & 25602).

(2) It is a crime for a person under the age of 21 to purchase or possess alcoholic beverages (California Business & Professions Code 25658 & 25662).

(3) It is a crime to sell alcohol without a valid liquor license or permit (California Business & Professions Code 23301).

(4) It is a crime for any person to drink any alcoholic beverage while driving a motor vehicle, to drink any alcoholic beverage while riding as a passenger in any motor vehicle or to drive under the influence of alcohol (California Vehicle Code 23220-23222 & 23152).

(5) It is a crime to be intoxicated in a public place (California Penal Code 647(f)).

(6) Intoxication is presumed at blood levels of .08% or higher (California Vehicle Code 23152).

For more information, please see: www.abc.ca.gov/law-and-policy California Legislative Information

B. Penalties for Drunk Driving Offenses

(1) First offense: fines up to $1,000, imprisonment up to six months, driver's license suspension up to six months and interlock ignition device required in some counties.

(2) Second offense: fines up to $1,000, imprisonment up to one year, driver's license suspension up to one year and interlock ignition device required up to one year.

(3) Third offense: fines up to $1,800, imprisonment up to one year driver's license suspension up to three years and interlock ignition device required up to two years.

(4) Refusal to submit to a blood alcohol content test: $125 fine and driving privileges are suspended for one year, for two years if there is a prior offense within 10 years and for three years with three or more offenses within 10 years.

(5) Drivers under the age of 21 found with any measurable amount of blood alcohol (.01% or more) will be fined up to $300 and will have their driver's license suspended for one year and will be required to attend DUI school. If the driver does not have a license, there will be a one-year delay in obtaining one.

C. Marijuana

(1) It is a crime for any person to smoke or ingest marijuana or any marijuana product while driving a motor vehicle, to smoke or ingest marijuana or any marijuana product while riding as a passenger in any motor vehicle or be under the influence of any illegal drug while driving a motor vehicle (California Vehicle Code 23220, 23221 & 23152).

D. Illicit Drugs

(1) Under California law, first offenses involving the sale or possession for sale of amphetamines, codeine, cocaine, heroin, LSD, mescaline, methadone, methamphetamine, morphine, PCP, peyote, and psilocybin (among others) are felonies carrying prison terms of up to four years (California Health & Safety Code 11054, 11055 & 11351).

(2) If the offense involved heroin, cocaine, cocaine base, or any analog of these substances and occurred upon the grounds of, or within, a church or synagogue, a playground, a public or private youth center, a child day care facility, or a public swimming pool, during hours in which the facility is open for business, classes, or school-related programs, or at any time when minors are using the facility, the defendant shall, as a full and separately served enhancement to any other enhancement provided in paragraph (3), be punished by imprisonment in the state prison for one year (California Health & Safety Code 11353.1).

(3) It is unlawful to possess any pipe, or any device, contrivance, instrument, or paraphernalia used for unlawfully injecting or smoking a controlled substance from Section 11054 and Section 11055 (California Health & Safety Code 11364).

(4) Personal property may be subject to forfeiture if it contains drugs or was used in a drug manufacture, sale, possession for sale, offer for sale, offer to manufacture or conspiracy to commit one of these offenses, if the exchange, violation, or other conduct which is the basis for the forfeiture occurred within five years of the seizure of the property, or the filing of a petition under this chapter, or the issuance of an order of forfeiture of the property, whichever comes first (California Health & Safety Code 11470).

(5) The illegal possession of most of the above-mentioned drugs may be felonies or misdemeanors depending upon amounts involved.

(6) The California Legislature declares that the dispensing and furnishing of prescription drugs, controlled substances and dangerous drugs or dangerous devices without a license poses a significant threat to the health, safety and welfare of all persons residing in the state. It is the intent of the Legislature in enacting this provision to enhance the penalties attached to this illicit and dangerous conduct. (California Health & Safety Code 11352.1).

For more information, please see: California Legislative Information

IMMUNIZATIONS

Alliant does not presently have any additional specific immunization requirements; however, certain students may be required to provide proof of immunization in order to participate in practicum, field training, internships, or otherwise comply with the requirements of other external organizations. Alliant recommends all within its community to consult the guidelines from the Center for Disease Control and Prevention (CDC) and other public health agencies to ensure informed decisions related to vaccination.

PROBLEM SOLVING AND DISPUTE RESOLUTION GUIDELINES

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.

Students should use the guidelines and policies that follow if problems arise with Alliant staff, student support services, administrators, faculty, or other students.

The principles that underlie this policy and its related procedures are that:

1. all students should receive fair and equitable treatment;
2. relationships among members of the campus community will be conducted with respect, professionalism and honesty;
3. most problems can be resolved informally;
4. mistakes or omissions occur on occasion and need to be corrected. Often problems can be resolved quickly by identifying them to the appropriate person for correction or resolution;
5. students should take appropriate action as soon as they have a concern that is not being dealt with through the normal channels set up to address the area(s) of concern;
6. confidentiality will guide the grievance process to the extent practical and appropriate under the circumstances;
7. these guidelines and the University's values obligate everyone to proceed in candor and good faith at all times;
8. no students will be penalized for good faith efforts to resolve problems or concerns by using these guidelines and policies.

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, socioeconomic status, 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:

Esmeralda Silva, Vice President for Student Affairs
(858) 635-4535 | Esmeralda.Silva@alliant.edu

Andrea Boozer, Senior Director, Systemwide Human Resources
(858) 635-4615 | Andrea.Boozer@alliant.edu

These guidelines and policies are not intended to replace administrative judgment or academic freedom, but instead serve to facilitate the decision-making process in areas of concern or complaint. (Additionally, there are formal policies and procedures for certain issues such as appeals about grades -- see Alliant's catalogue -- that are governed by specific processes that should be followed).

Informal Actions to Achieve Problem Resolution

The following steps represent the University's informal dispute resolution process and, as such, outside legal or other counsel may not be present for either the respondent or the complainant. If outside legal counsel becomes involved, the informal problem-solving process ceases.

Step One: Students should first attempt to solve the problem through direct discussion.

The University encourages discussion between the parties directly involved in a dispute, especially in the early stages. When first faced with a concern or problem regarding academic or administrative policy, procedure, decision, or conduct, students should first make a good faith attempt to resolve the problem through one or more discussions about the problem with the person(s) most directly involved.

Step Two: If discussion does not solve the problem, help should be sought.

If direct discussion does not solve the problem, or if the student would like additional help or support in continuing the resolution process, or needs advice about how to engage in a discussion about difficult issues, or just feels unsure about what next step to take, the Campus Director (CD) on the student's campus should be consulted.

The CD or designee on campus will assist students with this process. They will work to understand the problem and then will do one or more of the following:

1. Provide consultation about next steps.
2. Provide direct assistance if the problem is administrative.
3. Refer the student to an appropriate academic advisor or administrator, or work with the student to get access to appropriate academic assistance or consultation if the issue is academically related.
4. If multiple issues are involved, the CD can work to assemble all the appropriate parties to address the issue.

If discrimination or harassment is involved, the CD can assist with any safety issues, and ensure that the problem is reported appropriately. The CD is responsible for working collaboratively with students to identify the appropriate University resources to help them, and in administrative areas may be able provide direct support. The CD or others being worked with may request that information be provided in writing to assist with the resolution of the issue. The information below shows the various people who can provide help and support:

1. **Campus Director:** Communications with staff, Basic service issues, Environmental issues (which may include questions about diversity and inclusion), Respectful treatment among community

member, Registration, Facilities needs. If the person with whom the student is having difficulty is the Campus Director, student may alternatively contact the Associate Vice President of Student Experience.

2. **Student Advisor, Faculty Member, Program Director or Dean**: Academic performance, Academic progress, Evaluation issues (excluding grades), Unethical behavior, Fear of retaliation, Comprehensive exams/preliminary exams/proficiency reviews, Classroom statements of prejudice, Field placement/-internships, Issues of culture, diversity, and inclusion
3. **Human Resources:** Employee Harassment and/or Discrimination, a supervisor (if the student is working for the University), Employment conditions (if the student is working for the University)
4. **Vice President of Student Affairs:** Student Harassment and/or Discrimination, Problem solving, including problems that aren't getting solved, finding answers to complex or difficult questions, Facilitating difficult conversations

Issues regarding discrimination can also be reported to the Office of Civil Rights of the U.S. Department of Education, or the California Department of Fair Employment and Housing. Harassment complaints can also be made to a Program Director or Dean.

Formal Complaint Mechanism: Filing a Grievance

Students have the right to file a grievance, either initially or preferably after first having attempted to resolve the problem after using the steps and the various resources described above. All grievances must be filed within 180 calendar days of the alleged violation or the time at which the person making the complaint (the complainant) knew (or should have known) of the alleged violation. Failure to file a formal grievance within the 180-calendar-day period constitutes waiver of the right to file a grievance.

The student should discuss the grievance with the Campus Director. They will assist the student in determining whether the matter is grievable, and if so, in determining the appropriate grievance officer to address the matter. Grievable issues include:

1. Unfair or unreasonable treatment by a staff or faculty member in relation to the discharge of University- related duties;
2. Violation of a duly adopted University policy as described in the University's catalog, student handbooks, or other publications;
3. Harassment and/or discrimination under federal, state or local law; or
4. Unethical conduct according to recognized professional standards.

The following issues are not reviewable through the grievance process:

1. An issue that would dispute the legitimate exercise of professional judgment by University faculty, administration or staff;
2. The content of any policy or procedure currently in force at the University;
3. A student performance evaluation or grade for a course or field placement or for independent academic work under the supervision of a faculty member (grade appeals process applies);
4. A decision regarding a student's academic status made by a duly designated administrative officer or committee;
5. A procedural or final decision of a previous complaint or grievance; or
6. Any action taken more than 180 calendar days prior to a complaint or grievance.

The Campus Director will generally seek assistance from other University personnel in making a determination that the issue is grievable, and will normally inform the student of that decision within 10 business days except when the University is closed (e.g., for official holidays). If the grievance is against a faculty member, the CD will refer the complaint to the relevant academic dean or academic administrator.

If the problem is not permitted to be reviewed through the grievance procedure or other University policies that may apply, and, depending on the specific issue involved, the Campus Director will either review the complaint themselves, based on the specific area of responsibility and authority within which the complaint falls, or refer the complaint to the appropriate authority, generally, the student's Program Director, or Dean (if the issue is an academic one, in which case the Faculty Handbook procedures will apply) or to Human Resources when the issues concerns issues of employment. The Vice President of Student Services will respond to incidents of student discrimination or harassment.

The Campus Director will notify the student in writing of that referral. The University official designated to review the complaint will normally issue a ruling regarding the complaint within 60 working days and will provide the student, in writing, of the ruling. If more time is needed, the person handling the complaint will notify the student to that effect.

If the complaint concerns one of the designated Grievance Officers, it will be forwarded to the person's supervisor, who then becomes the Grievance Officer for the case. Complaints regarding violation of professional ethical standards will be referred to the relevant committee on ethics.

When a valid grievance is in process, any related action will normally be stayed until the grievance procedure is completed. However, when, in the opinion of the Grievance Officer, there is reasonable cause to believe that immediate action is needed for the health, safety, or welfare of the complainant or other members of the community or to avoid disruption of the academic process, the Grievance Officer will work with appropriate parties to take immediate interim appropriate actions. All parties will be informed in a timely manner and in writing of any such interim actions.

Roles and Responsibilities of the Grievance Officer

1. Records the date of the grievance as the date the complaint was determined to be reviewable as a grievance.
2. Provides the person against whom the grievance has been filed ("the respondent") with a copy of the grievance and a copy of the grievance processing procedures.
3. Provides a copy of the grievance procedure to the complainant and assists the complainant with information regarding the complainant's right and responsibilities in the process of filing a grievance.
4. Provides copies of the grievance to appropriate University personnel in a confidential manner for record- keeping purposes only. When the person against whom the grievance is filed is another student, a copy of the complaint is filed with the Vice President of Student Affairs. When the respondent is a staff member, a copy of the complaint is filed with the Human Resources Office.

Process for Investigating the Complaint

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 issues that are subject to formal grievance, 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 they know 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 Grievance 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 their own expense.

STUDENT CONSUMER COMPLAINT PROCESS

Alliant 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 attempt 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 offered by Alliant, 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 Problem Solving and Dispute Resolution Guidelines, they have the right to contact our accreditation agency, Department of Education Ombudsmen and/or various state and other governmental agencies.

The Consumer Information section of this catalog and the State Regulatory Information page on the Alliant website list relevant contact information for applicable states where complaints can be accepted. Alliant has made a reasonable effort to ensure that this list is accurate.

SEXUAL HARASSMENT AND MISCONDUCT

Alliant strives to provide an environment free from sexual misconduct as well as all forms of sexual and gender based harassment and 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).

The full Sexual Harassment and Misconduct Policy as well as information on programming, policies and procedures relating to dating violence, domestic violence, sexual assault and stalking, including information on making a report and campus resources can be found in the University's Annual Campus Security and Fire Safety Report.

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 and integrity. 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.

Any student who violates the Academic Code of Conduct and Ethics will be subject to sanctions up to and including dismissal from the University. NOTE: Students must also comply with the Student Non-Academic Code of Conduct and Ethics, published in the student handbook.

Students

As it is with other members of the academic community, students, whether enrolled in campus-based, hybrid or online programs, are expected to conduct themselves in accordance with ethical and professional standards as well as the academic standards of the program and University. Students bear the responsibility for their own academic integrity but are also encouraged to bring instances of suspected violations of the Academic Code of Conduct to the attention of the proper University authorities.

Any evidence that a student has intentionally acted in a manner not consistent with this or any other university policy (including failure to report instances of suspected misconduct) will be subject to a referral to the Student Evaluation Review Committee (SERC).

Acts of Misconduct

The Academic Code of Conduct and Ethics 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 also be subject to disciplinary action including but not limited to probation or dismissal from the program and university.

Violations:

When the conduct of the student is judged to be more serious than an Infraction, including repeated Infractions. Examples of violations include but are not limited to:

1. **Examination Behavior:** Any intentional giving or use of external assistance (however minimal) during an examination without the express permission of the faculty member administering 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 properly referenced.
4. **Unauthorized Collaboration:** Collaboration in any academic exercise unless the faculty member has expressly approved or authorized such collaboration in advance.
5. **Previously Submitted Work:** Presenting work prepared for and submitted to another course.
6. **Unauthorized Research:** Failure to obtain exemption or 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** to any member of the university community, whether in the classroom or not.
10. **Assisting Other Students in Acts of Academic Misconduct**.
11. Any other violation of University policies, directive or protocol.

Under circumstances involving conduct which poses a threat to the health and safety of the University community, action or disciplinary procedures administered by the campus senior administration may replace the procedures outlined herein.

Infractions: Examples of infractions include but are not limited to:

1. Any unintentional act that, if it were intentional, would be a serious violation.
2. Any conduct that is inconsistent with the rules or policies established for a course or academic exercise.

Repeated infractions may be considered as serious violations, subject to appropriate sanctions.

Sanctions: Infractions or serious violations of the Academic Code of Conduct are subject to the following sanctions:

Warning: Warning Status, with or without a remediation plan, may 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.

Probation: Probationary Status may be 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 in which to remediate the cause(s) of probation or will otherwise face dismissal from the program. 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 Probationary status will be recommended.

In the event that the SERC determines that the conditions which resulted in Probation have not been remediated, the SERC may recommend other action, including continuance of the status of Probation, or that a more severe sanction be imposed.

Mandatory Academic Absence: A student is recommended for Mandatory Academic Absence in cases in which the academic work or professional development, in the opinion of the Program Director or designee, and taking into consideration the SERC's recommendations, requires serious remediation that necessitates a required academic absence in order to complete the required remediation. Any remediation shall be articulated in the SERC recommendation to the Program Director.

Mandatory Academic Absences occurring mid session may require repayment/return of financial aid funds. Students should contact the Financial Aid Office for more information. For Mandatory Academic Absences lasting more than 180 days, if the student has received federal student loans, the loans may go into repayment 6 months from their last day of attendance. The student may contact their lender to receive information on deferment and forbearance options while not attending school.

Mandatory Academic Absences will not exceed one year from the last date of attendance.

Dismissal: Students may be dismissed from the academic program when conditions are judged to be of a serious nature and are not determined to be remediable, a serious violation of standards of conduct, professional behavior, and/or ethics occurs, or when a student

has failed to remediate previously identified academic deficiencies within the specified time.

Outcomes/Sanctions for cases involving infractions or serious violations of the Academic Code of Conduct are set forth in the Academic Code of Conduct and Ethics Policy and are hereby incorporated by reference. In the case of dismissal from the program or university, no tuition or fees will be refunded. Dismissed students may not enroll in courses while any appeal of dismissal is pending.

The record of the final determination in all cases will be maintained in the educational record of the student pursuant to the University Document Retention Policy.

Process & Procedures:

Suspected instances and allegations of academic misconduct should be reported to the Program Director or equivalent, who will assign the matter to the University's Student Evaluation and Review Committee (SERC).

The allegations will be reviewed and resolved under SERC Rules and Procedures. Students will be given the opportunity to address and respond to any allegations of violations of this Code, and present documents and other evidence, during the SERC process. Subject to the conditions set forth in the SERC Policy and Procedures, students may be permitted to question witnesses. The record of the final determination in all cases will be maintained in the educational record of the student pursuant to applicable law and University policies.

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.

The policies are applicable to individuals during all periods of enrollment following the submission of an admissions application and including institutional breaks or Approved Academic Absences from the University. Alliant University may also extend its authority over misconduct that occurs prior to, but is not reported until after, the graduation of the offending student. Those who are aware of misconduct are encouraged to report it as quickly as possible to appropriate University officials.

While University-related sanctions may be imposed, student conduct proceedings are not meant to be formal court-like trials. The process is intended to provide an opportunity for presentation of the facts and response to the allegations. The standard of proof used for these proceedings is defined as whether it is "more likely than not that the facts occurred as alleged".

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 University may proceed before, simultaneously with, or after any judicial or other administrative proceedings, except in cases involving Sexual/Gender Discrimination, Sexual/Gender Harassment, Sexual/Gender Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking. These cases will follow the Title IX: Sexual and Gender Based Harassment and Misconduct Policy and process.

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 or are located), 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 university 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 policy, regulation or requirement, that affects the University, shall be procedurally handled as a University disciplinary matter 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.
7. Protection of its standing with its peer institutions and the academic 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 committed because of race, gender, color, religion, national origin, disability, sexual orientation or any other protected character or trait 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 under the Alliant standards includes, but is not limited to, the following:

1. **Respect:** Alliant University students show respect for all members of the University Community. Actions that are considered violations of this standard include:
    a. Actual or threatened physical assault or intentional or reckless injury to self, persons or property.
    b. Disorderly conduct that substantially and/or materially disrupts the normal operations of the University,
    c. 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, or any other protected character or trait of another individual or group of individuals described in the university's Non-Discrimination policy. Please refer to the Non-Discrimination policy.
    d. Substantial and material interference with the freedom of any person to express their views, including invited guests and speakers.
    e. Disorderly, lewd, indecent, or obscene behavior at any University related activity, or directed toward any member of the University community.
2. **Community:** Alliant University students value their community. Actions that are considered in violation of this standard include:
    a. Interference with entry into or exit from buildings or campus locations or free movement of any person.
    b. Forcible entry and/or unauthorized presence in a University building or other location.
    c. Behavior or activities that endanger or adversely impact the physical, mental or emotional safety of oneself or others.
    d. 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.
    e. Use, possession, manufacture, or distribution of alcohol, illegal drugs or drug-related paraphernalia (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
    f. 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 whether on or off-campus.
    g. Starting fires or explosions, false reporting of a fire, bomb, incendiary device, or other explosive, or any false reporting of an emergency.
    h. Activating, deactivating or otherwise tampering with fire or safety equipment.
    i. Theft, damage, destruction, tampering or defacement of personal, University or University affiliates' property.
    j. Unauthorized use of University property or property of members of the University community or University affiliates.
    k. The misuse of telephone, communication and/or computer equipment,
    l. Unauthorized recording, dissemination, or publication of lectures or other academic presentations (including handwritten notes).
    m. Misuse of computer facilities, networks or resources, including:
        i. Unauthorized entry into a file, for any purposes.
        ii. Unauthorized transfer of a file.
        iii. Use of another's identification or password.
        iv. Use of computing facilities, campus network, or other

resources to interfere with the work of another member of the University Community.

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

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

n. Use of University facilities for commercial purposes unless expressly authorized in writing.

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

p. Any violation of other University policies or professional standards not expressly defined in the Student Code of Conduct.

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

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

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

c. Making false statements in any application for admission, petition, request, or other official University document or record, including submission of forged or falsified documents.

d. Illegal gambling.

e. 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.

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

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

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

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

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

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

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

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

viii. Encouraging, permitting, or assisting another to do any act that could subject them to discipline.

Application of this Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic sessions, graduates awaiting degrees, alumni, 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

Disciplinary Charges

Any member of the University community including students may file a complaint against any student. The complaint must be in writing and filed with the Campus Director.

A complaint filed in writing must be received within 90 calendar days of the infraction. The time for filing may be extended upon petition to the Vice President of Student Affairs or designee based upon extenuating circumstances.

When warranted, the complaint will be reported to law enforcement authorities. Complaints involving Sexual and Gender Based Harassment and Misconduct will be forwarded to the Title IX Coordinator. The Vice President of Student Affairs or designee will direct the complaint to an appropriate conduct officer. Care will be taken to ensure that a conduct officer is selected who does not have prior links to the complaint or involved parties. The conduct officer will investigate the complaint, as outlined below.

Investigation Process

The duration and manner of the investigation will depend on the nature of the complaint and alleged conduct, number of parties, and number of witnesses. The investigation may include, but not limited to, review of the complaint, interview of the complaining party, interview of the accused party, interview of witnesses, review of applicable policies and procedures, review of student files if appropriate, and evaluation of audio/video evidence (if available). The University reserves the right to determine if a conduct matter has been investigated and addressed through alternate university process and make a decision to take no further conduct action.

Disciplinary Process

If the investigation finds no violation of any university policy or procedure, the complaint is dismissed. If the investigation finds that a violation did likely occur the conduct officer will arrange to meet with the accused party to discuss the findings. This meeting may result in:

1. The accused party being found not responsible based on additional information not available during the investigation process.

2. The accused party agreeing to an informal resolution by accepting responsibility for the policy or procedure violation and agreeing to move to sanctioning.
3. The accused party does not agree to informal resolution or sanctions and requests a formal resolution.

If the accused party agrees to an informal resolution, the conduct officer will assign sanctions. If the conduct officer recommends a sanction of suspension or expulsion, a formal hearing by the Student Conduct Hearing Panel will be conducted to determine sanctions only. At the conclusion of the formal hearing, the Student Conduct Hearing Panel will recommend sanctions.

If the accused party seeks formal resolution, or if the incident may result in suspension or expulsion, a formal hearing is conducted. At the conclusion of the formal hearing, the Student Conduct Hearing Panel determines responsibility and recommends sanctions.

Formal Hearing Process

The accused party will be provided written notification of the time, place, and date of the hearing by the conduct 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 accused party within two (2) business days of receipt of the notice.

If the accused party fails to attend a scheduled hearing, the hearing may proceed as scheduled, and the hearing panel will make a determination on the basis of the evidence available at the hearing. If appropriate, sanctions will be recommended. 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 "W and other appropriate transcript notation. The Conduct Officer may also impose an administrative hold on the accused party's account in addition to or in lieu of resolving the charges in the accused party'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 matter reaches a conclusion.

Student Conduct Hearing Panel members will be composed of a minimum of 3 faculty and/or staff who do not have prior links to the parties.

The accused party has the right to have an advisor present at the hearing. The advisor is only present to support the student and will not represent the student, speak on behalf of the student, or play an active role of any kind in the formal hearing process. Advisors are permitted to speak with the student as necessary, privately or during the hearing, to fully perform a supportive role. Whoever is selected as an advisor is limited to observing and consulting with, and providing support to the complainant, witness, or accused party.

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.

Oral or written testimony by the accused students or witnesses involved may be presented at the hearing. The accused student(s) will be afforded an opportunity to hear all evidence against them at the hearing and will receive a copy of the complaint and all investigation materials to be presented in the hearing a minimum of one business day in advance of the hearing. A student has the right to make a formal statement and present documents and any other evidence in response to every allegation or basis for referral to a Student Conduct Hearing. The accused student(s) must submit all materials they will be presenting at the hearing in their defense a minimum of one business day in advance of the hearing.

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

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.

For cases in which a student faces severe disciplinary actions (suspension or dismissal) and the credibility of witnesses is central to the adjudication of the allegations, the respondent student and the complainant may indirectly question witnesses. Based on the circumstances and at the discretion of the Conduct Officer, the respondent student and the complainant may be permitted to question witnesses in one of the following ways:

1. Questions proposed in advance of the conduct hearing panel, to be asked directly by the Conduct Officer of witnesses present at the hearing
2. Questions proposed in advance of hearing, to be asked indirectly by the Conduct Officer of witnesses, using video technology (if available) when witnesses not physically present in the hearing
3. Questions proposed in advance, to witnesses through the Conduct Officer, with written responses from witnesses submitted through the Conduct Officer
4. The Conduct Officer shall have the discretion to exclude questions deemed inflammatory, argumentative or irrelevant to the basis for the conduct referral.
5. The Conduct Officer shall have discretion to determine what weight, if any, to give to any statement or other evidence

Any person, including the accused party, who disrupts a hearing may be excluded from the proceedings.

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

The hearing will be conducted in a fair and impartial manner, although strict rules of evidence and courtroom procedures 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 read into the record in the presence of the accused
3. Statement of complaining party
4. Evidence in support of the charge
5. Witnesses in support of the charge
6. Statement by the accused
7. Evidence in support of the accused
8. Witnesses in support of the accused
9. Review of the evidence and testimony
10. Determination of finding by the Student Conduct Hearing Panel
11. Recommendation of sanctions to the conduct officer (if applicable)

If an accused student fails to appear at a scheduled hearing without a valid excuse, the conduct officer will lead the Student Conduct Hearing Panel to proceed to a decision based upon the evidence presented.

Minutes of the hearing will be taken. Audio or video recordings are strictly prohibited. The minutes will be maintained by the Conduct Officer for two years or until such time as all University appeal procedures are exhausted.

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

The accused party has the right to receive in writing the decision of the Student Conduct Hearing Panel which will contain the reasons for the action, findings of fact, and an explanation of the recommended sanctions.

The Conduct Officer shall prepare this notification of decision 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

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 accused may not, if it is deemed appropriate, represent the University in activities or hold office in student organizations during the time stipulated as probationary. The accused is notified that further infractions of any University regulation may result in more stringent restriction being placed on their actions.

Educational Sanction

In some instances, information provided during a hearing will lend itself to special sanctioning consideration. This information often pertains to the "why" of a student conduct violation or evidence of a pattern of behavior in violation of professional/program standards and/or university policies. Panel members may use their discretion to recommend an educational sanction to address the cause of the violation.

Interim Suspension

The Vice President of Student Affairs 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/or present in the online classroom 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 before a conduct 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 of the University's premises, including access to online courses and resources. Any student under interim suspension who returns to the portion of campus from which they are barred without written permission from the Vice President of Student Affairs 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 up to one calendar year. After this period of time, the student is eligible to return. The Vice President of Student Affairs or designee may establish additional requirements, which must be fulfilled to their 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. 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 their admission or re-admission has been qualified.

Conduct Dismissal
This sanction by the Vice President of Student Affairs 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 Vice President of Student Affairs 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 is permanent cancellation of the official University recognition and privileges of a group and causes the group to disband and its activity to end.

Restitution Fines
Restitution fines may be assigned in addition to any other sanction applied. Restitution fines may include an administrative fee for processing.

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.

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 per University policy.

Appeal Procedures
Formal appeal of a decision reached by the hearing panel must be submitted to the Vice President of Student Affairs 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;
4. Sanctions imposed are not in accord with the violations.

The Vice President of Student Affairs 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 barring unforeseen information or circumstances that cause a delay. The Vice President or designee may reject, amend or modify the action taken by the conduct officer, or grant a new hearing. Should a hearing be granted, the student will receive notification of the time, place and date of the hearing.

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.

E-mail and Internet Access

Each student is provided with a primary, and if requested an alternate preferred name, @alliant.edu email address through Microsoft Office 365 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.

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.

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

Online Courses

Alliant's Learning Management System (LMS) platform is Canvas.

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/Teams, OneDrive and others. The Alliant Student Portal (https://portal.alliant.edu/cmcportal/) 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 or 11
	macOS 12 (Monterey), 13 (Ventura) or 14 (Sonoma)
Browser	Chrome, Edge, Firefox or Safari - current version
Email client	Outlook 365
Computer and processor	1 GHZ or faster x86 or 64-bit processor
Memory	8 GB RAM (32-bit) - minimum requirement
	16 GB RAM (64-bit) recommended
	16-32 GB RAM for complex statistical or mathematical calculations and large data sets
Disk space	256 gigabytes (GB) minimum recommended size
Web Camera and Audio	Integrated or External Camera and headset with microphone recommended
Monitor resolution	1920 x 1080, 2560 x 1440 or 1280 x 1024 recommended
Network bandwidth	Minimum 25 Mbps and recommended 100 Mbps connection to accommodate Zoom and other video streaming services
	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	Microsoft Outlook app for IOS or Android
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 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 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, threats, defamation, copyright, security, obscenity, pornography, privacy, and other statutes relating to the electronic media. This policy does not preclude enforcement under federal, state, or local laws and regulations.

All users of Alliant 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 Alliant'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 they should take precautions against others obtaining unauthorized access to their personal account. If the user allows another individual access to their account, the user assumes full responsibility for the actions of this individual while logged into their 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 they have 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 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 their job responsibilities, or during the course of an 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, and access educational, clinical and operational resources. Alliant follows applicable privacy laws, and safeguards the privacy of students, staff, and faculty through its policies and procedures. Unauthorized access and/or disclosure of private or 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.

Additional information regarding Alliant Privacy Policies and Terms and Conditions can be found by visiting the University's website:

https://www.alliant.edu/privacy-policy

https://www.alliant.edu/terms-and-conditions

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 their 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 permitted access 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.

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.

EXPENSES AND FINANCIAL AID

TUITION AND FEES

Tuition rates are set by the Board of Trustees. Students should anticipate 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, the actual cost of the program may be higher than the amounts listed in this catalog. The actual cost of tuition may vary, based on schedule, full-time or part-time enrollment status, transfer credit, failure of courses, or if a student chooses to take courses beyond the basic program curriculum, and/or similar circumstances.

Alliant reserves the right to increase tuition and fees and to set new fees without prior notice. Any changes may be made applicable to students already enrolled in the university but will not be retroactive for any coursework already completed.

For questions regarding tuition, fees, other expenses and/or payment methods, students should contact Student Finance at sf@alliant.edu.

Tuition and fees for 2024-2025 (Effective August 19, 2024)

Some or all instruction for all or part of Academic Years falling in 2024 and 2025 may be delivered remotely. Tuition and mandatory fees have been set regardless of the method or modality of instruction and will not be refunded in the event instruction occurs remotely for any part of the Academic Year.

All amounts are per unit unless otherwise indicated. Tuition and fees are subject to change within the academic year.

TUITION—UNDERGRADUATE PROGRAMS

All Programs $629

TUITION—GRADUATE PROGRAMS

California School of Professional Psychology (CSPP)

PsyD in Clinical Psychology	$1,429
PhD in Clinical Psychology	$1,429
MA in Clinical Counseling	$820
MA in Marital and Family Therapy (ground)	$1,389
MA in Marital and Family Therapy (online)	$1,078
PsyD in Marital and Family Therapy	$1,389
PhD in Marital and Family Therapy	$1,389
PhD in Industrial and Organizational Psychology	$1,359
MA in Marriage, Couple, and Family Counseling	$820
MA in Organizational Psychology	$1,078
MA in Organizational Leadership	$1,078
PhD in Organizational Psychology	$1,359
PsyD in Organizational Development	$1,359
MS in Clinical Psychopharmacology	$1,078
MA in Organizational Behavior (Fresno)	$1,051
MA in Organizational Behavior (San Francisco)	$1,359
MA in Organizational Behavior (online)	$1,078
Master of Social Work	$793
LGBT Human Services Certificate (online)	$1,389
School of Nursing and Health Sciences (SNHS)	
Bachelor of Science in Nursing	$581
Master of Science in Nursing (direct entry)	$882
Master of Science in Nursing (prerequisites)	$85
Master of Science in Nursing Executive	$495

California School of Forensic Studies (CSFS)

CSFS - All Degree Programs	$815
CSFS Certificates - Level 1	$254
Conflict Resolution and Peace Studies Advanced Practice	$254
Disaster Response and Emergency Management Advanced Practice	$254
Fundamentals of Correctional Psychology	$254
Fundamentals of Correctional Psychology with Assessment	$254
Fundamentals of Military and Veterans Psychology	$254
Fundamentals of Police Psychology	$254
Fundamentals of Police Psychology with Assessment	$254
Pragmatic Situational Awareness Advanced Practice	$254
RESPOND-Law Enforcement Mental Health Team Advanced Practice	$254
Telemental Health - Advanced Practice Certificate	$254
Threat Assessment and Management Advanced Practice	$254
CSFS Certificates - Level 2	$815
Forensic Linguistics Advanced Practice	$815
Forensic Victimology Advanced Practice	$815
Trial Consulting Advanced Practice	$815
Criminal Behavior Advanced Practice	$815
Trial Consulting Advanced Practice	$733
Criminal Behavior Advanced Practice	$733

California School of Management and Leadership (CSML)

MBA	$822
MS in Data Analytics	$822
MS in Healthcare Analytics	$822
MS in Information Systems Technology	$822
DBA (ground)	$1,306
DBA (virtual)	$1,057
PhD in Leadership Studies	$1,306
PhD in Organizational Leadership	$820
Certificate in Cybersecurity	$822
Certificate in Data Analytics	$822
Certificate in Data Management	$822
Certificate in Healthcare Analytics	$822
Certificate in Technology	$822
Certificate in Financial Management	$822
Certificate in Computer Networking	$822
Certificate in E-Business	$822
Certificate in Internet of Things	$629

California School of Education (CSOE)

MAE in School Counseling with PPS	$848
MAE in School Psychology with PPS	$848
Ed.S. in School Counseling	$848
Ed.S. in School Psychology	$848
MAE in Special Education	$801
MAE in Special Education with Clear Education Specialist Instruction Credential	$801
MAE in Special Education with Preliminary Education Specialist Instruction Credential	$801
MAE in Teaching	$801
MAE in Teaching with Credential	$801
EDD in Educational Leadership and Management	$1,299
PsyD in Educational Psychology	$1,299
Administrative Services Credential	$535
Credentials	$801
Certificate in CTEL leading to CLAD	$288
Certificate in TESOL	$733
Certificate in CTEL leading to CLAD	$260

San Francisco Law School (SFLS)

Juris Doctorate	$1,088
Juris Doctorate, Visitor Rate	$1,136
Juris Doctorate, Zero unit (per course)	$1,088

INTERNSHIP

CSPP, CSML, CSFS Standard - Full Time (per unit)	$283
CSPP, CSML, CSFS Standard - Half Time (per unit)	$476
Organizational Psychology Internship (per unit)	Standard per unit tuition rate
Educational Psychology Internship & PPS Credential Internship (per unit)	$340
Marital and Family Therapy Internship	Standard per unit tuition rate

NON-DEGREE SEEKING STUDENTS

All Schools—Charged per-unit, at the highest rate charged within the school of study.

SCHEDULE OF FEES

Non-Refundable Fees

Application Fee (excluding CSPP Clinical Psychology and Nursing programs)	$65
Application Fee (for CSPP Clinical Psychology programs)	$80
Challenge Exam Fee	$150
Counselor Preparation Comprehensive Exam Fee	$225
Degree Conferral Fee	$100
Diploma Reissue Fee	$10
Diploma Replacement Fee	$55
Late Tuition Payment Fee	$250
Subject Matter Review Fee	$70
Reinstatement Fee	$200
Returned Payment Fee	$40
Transcript Fee (Official)	$10
Transcript Fee (Unofficial)	$5
Transcript Rush Fee (Official)	$20
Transcript Rush Fee (Unofficial)	$10

Refundable Fees

The below fees are only refundable if a student drops an associated course or withdraws from the University prior to the add/drop deadline.

Bar Association Fee	$40/semester (SFLS only)
Class Audit Fee	$200/unit (no credit, no grade)
Institutional Services Fee	$130/semester, $65/session all campuses
Materials & Assessment Fee	$150/applicable course
MFT Exam Prep Fee	$150/semester (First two semesters only, MFT programs)
Time2Track Fee	$20/semester, $10/session (CSPP programs except Org and Psychopharm)
Student Government Associate Fee	$50/semester, $25/session on-ground students only
Dissertation Extension Fee	$1000/semester/trimester, $500/session. Charged if students enroll beyond two semesters/trimesters or four 8-week terms of Dissertation Extension.
Advanced Mentoring Fee	$300 per applicable course (CSOE only)
Advanced Clinical Supervision Fee	$300 per applicable course (CSOE only)
Examsoft/CJE Fee	$79/trimester (BSN and MSN core courses only)
Book Fee - BSN	$400/trimester (BSN core courses only)
Book Fee - MSN	$386/trimester (MSN core courses only)
iPad Fee	$175/trimester (BSN and MSN core courses only)
Nurse Think Bundle Fee	$111/trimester (BSN and MSN core courses only)
STRF Tuition Recovery	Effective April 1, 2022 - $2.50/$1000 of tuition (Assessment shall be collected for the entire period of enrollment at the time the university collects the first payment from the student.) Refundable if student cancels enrollment (CA campuses and Online CA Resident students only)
Fund Fee	Effective April 1, 2024 - $0/$1000 of tuition

Not all fees apply to all programs. Fees are not charged for Alliant sponsored tutoring, transferred credit, general registration.

BOOKS & SUPPLIES

Alliant estimates the below costs for books and supplies. The cost of books and supplies is not paid to Alliant and the actual cost may vary.

Graduate programs (semester based)	$1125 per semester
Undergraduate programs (semester based)	$561 per semester
Graduate programs (term based)	$563 per 8-week term
Undergraduate programs (term based)	$281 per 8-week term

SCHEDULE OF CHARGES

The following table provides, for each program, estimated total charges for a period of attendance and estimated total charges for the entire education program. The estimates are inclusive of tuition and fees and utilize 2022-23 tuition and fee rates. Alliant defines the period of attendance as the first session of a program.

Undergraduate Programs					
Calendar	**Program**	**Campus**	**Total Credit Units**	**Charges for Period of Attendance**	**Charges for Entire Education Program**
8-week	Bachelor of Science in Business Administration	San Diego	120	$4,493.00	$81,581.00
8-week	Bachelor of Science in Psychology	San Diego	120	$4,493.00	$83,215.00
California School of Professional Psychology (CSPP)					
Calendar	**Program**	**Campus**	**Total Credit Units**	**Charges for Period of Attendance**	**Charges for Entire Education Program***
8-week	Master of Arts in Clinical Counseling	Online	60	$4,995.00	$56,383.00
8-week	Master of Arts in Clinical Counseling	Fresno	60	$5,020.00	$56,658.00
Semester	Master of Arts in Marital and Family Therapy	Online	60	$14,314.00	$72,945.00
8-week	Master of Arts in Organizational Psychology	Online	33	$6,533.00	$39,507.00
8-week	Master of Arts in Organizational Psychology	Fresno, Los Angeles, San Diego	33	$6,558.00	$39,657.00
8-week	Master of Science in Clinical Psychopharmacology	Online	30	$3,299.00	$38,785.00
Semester	Master of Social Work	Online	60	$7,287.00	$55,395.00
8-week	Doctor of Psychology in Organizational Development	Fresno	66	$5,526.00	$101,613.00
Semester	Master of Arts in Marital and Family Therapy	Irvine, Los Angeles, Sacramento, San Diego	60	$18,407.00	$91,905.00
Semester	Doctor of Philosophy in Clinical Psychology	Los Angeles	150	$22,349.50	$197,675.00
Semester	Doctor of Philosophy in Clinical Psychology	San Diego	150	$22,349.50	$194,875.00
Semester	Doctor of Philosophy in Clinical Psychology	San Francisco	150	$19,491.50	$199,150.00
Semester	Doctor of Philosophy in Clinical Psychology	Fresno	150	$17,348.00	$199,150.00
8-week	Doctor of Philosophy in Organizational Psychology	Los Angeles, San Diego	98	$8,244.00	$147,713.00
8-week	Doctor of Philosophy in Industrial and Organizational Psychology	Los Angeles	66	$8,244.00	$99,654.00
8-week	Doctor of Philosophy in Industrial and Organizational Psychology	Online	66	$8,219.00	$99,279.00
Semester	Doctor of Psychology in Clinical Psychology	Los Angeles	120	$24,493.00	$152,155.00
Semester	Doctor of Psychology in Clinical Psychology	Sacramento	120	$21,635.00	$149,655.00

Semester	Doctor of Psychology in Clinical Psychology	San Francisco	120	$18,062.50	$149,655.00
Semester	Doctor of Psychology in Clinical Psychology	Fresno	120	$18,777.00	$152,305.00
Semester	Doctor of Psychology in Clinical Psychology	San Diego	120	$23,064.00	$149,655.00
Semester	Doctor of Psychology in Marital and Family Therapy	Irvine, Los Angeles, Sacramento, San Diego	114	$18,407.00	$177,661.00
Semester	Doctor of Psychology in Marital and Family Therapy	Online	114	$18,357.00	$176,961.00
Semester	Doctor of Psychology in Marital and Family Therapy	Irvine, Los Angeles, Sacramento, San Diego	69	$22,574.00	$107,056.00
Semester	Doctor of Psychology in Marital and Family Therapy	Online	69	$22,524.00	$106,656.00
Semester	Doctoral Respecialization in Clinical Psychology	San Francisco	85	$19,491.50	$96,975.00
School of Nursing and Health Sciences (SNHS)					
Calendar	**Program**	**Campus**	**Total Credit Units**	**Charges for Period of Attendance**	**Charges for Entire Education Program***
Trimester	Bachelor of Science in Nursing	Phoenix	120	$8,895.00	$80,403.00
Trimester	Master of Science in Nursing	Phoenix	78	$11,646.00	$81,297.00
California School of Forensic Studies (CSFS)					
Calendar	**Program**	**Campus**	**Total Credit Units**	**Charges for Period of Attendance**	**Charges for Entire Education Program***
Trimester	Doctor of Philosophy in Psychology, Public Policy and Law	Online	60	$9,095.00	$56,595.00
Trimester	Master of Science in Forensic Behavioral Science	Online	36	$6,650.00	$34,525.00
8-week	Conflict Resolution & Peace Studies - Advanced Practice Certificate	Online	9	$827.00	$4,335.00
8-week	Disaster Response and Emergency Management - Advanced Practice Certificate	Online	9	$827.00	$4,335.00
8-week	Forensic Linguistics - Advanced Practice Certificate	Online	9	$2,510.00	$9,384.00
8-week	Forensic Psychology - Advanced Practice Certificate	Online	9	$2,510.00	$9,384.00
8-week	Forensic Victimology - Advanced Practice Certificate	Online	9	$2,510.00	$9,384.00
8-week	Fundamentals of Correctional Psychology - Advanced Practice Certificate	Online	9	$827.00	$4,335.00
8-week	Fundamentals of Correctional Psychology Certificate with Assessment - Advanced Practice Certificate	Online	12	$827.00	$5,725.00

8-week	Fundamentals of Military & Veterans Psychology - Advanced Practice Certificate	Online	9	$827.00	$4,335.00
8-week	Fundamentals of Police Psychology - Advanced Practice Certificate	Online	9	$827.00	$4,335.00
8-week	Peer Counseling - Advanced Practice Certificate	Online	9	$827.00	$4,335.00
8-week	Police Psychology for Licensed Practitioners - Advanced Practice Certificate	Online	9	$827.00	$4,335.00
8-week	Pragmatic Situational Awareness - Advanced Practice Certificate	Online	9	$827.00	$3,489.00
8-week	RESPOND Law Enforcement - Mental Health Response Team - Advanced Practice Certificate	Online	9	$827.00	$3,489.00
8-week	Telemental Health - Advanced Practice Certificate	Online	9	$827.00	$4,335.00
California School of Education (CSOE)					
Calendar	**Program**	**Campus**	**Total Credit Units**	**Charges for Period of Attendance**	**Charges for Entire Education Program***
8-week	Bilingual Authorization	Online	9	$1,736.00	$7,062.00
8-week	Administrative Services Credential	Online	30	$3,275.00	$19,983.00
8-week	Certificate in California Teachers of English Learners (CTEL) leading to Cultural Language and Academic Development Certification (CLAD)	Online	12	$929.00	$6,133.00
8-week	Preliminary Multiple Subject Teaching Credential: Early Completion Intern Option	Online	21	$4,871.00	$20,726.00
8-week	Preliminary Multiple Subject Teaching Credential: Standard Intern Option	Online	30	$4,871.00	28,563.00
8-week	Preliminary Multiple Subject Teaching Credential: Student Teaching Option	Online	28	$4,871.00	$26,961.00
8-week	Preliminary Single Subject Teaching Credential: Early Completion Intern Option	Online	21	$4,871.00	$20,726.00
8-week	Preliminary Single Subject Teaching Credential: Standard Intern Option	Online	30	$2,468.00	$28,563.00
8-week	Preliminary Single Subject Teaching Credential: Student Teaching Option	Online	28	$2,468.00	$26,961.00
8-week	Preliminary Education Specialist Instruction Credential (Mild/Moderate Disabilities) Standard Intern	Online	27	$4,871.00	$25,532.00
8-week	Preliminary Education Specialist Instruction Credential (Mild/Moderate Disabilities) Student Teaching	Online	27	$4,871.00	$25,532.00
8-week	Pupil Personnel Services Credential: School Counseling	Online	49	$4,871.00	$42,173.00
8-week	Pupil Personnel Services Credential: School Psychology	Online	60	$4,871.00	$52,390.00

8-week	Doctor of Education in Educational Leadership and Management	Online	61	$7,859.00	$85,684.00
8-week	Doctor of Education in Educational Leadership and Management	Online	46	$7,859.00	$67,455.00
8-week	Education Specialist Degree in School Counseling with an Emphasis on School Based Mental Health with a Pupil Personnel Services Credential	Online	70	$5,153.00	$63,117.00
8-week	Education Specialist in School Psychology (with Pupil Personnel Services Credential and Emphasis in School Based Mental Health)	Online	78	$5,153.00	$70,679.00
8-week	Master of Arts in Education: School Counseling with Pupil Personnel Services Credential	Online	49	$5,153.00	$44,053.00
8-week	Master of Arts in Education: School Psychology with Pupil Personnel Services Credential	Online	60	$5,153.00	$54,787.00
8-week	Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential: Early Completion Option	Online	36	$4,871.00	$33,997.00
8-week	Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential: Standard Internship Option	Online	39	$4,871.00	$37,028.00
8-week	Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential: Student Teaching Option	Online	37	$4,871.00	$35,426.00
8-week	Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Early Completion Intern Option	Online	36	$4,871.00	$33,997.00
8-week	Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Standard Internship Option	Online	39	$4,871.00	$37,028.00
8-week	Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential: Student Teaching Option	Online	37	$4,871.00	$35,426.00
8-week	Master of Arts in Education: Educational Administration	Online	33	$4,871.00	$30,366.00
8-week	Doctor of Psychology in Educational Psychology	Online	50	$7,859.00	$72,023.00
California School of Management and Leadership (CSML)					
Calendar	**Program**	**Campus**	**Total Credit Units**	**Charges for Period of Attendance**	**Charges for Entire Education Program***
8-week	Doctor of Business Administration	Online	60	$6,407.00	$74,889.00
8-week	Doctor of Business Administration	San Diego	60	$7,926.00	$90,279.00
8-week	Doctor of Business Administration	Online	52	$4,293.00	$66,433.00
8-week	Doctor of Business Administration	San Diego	52	$5,314.00	$79,831.00
8-week	Master of Science in Data Analytics	Online	33	$3,353.00	$31,687.00
8-week	Master of Science in Data Analytics	San Diego	33	$3,378.00	$31,862.00

8-week	Master of Business Administration	San Diego	36	$3,378.00	$34,981.00
8-week	Master of Business Administration	Online	36	$3,353.00	$34,781.00
8-week	Master of Science in Healthcare Analytics	Online	33	$5,819.00	$31,687.00
8-week	Master of Science in Healthcare Analytics	San Diego	33	$5,844.00	$31,862.00
8-week	Master of Science in Information Systems Technology	San Diego	33	$3,378.00	$31,862.00
8-week	Master of Science in Information Systems Technology	Online	33	$3,353.00	$31,687.00
8-week	Doctor of Philosophy in Leadership Studies	San Diego	60	$5,314.00	$90,279.00
8-week	Financial Management Certificate	San Diego	9	$2,556.00	$9,522.00
San Francisco Law School (SFLS)					
Calendar	**Program**	**Campus**	**Total Credit Units**	**Charges for Period of Attendance**	**Charges for Entire Education Program***
Semester	Juris Doctorate	San Francisco, San Diego	87	$12,148.00	$109,616.00

CALIFORNIA STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

PAYMENT POLICY

Alliant offers the following payment options:

1. Payment in full;
2. Official University payment plan;
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 tuition due date. Alliant does not allow students with a balance to carry a balance from one session 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 withhold access to diplomas, scholastic certificates, degrees, and cancel a student's registration. Failure to maintain good financial standing with the University will result in denied participation in any deferred payment plan options. Balances due the University are reported to credit agencies, which may negatively impact a student's credit rating.

Prior to registering for a new session, students must pay any outstanding balances. Students who do not pay their outstanding balances will not be permitted to register. If a future registration exists, it will be deregistered one week prior to its start date, until proper arrangements are on file with Student Finance. Students with any unpaid financial obligation to the University are entitled to a copy of their transcripts, but other records or services may be denied.

Late Tuition Payment

Students who have a balance on the last day of courses and do not have prior arrangements made with Student Finance will incur a Late Tuition Payment Fee (see Schedule of Fees).

Payment Due Date

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

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

Payment for 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 Student Finance. Students may not add courses after the Add/Drop period.

Deregistration for Failure to Pay

Students that fail to make appropriate payment arrangements by the tuition due date are at risk of deregistration by the Student Finance office. If a deregistration is processed, the student will be unable to reenter the session from which they were withdrawn. A Student Balance Hold will be placed on a student account at any point if satisfactory payment arrangements have not been made or maintained.

PAYMENT METHODS

The University accepts the following forms of payments:

1. Automated Clearinghouse (ACH) payment directly from your bank account;
2. Credit Cards;
3. Check or money order;
4. Bank wire;
5. International Wire Transfer through PayMyTuition.

Starting October 1, 2022, a non-refundable 2.45% convenience fee (with a minimum fee of $1) will be collected by, and paid directly to, the third-party servicer ACI, not Alliant. Alliant will continue to accept Visa, Mastercard, Discover, and American Express credit and debit cards online for payment of tuition and fees.

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 (see Schedule of Fees) 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, credit card, 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 over a 12 month period to the IRS.

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

When payment is made using a credit card, and a refund is necessary, the refund will be credited to the same credit card account from which the payment was made. Processing refunds as a credit back to the card is a requirement of the merchant agreement; therefore, no other form of refund payment will be made on credit card payments.

PAYMENT PLANS

Payment plans may be available under the following circumstances:

Monthly Installment Payment Plan

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 through the Student Finance Office. Installment payment plans consist of monthly payments and must be paid before the end of the session. Any questions regarding enrollment in a payment plan should be directed to Student Finance at sf@alliant.edu.

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 certifications 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 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.

Credit Balance Payments (Stipends)

A student credit balance is created when the total of all federal student aid and other funding sources credited to the student account exceed the current amount of tuition, fees, and any other educationally related charges assessed to the student. For students who have an institutional balance within the same academic year, subsequent disbursements will be held to cover the institutional charges. Students utilizing third party funding sources in addition to federal student aid will not have a stipend issued until a credit balance has occurred on the student's account. The tuition and fees must be satisfied in full before a credit balances can be released. Credit balances caused by federal student aid will be refunded within 14 days of the date the credit balance first occurred on the student account.

MISCELLANEOUS FINES

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

FINANCE PETITION COMMITTEE

Alliant's Finance Petition Committee reviews requests for the tuition and fee exceptions. Exceptions will only be made 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 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 Finance, and Student Financial Aid. 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 only review any petitions that are submitted after/before that date if there are extenuating circumstances as determined by the committee;
2. The petition must be submitted through the Student Hub's, Finance Petition Committee Request Form;
3. Any appropriate add/drop forms, and any supporting documentation should be submitted to finpetitioncomm@alliant.edu, or faxed to 858-635-4775 within that 30-day period.
4. 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.

GRIEVANCES & DISPUTE RESOLUTION – ARBITRATION PROCESS

Students who have a problem, concern, or dispute are encouraged to follow the Problem Solving and Dispute Resolution Guideline and/or the Student Consumer Complaint Process outlined in the current Academic Catalog. Except as expressly excluded, students and Alliant agree that any dispute or claim between the student and Alliant International University (or any company affiliated with Alliant International University, or any of its officers, directors, trustees, employees or agents) arising out of or relating to enrollment or attendance at Alliant, including making of a Direct Loan or provision of educational services for which the student received title IV funding, whether such dispute arises before, during, or after the student's attendance and whether the dispute is based on contract, tort, statute, or otherwise, shall be, at the election of any such named party, submitted to and resolved by individual binding arbitration pursuant to the terms described herein.

Any named party may elect to pursue arbitration upon written notice to the other parties. Such notice must describe the nature of the controversy and the remedy sought. If any party elects to pursue arbitration, it must initiate such proceedings with the American Arbitration Association ("AAA"), which will serve as the arbitration administrator pursuant to its Commercial Arbitration Rules.

Students and Alliant agree that neither will elect to arbitrate any undividable claim of less than the relevant jurisdictional threshold that may be brought in small claims court (or in a similar court of limited jurisdiction subject to expedited procedures). If such claim is transferred or appealed to a different court, or if the claim exceeds the relevant jurisdictional threshold the defending party reserves the right to elect arbitration and, if it does so, the claimant(s) agree to submission of the matter to binding arbitration pursuant to the terms of this Section.

IF ANY PARTY ELECTS ARBITRATION, NO PARTY WILL HAVE THE RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY, EXCEPT AS PROVIDED IN THE APPLICABLE ARBITRATION RULES, OR OTHERWISE TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT (OTHER THAN IN SMALL CLAIMS OR SIMILAR COURT, AS SET FORTH IN THE PRECEDING PARAGRAPH, OR IN AN ACTION TO ENFORCE THE ARBITRATOR'S AWARD). FURTHER, STUDENTS WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS OF CLAIMANTS PERTAINING TO ANY CLAIM SUBJECT TO ARBITRATION. THE ARBITRATOR'S DECISION WILL BE FINAL AND BINDING AND JUDGMENT ON THE AWARD RENDERED BY THE ARBITRATOR MAY BE ENTERED IN ANY COURT HAVING JURISDICTION THEREOF. OTHER RIGHTS THAT STUDENTS OR ALLIANT WOULD HAVE IN COURT ALSO MAY NOT BE AVAILABLE IN ARBITRATION.

The arbitrator shall have no authority to arbitrate claims on a class action basis, and claims brought by or against you or any student may not be joined or consolidated with claims brought by or against you or any other person. Any arbitration hearing shall take place in the federal judicial district in which the student resides, if the student resides in California. If the student does not reside in California, including if the student resides outside of the United States of America, arbitration hearings shall take place in the federal judicial district for the southern district of California. Each party will bear the expense of its own attorneys, experts and witnesses, regardless of which party prevails, unless applicable law gives a right to recover any of those fees from the other party. If the arbitrator determines that any claim or defense is frivolous or wrongfully intended to oppress the other party, the arbitrator may award sanctions in the form of fees and expenses reasonably incurred by the other party (including arbitration administration fees, arbitrators' fees, and attorney, expert and witness fees), to the extent such fees and expenses could be imposed under Rule 11 of the Federal Rules of Civil Procedure.

The Federal Arbitration Act (FAA), 9 U.S.C. §§ 1, et seq., shall govern this arbitration provision. This arbitration provision shall survive the termination of this agreement and your relationship with Alliant International University. 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 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

Students shall not be required to participate in arbitration, or any internal dispute resolution process offered by Alliant prior to filing a borrower defense to repayment application with the Department of Education pursuant to 34 CFR § 685.206(e). Further, students shall not be required to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR § 685.206(e), at any time as part of this agreement.

Any arbitration, required by this agreement, tolls the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR § 685.206(e)(6)(ii).

Students with questions or a potential claim may contact the University Chief Compliance Officer, Afshin Afrookhteh at Compliance@Alliant.edu.

FINANCIAL AID

The Office of Alliant Financial Aid Administration 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 Alliant Financial Aid Administration Office. In partnership with University, Federal, State, and outside organizations, the Alliant Financial Aid Administration Office coordinates the administration of all students' 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.

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 Alliant Financial Aid Administration Office 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 session 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 stipend of the funds greater than the tuition and fees.

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 Alliant Financial Aid Administration Office at (858) 635-4700 (phone), (858) 635-4848 (fax), or e-mail AFAA@alliant.edu.

TYPES OF AID AVAILABLE

Alliant participates in the following financial aid programs:

Federal Aid

Federal Pell Grant

This type of grant is usually awarded to undergraduate students who have not earned a Bachelor's or professional degree and have exceptional financial need, as determined by the results of the FAFSA calculation. The amount of financial aid you can receive from a Pell Grant depends on your need, whether you are a part-time or full-time student, and may vary from year to year depending on your course load. Generally, the annual award is capped and will only cover a portion of your tuition. If the Pell Grant is an option for you, keep in mind that you can only receive a Pell Grant for 12 semesters (6 years).

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 Teach Grant

Students in teaching credential programs can apply for the Teacher Education Assistance for College and Higher Education (TEACH) Grant. The TEACH Grant is available to undergraduate, post-baccalaureate and graduate students that are enrolled in programs leading to a teaching career. Students that are interested in applying for this grant must complete the Teach Grant application available on the Alliant Student Hub.

In order to qualify for the grant, students must complete Teach Grant Counseling and sign an Agreement to Serve and agree to teach for at least four academic years within eight years of completing their degree or last day of attendance, in either a high-need field or an elementary school, secondary school or educational service agency that serves low-income families. High-need fields include: bilingual education and English language acquisition, foreign language, math, reading, science and special education.

This grant may become an unsubsidized loan if the student does not complete the necessary requirements after leaving school as indicated in the Agreement to Serve.

Federal Work Study Program (FWS)

Federal Work Study (FWS) is an employment program largely funded by the federal government and supplemented by employer contributions. The goals of the FWS 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. All students, including doctoral extension students are eligible to work under FWS if they are enrolled at least half-time (as defined in the catalog). 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 class schedule, and the number of hours worked. Students will be awarded work study based on the date the FAFSA is received. If students are not offered Federal Work Study initially, they may add their name to the FWS waitlist which is located on the Alliant Student Hub.

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, childcare, 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 an 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

Students and/or parents that enter into an agreement regarding Title IV, HEA loans will have the loan information submitted to the National Student Loan Data System and the information will be accessible by authorized agencies, lenders and institutions.

The following information pertains to the Federal William D. Ford Direct Loan:

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, 2023, the interest rate for a Subsidized and Unsubsidized Stafford loan for undergraduate students is 5.50% fixed rate.

The fixed interest rate for Federal Direct Unsubsidized Loans for graduate students starting July 1, 2022 is 7.05%.

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	0	12,500
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 Entrance Counseling at www.studentloans.gov for their first loan at Alliant International University. Starting 2021-22 all students that borrow federal loans will be required to complete the Annual Student Loan Acknowledgment at student.gov.

Lifetime Maximum Loan Limits

	Subsidized	Unsubsidized
Undergraduate	$23,000	$57,500, including subsidized
Graduate	$0	$138,500, including subsidized
Clinical Psychology PhD, PsyD	$0	$224,000, including subsidized
Credential	$0	$57,500, including subsidized

Federal GRADPLUS for Graduate Students

The Federal GRADPLUS for Graduate students is a federal loan program. The interest rate is 8.05% as of July 1, 2023. Interest is charged on the loan within 60 days that the disbursement is made to the school as it is with the unsubsidized Direct. Rates are subject to change each July 1. 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 8.05% as of July 1, 2023. Rates are subject to change each July 1. 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.

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 Alliant Financial Aid Administration 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 after their first year and a stipend for books and supplies starting their first year of eligibility.

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 Alliant Financial Aid Administration as soon as possible

Golden State Teachers Grant

The Golden State Teacher Grant program (GSTG) is for students who are currently enrolled in an education program working toward their preliminary teaching credential or pupil personnel services (PPS) credential and committed to working at a priority school, in California for four years, within eight years after completing the program. Golden State Teachers Grant will be certified for August, October, January and March.

GSTG awards of up to $20,000 are available to eligible, currently enrolled students in California Commission on Teacher Credentialing (CTC) approved teacher preparation programs. Campuses and program administrators will verify applicants' enrollment status. Apply for a 2023-24 Golden State Teacher Grant here: https://gstg.csac.ca.gov.

INSTITUTIONAL AID

Institutional Scholarships & Grants

Alliant 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. Specific information on institutional scholarships and grants is available at: https://alliant.scholarships.ngwebsolutions.com/CMXAdmin/Cmx_Content.aspx?cpId=997.

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 (https://www.finaid.org/) and Studentaid.gov. 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. SAI Estimator, an online calculator that computes an estimate of the student's Student Aid Index 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

OTHER AID SOURCES

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 Alliant Financial Aid Administration. 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.

For additional scholarship resources, visit https://www.alliant.edu/admissions/financial-aid-and-scholarship-resources.

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 and complete FERPA training each year prior to beginning work at the University.

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 Alliant Financial Aid Administration for further details.

FINANCIAL AID FOR CONSORTIUM AGREEMENT COURSEWORK

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.

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 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 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 session. Any questions regarding delay in financial aid refund after aid has disbursed to the student's statement should be directed to the Student Finance office. Students must show attendance in all courses enrolled for the payment period. Students will have their financial aid disbursements placed on hold if not all requirements are met.

Special Provision for Books and Supplies

Alliant provides a way for students who are eligible for federal financial aid (FSA) funds to obtain or purchase the books and supplies required for the payment period. You may be eligible for a books and supplies voucher by the seventh day of the term if:

- 10 days before the term begins you are eligible for disbursement (i.e., the payment of your financial aid) and Alliant could disburse FSA funds; and
- You will have a credit balance (i.e., money left over) after your financial aid is applied to your tuition, fees, and other school charges as applicable.

To be eligible to receive the voucher for books and supplies, a student must meet all the following criteria:

- Awarded and award accepted
- Registered for courses at least half time as defined in the catalog
- Entrance counseling and Master Promissory notes completed for awards
- All documents submitted to the financial aid department, such as citizenship, selective service, or verification as requested

Funds advanced to students will be based on the allowance for materials used in estimating the student's cost of attendance. Students may opt out and decline to participate in this option.

Students on internship only will not be eligible for the books and supplies voucher. If you do not attend or withdraw prior to the aid disbursal to your student ledger you will be responsible to return to the university any voucher funds advanced.

Alliant reserves the right to update this policy based on federal regulations.

Please contact the Student Finance Office at SF@alliant.edu or call 858-635-4700 if you have questions on whether you would be eligible for the books and supplies fund voucher.

THE APPLICATION PROCESS FOR FEDERAL, STATE AND INSTITUTIONAL FINANCING PROGRAMS

This section applies to U.S. citizens and eligible non-citizens 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 eligible non-citizens 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 their 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 "Student Aid Index," or SAI. 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 dependency questions on the FAFSA application. The FAFSA requests information from the previous year tax return and students that have experienced a loss of income due to involuntary reasons may request to have their current income evaluated by sending an email to AFAA@alliant.edu giving the reasons of the request and supporting documentation.

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 Alliant Financial Aid Administration.

If a student does not complete the financial aid process in advance of their last date of attendance, they forfeit 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 https://studentaid.gov/h/apply-for-aid/fafsa.

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:

Complete the Free Application for Federal Student Aid (FAFSA). You may complete the FAFSA online at https://studentaid.gov/h/apply-for-aid/fafsa. 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.

California Residents: Undergraduate California residents who have not been offered 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 Alliant Financial Aid Administration 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 offer letter after they are placed in the confirmed status.

Students may request reinstatement of aid or additional funding no later than 2 weeks prior to the last day of the current semester, trimester or 8-week term.

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

- Student Aid Index (SAI)

= 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 Student Aid Index 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.

Students that have other expenses such as medical, day care costs, and other costs for education may request to have those considered to be included with their financial aid budget by submitting an email to AFAA@alliant.edu giving the requested costs to be considered and supporting documents. Additional mandatory fees may be included in financial budgets based on program.

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

In most cases, these budgets are for four 8 week terms/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.

Cost of Attendance for San Diego Undergraduate

	Off Campus	With Parents
Tuition (Full time)	$13,944	$13,944
Fees	$360	$360
Books	$1,062	$1,062
Personal Costs	$936	
Housing	$14,793	$0
Food	$7,353	$11,493
Transportation	$962	$1,791
Miscellaneous	$4,968	$4,725
Loan Fees	Varies by loan amount borrowed	Varies by loan amount borrowed
Total Cost of Attendance	**$44,382**	**$33,375**

Cost of Attendance for Graduate students

San Diego, San Francisco, Irvine

Tuition	Varies by program and units taken
Fees (Full time)	$360
Books	$2,250
Personal Cost	$24,030
Housing	$23,760
Food	$6,363
Transportation	$4,500
Miscellaneous	$4,968
Loan Fees	Varies by amount borrowed
Total Personal	**$39,591**

Los Angeles, Sacramento, Fresno, Online

Tuition	Varies by program and units taken
Fees (Full time)	$360
Books	$2,250
Personal Cost	$24,030
Housing	$17,667
Food	$6,363
Transportation	$4,500
Miscellaneous	$4,968
Loan Fees	Varies by amount borrowed
Total Personal	**$36,108**

Cost of Attendance for Phoenix

BS Nursing General Education Courses

Tuition	Varies by Program and units enrolled
Fees	$310
Books	$938
Personal Cost	$24,030
Housing	$17,667
Food	$6,363
Transportation	$4,500
Miscellaneous	$4,968
Loan Fees	Varies by amount borrowed
Total Personal Costs	**$34,746**

BS Nursing Core Courses

Tuition	**Varies by Program and units enrolled**
Fees	$1,040
Books	$800
Personal Cost	$24,030
Housing	$17,667
Food	$6,363
Transportation	$4,500
Miscellaneous	$4,968
Loan Fees	Varies by amount borrowed
Total Personal Costs	**$35,338**

MS Nursing

Tuition	**Varies by Program and units enrolled**
Fees	$1,040
Books	$772
Personal Cost	$24,030
Housing	$17,667
Food	$6,363
Transportation	$4,500
Miscellaneous	$4,968
Loan Fees	Varies by amount borrowed
Total Personal Costs	**$35,310**

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 and Trimester-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 99000 and above range, with the exclusion of 99400 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
5. California School of Professional Psychology students enrolled in PSY73600 (3 units) are considered half-time

Students enrolled less than half-time are not eligible for the Federal Direct Loan programs.

Term-based Programs (8-week terms)

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 = 4 units of required coursework for degree completion per term
3. Graduate students enrolled in dissertation/project courses in the 99000 and above range, with the exclusion of 99400 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
5. California School of Professional Psychology students enrolled for 1.5-units or more of internship for the PhD Organizational Psychology program are to be engaged in the internship at least 30 hours per week and 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
4. California School of Professional Psychology students enrolled in PSY73600A are considered half-time.

5. California School of Professional Psychology students enrolled for 1-unit of internship for the PhD Organizational Psychology program are to be engaged in the internship 20 hours per week and are considered half-time

Students enrolled less than half-time are not eligible for the Federal Stafford Loan program in financial aid.

Dissertation Extension

Three (3) units of dissertation extension qualify students as full-time enrollment and for full-time federal financial aid. Students may receive financial aid for dissertation extension for a maximum of eight (8) terms/four (4) semesters.

Federal Financial Aid for Repeated Classes

Students may be eligible to receive federal financial aid for retaking a course they did not successfully complete. Repeat courses that have received a previous passing grade will not be considered for financial aid and will have to be paid for by the student. If you have questions about whether a repeated course is eligible for financial aid, please contact Alliant Financial Aid Administration Office at AFAA@alliant.edu. Please note that when determining aid eligibility for a session, some repeated classes may be excluded from the financial aid-eligible credit count.

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.

Repayment of Loans

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

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 Alliant Financial Aid Administration sets policies and standards that students are required to adhere to per the guidelines published by the National Association of Financial Aid Administrators. Specifically, Alliant Financial Aid Administration 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 Financial Aid Administration conduct reviews of student progress at the following time periods to determine if students are making Satisfactory Academic Progress (SAP) towards earning their degree and therefore remain eligible for federal financial aid.

Programs that take one year or less to complete students will be reviewed after each payment period.

Programs greater than one year to complete will be reviewed each academic year. An academic year for the 8-week sessions is 4 8-week sessions and for the semester/trimester will be 2 semester/trimester.

These SAP standards may be different from, and at times, more 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 a 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.

Dissertation Extension Maximum Semesters/Sessions
Students attending dissertation extension may only be considered for Federal financial aid for four semesters or eight 8-week sessions. Students will be notified by the Financial Aid Administration office when they have reached their last terms of eligibility. Students that attend dissertation extension beyond the allowed terms will be sent a financial aid disqualification letter.

Review Process

The Alliant Administrative Financial Aid Office will review students' academic records each award year or payment period depending on the length of the program to completion after grades are posted to determine whether all SAP standards have been met. Students in Financial Aid Probation status will be reviewed at the end of each payment period.

Warning Status

For students that are attending programs that are 1 year or less to complete and do not meet the SAP requirements for a pay period they will be placed on 1 session of Warning. If the student does not meet the requirements after the Warning session, they will be considered SAP disqualified.

Failure to Meet SAP Standards

Students who do not meet all SAP standards will lose eligibility for federal financial aid and receive an email to their personal and Alliant email from the Alliant Financial Aid Administration placing them on Disqualification Status for purposes of federal 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 to remain eligible for financial aid.

Appeals can only be made only based on extenuating factors such as student's injury or illness, death of a relative or other special circumstances 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 their academic program moving forward due to changed conditions and/or circumstances; and
3. Any additional information requested by the committee.
   Financial Aid Probation

Financial Aid Probation status will be given to any student in a financial aid Disqualification Status who 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 who 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 but may apply for other outside resources such as scholarships or private education loans or pay cash.

Probation students may be required to re-take coursework previously completed and may 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.

UNUSUAL ENROLLMENT HISTORY REQUIREMENT

The U.S. Department of Education has established regulations to prevent fraud and abuse in the Federal Pell Grant and Direct Federal Student Loan Program by identifying students with "unusual enrollment histories". Unusual enrollment history ("UEH") is defined as a student who enrolls at a school, receives federal student aid, fails to complete classes and then attends another school. While some students with an unusual enrollment history may have legitimate reasons for their enrollment at multiple institutions, such an enrollment history requires the Financial Aid Office to review the student's file in order to determine future Federal financial aid eligibility.

Once the FAFSA is processed a student may be selected and required by the Department of Education to submit transcripts from previously attended schools where federal aid was received. If selected by the Department of Education, this must be resolved before a student with UEH will receive financial aid. After reviewing of the transcripts, if it is found that a student has received aid but not successfully completed many of their courses at the previous colleges, a student may be placed on financial aid disqualification and required to submit a Satisfactory Academic Progress appeal to be considered for federal aid at Alliant. The appeal must be submitted to the Director of Financial Aid with supporting documentation of the extenuating circumstances that prevented the student from successfully completing courses at their previous schools.

If approved, the student will be placed on financial aid satisfactory academic progress probation for the first 4 8-week sessions or 2 semesters and must meet the Financial Aid Satisfactory Academic Progress set for their program of study each session or semester. Students with UEH who fail to meet the standards during the established timeline, may be financial aid disqualified.

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 they 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.

REFUND POLICIES

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 for which the student was charged. If the student has completed more than 60% of the session 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 up through the 60% of the session 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 30 calendar days from the date of withdrawal/dismissal.

Tuition Refund Policies

If a student drops a course they 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 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
1	100%	100%	100%
2	75%	80%	87%
3	63%	70%	80%
4	50%	60%	73%
5	38%	50%	67%
6	0%	40%	60%
7	0%	0%	53%
8	0%	0%	47%
9	N/A	0%	40%
10+	N/A	0%	0%

After a credit balance occurs on a student account, refunds and return of funds to lenders and third-party payers, 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.

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, Alliant Financial Aid Administration is required to calculate how much Title IV student financial aid a student has earned based on the period they were 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).

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 their 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 stipend

which will be sent to the student within 14 days of the credit showing on the university student statement. 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.

Post-Withdrawal Disbursement

If a student has earned financial aid that has not been disbursed, they may still have the funds disbursed within 30 days that the school determines the student has withdrawn for loans and 45 days for the Pell grant. The Alliant Financial Aid Administration will contact the student by email if documents are needed, i.e., verification, citizenship, etc. and to ask if the student wishes to receive the financial aid after withdrawal. The student has 14 days to accept or decline any loan after it is offered.

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

Students on Approved Academic Absence will be considered/reported as Withdrawn for enrollment purposes. Approved Academic Absence is not considered a Leave of Absence for financial aid purposes. Financial aid recipients who are on an Approved Academic Absence during a session will be expected to complete all Exit counseling (see Financial Aid Refund Policy section). Students will be expected to start repayment 6 months from their last day of attendance.

ACADEMIC POLICIES

ACADEMIC CALENDAR AND DEADLINES

Students are required to follow all academic and administrative deadlines listed in the Academic Calendar and other University, school, and program publications and communications. The most up-to-date Academic Calendar can be found on the Alliant website.

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 ENG09990 and/or MTH09990 is required.

Dean's List

Undergraduate students enrolled full time whose session GPAs are 3.5 or over will have a designation of Dean's List on their transcript. The GPA to qualify for the Dean's List is based on quality units. 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 and transcripts. 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.

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.

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.

COURSE INFORMATION

Course Numbering

Certain courses may also have individual course prerequisites.

00000-09999

Pre-baccalaureate developmental courses. Courses are not applicable to degree requirements.

10000-29999

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.

30000-49999

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.

50000-59999

Prerequisite courses for master's and doctoral programs.

60000-99999

Graduate level courses open to holders of a baccalaureate degree subject to prerequisite or other requirements as stated in program or course descriptions.

- 60000-79999 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.
- 80000-99999 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

For independent study courses not already listed in the catalog, the following numbers may be used:

(Disciplinary prefix) 175xx, 275xx
Used for lower division undergraduate courses

(Disciplinary prefix) 375xx, 475xx
Used for upper division undergraduate courses

(Disciplinary prefix) 675xx, 775xx
Used for graduate courses at either master's level or doctoral level

(Disciplinary prefix) 875xx, 975xx
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 may be used for Special Topic courses:

(Disciplinary prefix) 19990, 29990
Used for lower division undergraduate courses

(Disciplinary prefix) 39990, 49990
Used for upper division undergraduate courses

(Disciplinary prefix) 59990
Used for prerequisite courses to master's and doctoral programs

(Disciplinary prefix) 69990, 79990
Used for master's courses

(Disciplinary prefix) 89990, 99990
Used for doctoral courses

Fast-Track Courses

A Fast-Track course is a course taken in an undergraduate or master's program that meets the requirements of a masters or doctoral level program course respectively. 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.

Applicants should review the required prerequisite courses in the relevant program catalog page.

Required Prerequisite Courses

In some cases, prerequisite courses may be a requirement prior to registration in more advanced coursework. Course prerequisites are noted in the course description section of this catalog.

Course Content & Syllabi

Courses listed in this Catalog are not always available each session 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 sessions or distributed at the start of a session 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 substantive changes in a timely manner and provide an updated syllabus.

Course Sequence

Curriculum plans and course sequence are subject to variation depending on a student's start session. Students must complete all coursework required for their program as set forth in their individual master plan of study.

Independent Study

An independent study is used when a student has been approved to substitute instruction in a course content area that is otherwise not a current part of their curriculum. To receive credit for independent study, the student must develop a written learning plan with a faculty member that 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.

Online Course Feedback

Students enrolled in online courses will receive grades/scores and comments on submitted assignments within 4 days of the last day of the week unless the instructor notifies students otherwise.

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 3 hours of academic work per week by a student for one regular semester or trimester, 5.625 hours of work per week by a student for an 8-week term, or its equivalent for alternate calendar if used, 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, laboratories or the equivalent, practica/internships/field training/student teaching, supervised research/scholarship, and independent study. Hours spent may vary by degree level, discipline, type of course, and type of assignments.

Credit Hour: Minimum Expectation

The academic work for each course should reasonably approximate not less than the amount of academic work described below:

On-ground face-to-face courses

One credit hour represents a class that meets as described:

- 15-week semester or trimester calendar: the course 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 a total of 45 hours, or
- 8-week term calendar: the course meets weekly for 1.875 hour of direct or indirect faculty instruction plus student engagement in academic learning and scholarship for 3.75 hours each week for a total of 45 hours, or
- Alternate calendars: the equivalent in alternate calendar courses, if offered.

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:

- 15-week semester or trimester calendar: students will be engaged in academic learning and scholarship for 3 hours per week for a total of 45 hours, or
- 8-week term calendar: students will be engaged in academic learning and scholarship for 5.625 hours per week for a total of 45 hours, or
- Alternate calendars: the equivalent in alternate calendar courses, if offered.

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.

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).

Laboratories or the equivalent

For labs in which credit is assigned separately from the didactic portion of the course, one credit hour is:

- 15-week semester or trimester calendar: the equivalent of 3 hours a week of student engagement in academic learning and scholarship for a total of 45 hours,
- 8-week term calendar: the equivalent of 5.625 hours a week of student engagement in academic learning and scholarship for a total of 45 hours, or
- Alternative calendar: the equivalent in alternate calendar courses, if offered.
- For SNHS courses with labs: labs total 30 hours per credit hour divided by the number of weeks in the term/trimester.

Independent study

One credit hour is:

- 15-week semester or trimester calendar: the equivalent of 3 hours a week of student engagement in academic learning and scholarship with direct and indirect instruction from faculty for a total of 45 hours,
- 8-week term calendar: the equivalent of 5.625 hours a week of student engagement in academic learning and scholarship with direct and indirect instruction from faculty for a total of 45 hours, or

- Alternative calendar: the equivalent in alternate calendar courses, if offered.

Other

Any courses which do not fall within these categories should meet the basic definition of a credit hour.

Credit Hour: Courses by Degree Level

Application of this policy to course levels:

Undergraduate courses

Minimum expectations are described in the Credit Hour: Minimum Expectations section of this policy.

Graduate courses

Graduate courses require higher levels of performance including critical thinking, independent research, and professional level expectations. Credit hour requirements must meet disciplinary expectations for courses as well as institutional minimum standards:

- Masters/Credential Courses: Credit hour minimum requirements. Courses require a minimum of 2 or more hours outside the class for each hour in class/online. Work outside the classroom is expected to be at a greater depth and breadth than baccalaureate level work and focus on primary sources, and higher order scholarly and professional activities.
- Doctoral Courses: Credit hour minimum requirements: courses require a minimum of 2 or more hours outside the class for each hour in class/online. Work outside the classroom is expected to be at a greater in depth and breadth than baccalaureate level work and focus on primary sources, and higher order scholarly and professional activities.
- Certificate Courses: Courses will meet expectations of the certificate level (bachelors, master's or doctoral).

TRANSFER CREDIT

Transfer credits may be accepted from U.S.-based institutions with either regional or approved national accreditation. All transfer credits must carry college-level academic credit. Alliant does not accept credit for correspondence courses, audited courses, vocational or technical courses, remedial/developmental high school courses and other courses below collegiate level even if the courses were completed at an accredited institution of higher education.

Transfer Credit Requirements

All transfer credit will be based on an individual evaluation of a student's official transcripts. 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.

Requesting Credit

Requests for transfer credit must be submitted via a signed Transfer Credit Form accompanied by official or unofficial transcripts, one week prior to the first day of instruction, with official transcripts submitted no later than the add/drop deadline. Transfer credit will be evaluated and contingent upon the final official transcript. Requests for transfer credit made after one week prior to the first day of instruction will only be accepted under extenuating circumstances and must be approved by the Dean or designee. Approval is not guaranteed.

Military coursework

There are special rules governing how Alliant awards credit for courses provided by the U.S. military. Alliant may award transfer credit for some or all military courses if the content is equivalent to a course taught at the University. Active-duty service members and veterans who have completed courses provided by the military (not courses completed at a collegiate institution), should make sure to include this information on their admission application. Students should be prepared to submit an official military transcript (e.g., JST, CCAF) during the admission process. Any credits that may be earned after admission/matriculation must be submitted for evaluation as soon as practicable. Approval is not guaranteed.

Transfer Credit Evaluation

The decision to accept transfer credit resides solely with the school. 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 of admission are not eligible for transfer. Some programs may have more stringent transfer policies and timelines.

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. Although some students are permitted to 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.

Students who transfer courses with more units than the equivalent Alliant course cannot apply excess units to an additional Alliant course. The only exception is if the equivalent Alliant course is sequenced (i.e., A and B) and the transfer course units cover more than one course in the sequence.

Courses taken in the quarter system for the same or higher unit value than the equivalent course at Alliant will, if approved, be considered as having satisfied the course requirement, and as such, the course will be transferred for the same number of semester units as the equivalent Alliant course.

For certificate program, refer to Academic Certificate Program section for more information.

Evaluation of Credit Not Earned in the U.S.

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 Alliant's 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.

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 completed and letter grades achieved 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/.

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.

UNDERGRADUATE TRANSFER CREDIT

Undergraduate Criteria

Undergraduate transfer credits may be accepted with a grade of 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.

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 Limits

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 60 Associate's degree units and no more than 27 non-traditional units may be accepted for a bachelor program.

Associate's Degrees Transferred from California Accredited Institutions

Transfer students who have attained an associate's degree California institutions, 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.

Non-Traditional Transfer Credits for Undergraduates

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.

National Testing Programs and ACE Recommended Courses

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. Transfer credits may also be awarded to courses with ACE recommendation.

Advanced Placement (AP) Tests

Any applicant 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

Applicants who have achieved a minimum score of 50 on General and Subject Examinations of the College Level Examination Program (CLEP) may be eligible for transfer credit. Foreign language exams require a higher score to be eligible for transfer credit. Minimum scores for foreign language exams are as follows:

- French Language (Levels 1 and 2) - Level 2 requires score of 59
- German Language (Levels 1 and 2) - Level 2 requires score of 60
- Spanish Language (Levels 1 and 2) - Level 2 requires score of 63
- Spanish with Writing (Levels 1 and 2) - Level 2 requires score of 65

DANTES Subject Standardized Tests (DSST) Credit

Applicants who have successfully passed DSST exams may be 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.

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.

Post-baccalaureate Courses

Students in a credential only or MAE with credential program should consult the Program Director regarding the eligibility of post-baccalaureate courses for transfer credit. Transfer credit is subject to review and approval by the Program Director.

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.

Undergraduate Process

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 TRANSFER CREDIT

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: No more than 20% of graduate semester units or the equivalent in other units awarded by another institution may be transferred for credit toward a master's degree and credential programs. 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.

Any unit adjustment to student registration as a result of approved transfer credit 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.

Extension Courses

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.

Transfer Credit into Doctoral Programs

No more than 30 graduate semester credits or its equivalent awarded by another institution may be credited toward a doctoral degree. 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 and no more than 25% of the program's total unit requirement may be transferred. Please refer to the PsyD in Marital and Family Therapy (69 unit)'s program page for the transfer credit limits for this program.

MFT Master's/Doctoral Program

Transfer credits towards the dual Master's/Doctoral Program may vary based on COAMFTE versus non-COAMFTE accredited programs. 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.

EdS Program Transfer Policy for Alumni of MAE School Counseling and School Psychology Programs

Alumni who graduated from CSOE's Master of Arts in Education-School Counseling with Pupil Personnel Services Credential or Master of Arts in Education-School Psychology with Pupil Personnel Services Credential during academic years 2017-2018, 2018-2019, and 2019-2020 are eligible to apply their units toward the Education Specialist in School Psychology with Pupil Personnel Services Credential program. Eligibility and number of credits applied will be at the sole discretion of Alliant International University.

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.

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 electives. Extension courses are not considered elective units. 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.

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.

Experiential & Prior Learning Assessment

Alliant does not award credit for experiential and prior learning assessment.

COURSE ASSOCIATIONS

Course associations may, with approval, be used to apply coursework from a previous Alliant program toward the degree requirements of a new program. Only courses completed within the last seven years may be associated to a new program. Course that are approved for association will be incorporated into the cumulative GPA calculation for the new program.

Certificate Policy

Alliant awards two types of certificates, academic credit and non-academic credit certificates. Certificates may be awarded for work at the undergraduate level, post-baccalaureate, graduate level, and post-doctoral level. Academic credit certificates may be either academic certificate programs, which are made up of a sequence of courses, or academic credit certificate courses, for which a certificate of completion is awarded.

Academic Certificate Programs

Academic credit certificate programs are short programs that require completion of a specified sequence of regular academic courses and are developed, defined and evaluated by the Schools.

Academic credit certificate programs generally require a minimum of 9 units of general content plus specialized coursework, or 9 units of specialized coursework. However, if specialized academic certificate content is pre-determined or specified by an external government agency or professional accrediting organization, a certificate may be awarded for fewer than 9 units of specialized coursework.

Students must submit an application for admission for the certificate program, and sign the corresponding enrollment agreement, no later than the last week of the session in which the second certificate course is taken. Students who are accepted are not eligible to receive transfer credits from outside of Alliant for certificate programs. Moreover, no certificate course requirements may be waived.

Certificates awarded for the completion of these programs by Alliant are verified by the University Registrar's office and posted by that office on Alliant transcripts. Credits obtained through academic certificates may be applied to appropriate academic programs.

Academic Credit Certificate Courses

Academic credit certificate courses are courses for which a certificate of completion may be earned, based on completion of one or more academic course credits at the undergraduate or graduate level.

The certificates of completion are developed, designed, and evaluated by the appropriate School. The certificates of completion awarded are not reviewed by the University Registrar's Office or posted to an Alliant transcript. Like all academic courses, these academic courses may be combined with other academic courses to fulfill requirements of a defined academic certificate program as described above.

Non-Academic Certificates

Non-academic certificates may be awarded CE units as defined below or may be offered as hours of participation. These certificates may be awarded for either participation in a workshop or training session, and/or competencies gained through such workshops or sessions. Generally, these are associated with workforce training, meeting ongoing licensure requirements or professional/personal development.

Non-academic certificates may be developed by any department but must be awarded by an academic unit of Alliant. Non-academic certificates are not reviewed by the University Registrar's Office or posted to Alliant transcripts.

CONCENTRATION MINIMUM ACADEMIC REQUIREMENTS

An academic program concentration is a coordinated set of courses and/or training that leads to demonstration of one or more learning outcomes specific to the concentration beyond the general outcomes of the program. A plan to assess the concentration must be submitted and data collected regularly to demonstrate the achievement of the concentration outcome(s). These data are collected as part of the regular assessment process.

Requirements are:

Program with no requirement for clinical supervision

1. Minimum of 3 specialized courses in the area of concentration (minimum 9 units).

Program with requirements for clinical supervision (direct service)

1. Minimum of 2 specialized courses (minimum 6 units) in the area of concentration; and
2. Minimum of 100+ hours of clinical experience with the population to be served in an approved practicum or internship setting supervised by a qualified supervisor.

UNIVERSITY CREDIT COMPLETION REQUIREMENTS

Undergraduate students must complete at least 30 units of their program at the University, including the last four terms of their program. Students in the BSN program should consult with their Program Director.

Graduate and credential students credit completion requirements at the University 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)	2 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

COMPREHENSIVE EXAMINATIONS

Programs may have 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 is a degree requirement. For more information on the examination requirements of a program, contact the program office or the advisor.

GRADES

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. The below grading system is not applicable to the San Francisco Law School. Please see the San Francisco Law School section for the Law School grading system.

A 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 desired. 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. For the majority of courses, a grade of CR ("Credit") indicates satisfactory completion of course requirements. In some courses, however (including but not limited to dissertation and thesis), completion of a sequence of courses and submission of the dissertation/thesis is necessary to meet academic requirements. Similarly, a grade of CR in each of a series of courses in the practica, internship and/or other fieldwork are generally necessary to meet academic requirements; failure to obtain a grade of credit on any one course will result in the need to repeat the entire experience (i.e., partial credit will not be granted). To obtain a grade of credit, a student must meet all requirements of the course, including but not limited to, satisfactory completion of the sequence of courses; achievement of associated competencies; submission of final evaluation by clinical/field supervisor (if applicable); clearance of a dissertation/thesis by the library (if applicable), etc. It is imperative that students review course syllabi for any additional requirements to meet academic progress.

CT Credit by transfer.

I Incomplete. Given only in extenuating circumstances. Work must be completed by the end of the succeeding session.

IP In Progress. To be used for certain practica and internships.

IS In Session.

MP Marginal Pass. The student's accomplishments, although passing, were inadequate in several important respects. Minimal requirements of the course were met but with serious deficiencies.

NC No Credit. The student has not achieved the minimum expectations of course competency objectives. The NC is not to be used in situations in which a grade of F is justified, and is not used in computing grade point averages. A standard required course in which a No Credit grade is earned must be repeated. For dissertation or thesis, receipt of a No Credit grade will require development of a remediation plan. If the No Credit grade is for a course that is part of a sequence (i.e., practica, internship/field experience course), the entire sequence of courses may need to be repeated.

NR No Report. Indication (to be used only by the Registrar) that as of the deadline for submitting grades, none had been received. See "Grade Reporting".

W Withdrawal. Grade given to courses from which a student is withdrawn after the scheduled drop period, but with an effective date prior to the withdrawal deadline specified in the academic calendar.

WF Withdrawn-Fail. Grade given for courses from which a student is withdrawn after the withdrawal deadline. Counted as an "F" in GPA calculation.

WV Course Waiver. The course requirement has been waived, but this does not reduce the unit requirements for the program. Any units associated with the waived course must be made up with additional elective coursework.

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, they 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.

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 session 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.

Grading Policy

Minimum Grade Requirement

Graduate Programs

The following applies to all Alliant schools except for San Francisco Law School.

- For CSPP programs, except Master of Arts in Marital and Family Therapy (MFT) and the Master of Science in Clinical Psychopharmacology (MSCP), CSFS Doctoral and Master's programs, as well as CSOE programs, candidates must retake courses for which they have received below a B-.
- For all other programs, candidates must retake courses for which they have received below a C-.

Undergraduate Programs

Candidates must retake courses for which they have received below a D-.

Minimum Levels of Achievement

The following applies to all Alliant schools except for San Francisco Law School. In addition to Alliant policies regarding the assignment of grades, graduate candidates must achieve all program competencies in order to graduate. Candidates 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, candidates 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. Candidates 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. Students who receive one or more C+ grades or below in a single session and who do not have additional potential challenges to academic standing (as detailed in the University's Student Evaluation and Review, SERC, policy) may be placed on a remediation plan approved by the Program Director. Students who receive C+ grades or below and who also demonstrate additional challenges to academic progress, will be referred to SERC.

Course remediation does not result in a change of the original grade earned unless the candidate successfully repeats the course as part of the remediation plan. Generally, candidates must repeat a course for which they do not receive credit. Both grades remain on the transcript. If the course in which the candidate failed is an elective and/or is not offered again in the next two sessions (as applicable), the candidate may seek approval from the Program Director to take an academic absence or 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.

Candidates 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 session, 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 Grades

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 designee or relevant academic administrator. International students should consult with ISSO at isso@alliant.edu if they are in the last term/semester/trimester of their program.

Only students who have completed all coursework and attendance up to the 75% mark 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 designee 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 for completion is no later than the end of the following session (based on the length of the course), excluding the summer for semester programs only. 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 Dismissal or Financial Aid Disqualification.

An approved academic absence does not extend the deadline for completion of an incomplete. Students whose deadline falls within a period of approved academic absence and are unable to finish the incomplete by the deadline, may petition for a late withdrawal from the course in which the incomplete was received. An academic exception form requesting the late withdrawal must be submitted prior to the incomplete deadline. Students may also petition for a tuition waiver through the Finance Petition Committee.

In Progress Grades

In Progress (IP) grades are only used for internship and practicum when the internship or practicum cannot be completed in the session in which the student was registered. The maximum time limit for an "IP" grade is one semester/trimester or two terms 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.

Grade Substitution

Students may be permitted a maximum of four total course retakes per academic program to improve their academic record. Each academic program maintains sole discretion in determining the eligibility of the student or the course for retake. All grades earned will remain on the student's transcript, and when students retake a course the higher grade earned will be used to compute the grade point average. No single course may have a grade substitution for the GPA calculation more than once (the original registration and one subsequent registration) without approval from the Dean or designee.

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, a repeated course must use the same grading type. Certain courses designed to be taken multiple times for credit (e.g., special topics courses, or general electives) will not be recognized as repeats even if the student takes the same topic more than once. Both grades will be calculated in the GPA.

Students will be responsible for tuition and fees related to repeated courses. If you have questions about whether a repeated course is eligible for financial aid, please contact the Financial Aid office at AFAA@alliant.edu. Please note that when determining aid eligibility for a session, some repeated classes may be excluded from the financial aid-eligible credit count.

Grade Reporting

Instructors are required to submit grades for each session. 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.

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 seek to resolve any grading concerns with their instructor and appeal a final course grade as permitted under this policy.

General Principles

Students are encouraged to seek advice in matters of concern about grades first from their instructor, and then Program Director, or Dean, in order. If the Program Director is the course instructor, the student should seek advice from the Dean or designee.

The formal grade appeal process is a serious procedure which should only be initiated when the grade assigned does not reflect the criteria for grading as outlined by the instructor. Specifically:

1. An obvious error in calculation.
2. The instructor graded on some basis other than performance in the course. If bias or discrimination based on a protected characteristic is alleged, an investigation by the Office of Student Services precedes the grade appeal.
3. The grade represents a substantial departure from the instructor's written standards.

Grade Appeals Process

Students should attempt resolution of grade concerns with the course instructor no later than five (5) business days of the official posting of the grade. Informal resolution must be based on evaluative concerns and not on late submitted work.

In the event that resolution is not reached, the student has the responsibility to provide clear and convincing evidence that the grade was based on factors listed in General Principles (1-3) above. The student must submit a written request for a grade appeal to the Program Director or equivalent within ten (10) business days of the official posting of the grades.

Within five (5) business days, the Program director will review the appeal and determine whether any of the factors 1-3 are present. At the discretion of the Program Director a grade appeal panel may be formed to assist in the review of the appeal within ten (10) business days. The Program Director determines if a grade change is appropriate and submits a grade change form to Registrar's Office with notice to the student and instructor. If the Program Director denies the grade appeal, the student has (5) business days from notification to appeal the decision to the Dean. Within five (5) business days the Dean will review the appeal and determine whether any of the factors 1-3 are present. At the discretion of the Dean a grade appeal panel may be formed to assist in the review of the appeal within ten (10) business days. The Dean determines if a grade change is appropriate and submits a grade change form to Registrar's Office with notice to the Program Director, student and instructor. The decision of the Dean is final and may not be appealed.

ENROLLMENT POLICIES

Cross Campus and Program Enrollment

Students must complete the Cross Campus and Program Enrollment form in order to register in a course at another campus or program that is not already approved for their program (cross listed).

Continuous Enrollment

Continuous enrollment is defined as being enrolled in and attending courses during all required sessions. All students must maintain continuous enrollment during the full academic year; this includes all required terms/semesters/trimesters in the Fall, Spring, and Summer (if required by program). Students in programs that require summer session enrollment must be registered and attending courses to be continuously enrolled.

Students who wish to take any required session 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 have completed all required coursework and only need to complete non-coursework requirements will be administratively withdrawn until completion of all pending program requirements has been confirmed.

Students must complete all degree requirements within 365 days of their last date of attendance to be graduated.

DISSERTATION

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 on the dissertation clearance form, indicating that the dissertation is complete. Once the dissertation has been cleared by the library, no changes can be made to the student's dissertation or doctoral project.

Dissertation Sequence Registration

Students are expected to complete their dissertation while enrolled in the dissertation sequence within their curricula. Students in semester programs that do not require summer enrollment 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 course is optional and the unit does not apply toward the dissertation sequence; it does not qualify for financial aid. Students who have completed all dissertation sequence courses for their program are not eligible to enroll in the one unit summer dissertation supervision course (see Dissertation Extension Registration section).

Dissertation Continuous Registration

Students must enroll in their dissertation sequence courses in accordance with their program's curriculum plan until cleared

by the library. All students are encouraged to complete their dissertation in the required dissertation sequence 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 and remain continuously enrolled in dissertation extension (excluding summer, as applicable) until the dissertation is cleared. Students must be enrolled in dissertation or extension during the session in which they defend or 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 session and the start of the next session must be registered in a dissertation sequence course for the preceding session (or in dissertation extension if all standard dissertation sequence courses are already completed) and are responsible for any associated charges.

Unsatisfactory progress while in dissertation extension may reflect unsatisfactory academic performance and result in the student being referred to the Student Evaluation and Review Committee (SERC).

Early Completion of Dissertation

Early completion of dissertation does not reduce the total unit requirement for graduation from the program. Students who complete their dissertation prior to completion of required dissertation sequence courses within the curriculum of the program must use remaining units towards elective coursework or can enroll in remaining dissertation course(s) in the master plan of study to work on professionally publishing or presenting the dissertation study. Students who choose to take elective coursework may not qualify for financial aid and should consult with their student advisor and the Financial Aid office.

Dissertation Extension Registration

Students may only enroll in dissertation extension courses if all standard dissertation sequence courses have been completed. Students who clear their dissertation prior to the end of the Add/Drop period will not have to pay dissertation extension tuition of dissertation extension fees for that session. This applies to dissertation extension students only. Dissertation extension courses do not count towards the total required units necessary to a complete a degree. There is an additional fee for students who enroll in dissertation extension beyond two semesters/ trimesters or four 8-week terms of Dissertation Extension (see Expenses and Financial Aid section).

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 while enrolled in internship. Students who elect to register in a non-required summer dissertation extension course while on internship will register for a single unit dissertation extension course.

Dissertation Extension Automatic Enrollment

Beginning January 2020, students who have completed all of their standard dissertation sequence courses but need additional time to clear their dissertation with the library, will be automatically enrolled in dissertation extension by their Student Advisor for each session until dissertation clearance is achieved.

INTERNSHIP CONTINUOUS REGISTRATION

All students are encouraged to complete their internship in the required internship sequence courses applicable to their program. Students must enroll in their internship sequence courses in accordance with their program's curriculum plan. Should students need additional time to complete their internship beyond the required internship courses, they must register for an internship extension course, and remain continuously enrolled in internship extension until the internship is completed. Students must be enrolled in internship or extension during the session in which they complete the internship. Students who complete their internship between the end of one session and the start of the next session must be registered in an internship sequence course for the preceding session (or in internship extension if all standard internship sequence courses are already completed) and are responsible for any associated charges.

ADVANCEMENT TO CANDIDACY

Advancement to candidacy occurs in some doctoral programs. 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, or the Education Specialist (EdS) programs, may petition to receive a non-terminal 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 non-terminal master's degrees at Alliant International University since they have already received master's degrees for this work in their previous programs. For students with waived coursework, any associated units must be met through additional electives. A course waiver does not reduce the unit requirements for the non-terminal degree.

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 Clinical Psychology and Marital and Family Therapy 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. 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).

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.

Note: If the student has an outstanding balance or fee, the degree will be awarded, but the diploma 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.

Requirements for CSOE PPS EdS Programs: Non-Terminal Master's Degree

Students enrolled in the CSOE PPS EdS programs must meet the following requirements to acquire a non-terminal master's degree at the time of the completion of their program.

1. Students seeking the non-terminal MAE in School Counseling must complete all of the same coursework requirements as the stand-alone MAE in School Counseling with PPS Credential. Students seeking the non-terminal MAE in School Psychology must complete all of the same coursework requirements as the stand-alone MAE in School Psychology with PPS Credential.
2. There is a credit transfer limit of 9 units for a non-terminal master's degree in school counseling or school psychology.
3. If students already have a master's degree in school counseling or school psychology, they will not be eligible for a non-terminal master's in that same area.
4. 3.0 or above cumulative grade point average and in good academic standing.
5. Passed the National Praxis Exam with a passing score for their respective discipline (school counselors - 156, school psychologists - 147).

If the above requirements are met:

1. Students in the EdS in School Counseling would be eligible to receive a Master of Arts in Education in School Counseling.
2. Students in the EdS in School Psychology would be eligible to receive a Master of Arts in Education in School Psychology.

Note: If the student has an outstanding balance or fee, the degree will be awarded, but the diploma will not be released until the balance is paid in full.

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. Students who are not making Satisfactory Academic Progress will be referred to SERC.

ACADEMIC STANDING

Students are expected to make academic and professional progress throughout their academic programs. Good Academic Standing and professional progress is defined as earning a GPA of 3.0 or higher at the graduate and credential level, 2.0 or higher at the undergraduate level, completing educational programs within required timeframes, adhering to all Codes of Conduct and professional, ethical standards

and expectations. Degrees will only be awarded to students meeting all policies and requirements, and those in Good Academic Standing. 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 at the end of each session (as applicable to the calendar of the program in which the student is enrolled) will be subject to being placed on automatic Academic Warning, or Academic Probation. The first session below the required GPA will result in the student being placed on Academic Warning. If the student fails to raise the cumulative GPA above the minimum requirement the next session, the student will be placed on Academic Probation.

For students of CSPP, CSOE, CSFS, CSML: Students who fail to meet the minimum required cumulative GPA; receive a No Credit grade in a course; receive two or more Incomplete grades; or a combination of Incomplete and No Credit grades, and does not also have one of the additional potential challenges to academic standing listed below, may be placed on a remediation plan approved by the Program Director. Students who fail to meet the minimum required cumulative GPA and demonstrates one or more the following challenges to academic progress, will be referred to SERC:

1. A no-credit in a field placement/clinical training course
2. Violation of professional or ethical conduct
3. Failure to comply with school or campus rules or procedures
4. Evidence of personal factors (interpersonal or intrapersonal functioning) that may hinder the student's professional competence
5. Little or no progress on the dissertation/doctoral project
6. Failure of comprehensive examination
7. Failure to meet academic program standards
8. Failure to complete program within the program length reflected in the catalogue

Any student who may subsequently fail to meet the conditions of the remediation plan, or may be subject to program dismissal, must be referred to SERC in accordance with Alliant's SERC policies and procedures.

For students of SFLS, the policies for student discipline can be found in the current SFLS Student Handbook.

Students enrolled in the Teacher Education program are required to adhere to the terms of the California Commission for Teacher Credentialing's (CCTC) guidelines related to CSOE Clinical Practice, as well as those that have been stated in the Teacher Education's Clinical Practice and Credentialing department's requirements which can be found in the Teacher Education Program Handbook.

Continuous enrollment in coursework, as well as in the Clinical Practice courses are required. Clinical Practice courses provide all students with the support and supervision of a Cooperating Teacher and University Mentor as required by CCTC per Standard 3. Students who withdraw and are academically withdrawn or fail any CSOE Clinical Practice course are subject to an automatic referral to the SERC and will initiate the invalidation process resulting in the removal of their CCTC intern credential.

STUDENT EVALUATION AND REVIEW COMMITTEE

The goal of the Student Evaluation Review Committee (hereinafter "SERC" or "Committee") process is to uphold academic and professional standards, program standards, and University policies and procedures regarding student evaluation. The Committee will guide students toward successful completion of their program and assist with remediation of difficulties brought to the attention of the Committee. Successful program completion requires that all students, whether enrolled in campus-based, hybrid or online programs, meet academic standards and standards of professional competence, conduct, ethics, and demeanor required by their program of study. The SERC process is utilized when concerns are raised about a student's academic sufficiency, fieldwork suitability, viability of professional judgment, or ethical or appropriate conduct in the academic learning environment. Difficulties in personal adjustment/appropriate behavior manifested outside of courses or field placement/internship are potentially relevant to a student's professional development and are also of interest to this Committee, though formal review of such cases may, depending on the specific circumstances, rest with the Non-Academic Code of Conduct Committee. To the extent that non-academic code violations impact program and/or professional standards, or a student's fitness for the profession, sanctions may be recommended by SERC and imposed by the Program Director as deemed appropriate.

The SERC is a committee that serves as a recommending body to the Program Director or equivalent. After meeting with a student and considering all information deemed relevant, a SERC's recommendations about appropriate action can include: No Action Required, Remediation Plan, Academic Warning, Academic Probation, Approved Academic Absence, Suspension or Dismissal. The Program Director or equivalent makes the final decision relative to student's status.

The Committee comprises the following members appointed by the Program Director, Dean, or designee, as applicable: Faculty members (minimum 2, including Chair) - Where appropriate, an alternate member may be identified. The student's Academic Advisor may be requested by the SERC Chair to attend the SERC meeting. If present, the advisor serves as a non-voting member.

The following nonvoting personnel may be invited at the request of the SERC Chair or the student, when deemed to be relevant:

1. Fieldwork/Internship Representative
2. Student Accessibility Coordinator
3. Designated Official for International Students

SERC meetings are academic rather than legal proceedings. The presence of legal counsel and representation of any party therefore is not appropriate and is not permitted. All SERC proceedings and related communications are governed by the confidentiality/privacy provisions of FERPA (Family Educational Rights and Privacy Act). Discussions, deliberations, decisions, and recommendations may not be shared with people outside of the Committee, other than for a legitimate educational purpose consistent with FERPA. SERC serves as an advisory body to the Program Director or designee, making recommendations for decision.

The Committee considers a broad range of student issues, including, but not limited to, insufficient academic performance and/or progress, lack of suitability for the profession, unethical or inappropriate behavior and violations of the Academic Code of Conduct.

The following are examples of reasons for referral to SERC:

Insufficient Academic Performance or Progress

Probation Status results automatically from receipt of the following:

1. For undergraduate students, a GPA below 2.0
2. For graduate students, a GPA below 3.0 or a grade of No Credit or a grade below B-

Depending on the program, a student's academic standing may be jeopardized by one or more of the following:

1. Receipt of one or more non-passing grades;
2. Receipt of two or more Incomplete grades;
3. Insufficient progress on course work or dissertation/doctoral project;
4. Failure of comprehensive, competency or preliminary examination;
5. Failure to meet academic program standards;
6. Failure to meet professional program standards.

Professional Practice Field Training Unsuitability

Fieldwork unsuitability refers to a student's behavior and/or decision-making that is unsuitable, unethical, and/or inappropriate or unprofessional for practice in the field setting, as established by the profession.

Concerns in the area of suitability for the profession include but are not limited to: lack of development of professional skills within a field context; expressions of personal issues in ways that are inappropriate to the setting; lack of sensitivity to the perspectives of people from other cultures such as diversity in religion, race/ethnicity, sexual orientation, gender identity, disability status and/or gender.

Unethical and/or Inappropriate Behavior

The University requires that all students adhere to the relevant principles of applicable professional and/or licensing body(ies) (e.g., professional association codes of ethics and the ethical requirements of professional licensing and certification boards relevant to the profession in which the student aspires to membership).

Students are expected to conduct themselves in academic and professional settings, including field training/internship and research sites, in a manner consistent with the profession's expectations. Professional conduct includes respect for all University community members (including students, administrators, staff, faculty, supervisors), as well as for all clients and personnel at training sites.

Academic Code of Conduct Violations and Infractions

(see Academic Code of Conduct in Student Rights and Responsibilities)

Procedures Governing the SERC Process

The student and the student's faculty advisor will receive written, confidential notification of the SERC meeting within five (5) business days of the referral. The student is expected to attend this meeting. Should the student fail to attend the designated meeting the SERC reserves the right to meet in the student's absence and make any appropriate recommendation that may result in decisions regarding academic status.

The meeting notification will be sent via email to the student's University email address as listed in the University's data base. The notice to appear before SERC must be sent to a student at least five (5) business days prior to the date of the meeting. An extension of the meeting time and date may be requested in writing by the student within two days of receipt of the notice.

Written notification of the meeting will include the following:

1. Time, date and place of the SERC meeting;
2. Basis for the referral, including but not limited to Specific areas of student performance and/or behavior to be reviewed at the meeting;
3. The student's rights and responsibilities in the meeting;
4. The student's right to be accompanied to the meeting by an advisor of their choice;
5. Contact information (to include address, telephone and e-mail contact information) for the relevant SERC Chair.

During the SERC meeting, the Committee and student will review the specifics of the referral. As appropriate, the Committee may also discuss with the student possible resolution(s), however, the final determination of recommendation(s) shall be made by the SERC committee after meeting with a student and considering all information deemed relevant.

A student has the right to be accompanied to the SERC meeting by one person of their choice (attorney or legal counsel not permitted), provided the Committee Chair receives advance written notice (24 hours or greater) of the person's name and relationship to the student. An invited guest attends with the understanding that their role is to provide non-verbal support to the student. Invited guests may not participate in the meeting. If the SERC chair determines the invited guest is disrupting the meeting they will be asked to leave.

A student has the right to make a formal statement and present documents and any other evidence in response to every allegation or basis for referral to SERC. For cases in which a student faces severe disciplinary actions (suspension or dismissal) AND the credibility of witnesses is central to the adjudication of the allegations, the accused student may indirectly question witnesses.

Based on the circumstances and at the discretion of SERC, students may be permitted to question witnesses in one of the following ways:

1. Questions proposed in advance of SERC meeting, to be asked directly by SERC of witnesses present at the SERC meeting
2. Questions proposed in advance of SERC meeting, to be asked indirectly by SERC of witnesses, using video technology (if available) when witnesses not physically present in SERC meeting
3. Questions proposed in advance, to witnesses through SERC, with written responses from witnesses submitted through SERC

A student has the right to view/hear witness responses to questions, view any documentation or other evidence under consideration by SERC, and present statements, documents and any other evidence in rebuttal to witness responses.

SERC shall have the discretion to exclude questions deemed inflammatory, argumentative or irrelevant to the basis for the SERC referral. SERC shall have discretion to determine what weight, if any, to give to any statement or other evidence. The standard of proof in the SERC meeting is much lower than in a court of law and is known as 'more likely than not.' SERC members do not need to be 100% or even 75% sure, just more than 50% sure (51% or 50.1%).

SERC Recommendation

Typically, the SERC will provide its recommendation to the Program Director or designee within 10 business days following the SERC meeting. Under exceptional circumstances, if additional information is required to render a recommendation, the SERC will obtain this information and render its recommendation no later than 15 business days from the date of the SERC meeting. Determination of additional SERC meetings will be made by members of SERC based on relevant circumstances or as needs dictate.

The Committee has the discretion and will consider the following factors in arriving at a recommendation as to what, if any, sanction and/or remediation plan, should be imposed, including but not limited to:

1. The degree and nature/type of academic, ethical or professional behavior;
2. The degree of the student's insight, accountability and willingness to resolve the issue;
3. The student's past history with the SERC and with any other disciplinary process;
4. The student's year in the program;
5. Financial ramifications of recommended action(s);
6. The impact of lack of access to University resources, including faculty, if a mandatory leave is recommended;
7. Prior global or annual student reviews;
8. Any other factor that SERC determines has bearing on the issue(s) before it.

Recommendation and Decision Process

Recommendations from the SERC should typically be forwarded by the Committee Chair to the relevant Program Director or designee within 10 business days of the SERC meeting. Each recommendation should clearly state:

1. The reason(s) for and source of the SERC referral;
2. The student's relevant academic history and any unique relevant personal circumstances;
3. The student's perceived understanding of the issue(s) and response;
4. The actions the student has taken to date to correct the issue(s); and
5. The Committee's recommendation either that no action is required, or that of a particular sanction, or a remediation plan should be imposed. When a remediation plan is recommended, the Committee shall specify the recommended time-frame applicable to the recommended remediation process including the conditions for lifting the sanction (if applicable), and any recommended follow-up.

Under normal circumstances, within 10 business days of receiving the recommendation, the Program Director or designee will either notify the student in writing of the Program Director's decision or refer the matter back to the Committee for further consideration and review with appropriate explanation.

Appeals Process

A student has the right to appeal certain decisions of the Program Director or designee to the relevant Academic Dean (or alternate University official, in the event of a conflict of interest). Appeals of Academic Warning or Probation decisions will not be considered,

except in instances of administrative error or a result of a change in status following a successful grade appeal. 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 occurred:

1. The SERC process materially deviated from applicable SERC policy/procedures and were so significant to affect the outcome of the matter;
2. The Program Director's decision violated a university policy, rule or procedure;
3. There is newly discovered information not available through reasonable diligence during the SERC process and directly relevant to the issue for which the recommendation was made; and/or
4. Preponderance of facts or other evidence not consistent with PD decision.

All information supporting an appeal based on these factors should be submitted with the appeal. Absent unusual circumstances, appeals processes should typically be completed within twenty (20) business days of receipt of the appeal. Appeals decisions under this section are final. Failure to meet this timeline is not grounds for appeal. The SERC process is governed by Alliant's Non-Discrimination Policy. Any concerns about discrimination during this process should be reported directly to Esmeralda Silva, Vice President for Student Affairs, (858) 635-4535, Esmeralda.Silva@alliant.edu.

Notice of SERC Outcome

The student will receive correspondence from the Program Director or designee to their university email address. In cases resulting in a change to academic status, a copy of the decision letter will be given to the Student Advisor and, if the matter pertains to a field training/internship issue, to the student's Field Training/Internship Advisor.

In cases resulting in Probation, Approved Academic Absence, or Dismissal copies of the decision letter are also sent to relevant administrative personnel. A copy of the decision letter is also placed in the student's academic record. In addition, if the decision of the Program Director or equivalent involves a faculty member (e.g., if the remediation plan requires a particular action on the part of a faculty member, a change in advisor or dissertation chair, re-enrollment in a course, etc.), then that faculty member is provided specific feedback on their involvement by the Program Director or designee.

Outcomes/Sanctions under SERC Process

Warning: Warning Status, with or without a remediation plan, may 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.

Probation: Probationary Status may be 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 in which to remediate the cause(s) of probation or will otherwise face dismissal from the program. 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 Probationary status will be recommended.

In the event that the SERC determines that the conditions which resulted in Probation have not been remediated, the SERC may recommend other action, including:

1. continuance of the status of Probation, or
2. that a more severe sanction be imposed.

Mandatory Academic Absence: A student is recommended for Mandatory Academic Absence in cases in which the academic work or professional development, in the opinion of the Program Director or designee, and taking into consideration the SERC's recommendations, requires serious remediation that necessitates a required academic absence in order to complete the required remediation.
Any remediation shall be articulated in the SERC recommendation to the Program Director.

Mandatory Academic Absences occurring mid session may require repayment/return of financial aid funds. Students should contact the Financial Aid Office for more information. For Mandatory Academic Absences lasting more than 180 days, if the student has received federal student loans, the loans may go into repayment 6 months from their last day of attendance. The student may contact their lender to receive information on deferment and forbearance options while not attending school. Mandatory Academic Absences will not exceed one year from the last date of attendance.

Dismissal: Students may be dismissed from the academic program when

1. conditions are judged to be of a serious nature and are not determined to be remediable,
2. a serious violation of standards of conduct, professional behavior, and/or ethics occurs, or
3. when a student has failed to remediate previously identified academic deficiencies within the specified time.

Outcomes/Sanctions for cases involving infractions or serious violations of the Academic Code of Conduct are set forth in the Academic Code of Conduct and Ethics Policy and are hereby incorporated by reference. In the case of dismissal from the program or university, no tuition or fees will be refunded. Dismissed students may not enroll in courses while any appeal of dismissal is pending.

The record of the final determination in all cases will be maintained in the educational record of the student pursuant to the University Document Retention Policy.

Academically dismissed students interested in applying for re-admission must follow the published readmission process (see Applicants for Re-Admission section).

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 role 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) 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.

APPROVED ACADEMIC ABSENCE

Students who cannot maintain continuous enrollment but intend to continue their studies must have an Approved Academic Absence. Students who wish to begin their academic absence while the current session is still in session, and request to have their current courses dropped or withdrawn may receive a "W" or "WF" grade depending on the last date of attendance for the course:

1. Prior to the end of the add/drop period, courses will not appear on the official transcript (no "W" or "WF" grade).
2. After the add/drop deadline but prior to the withdrawal deadline, courses will be withdrawn with a "W" grade, which will not be counted in the GPA calculation.
3. Absent an approved academic exception, after the withdrawal deadline, courses will be withdrawn with a "WF" grade, which will count as an "F" in the GPA calculation.

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 should refer to the Military and Veterans Services section for applicable policies and procedures. International students must contact the Office of International Student Services to discuss how an absence will impact their immigration status.

Students may take no more than 12 months of approved Academic Absence per program. Students are not required to return for the summer session if summer enrollment is not normally required for their program. Students must still complete the program within the Maximum Allowable Time to 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 Approved Academic Absence will be considered/reported as Withdrawn for enrollment purposes. Approved Academic Absence is not considered a Leave of Absence for financial aid purposes. Financial aid recipients who are on an Approved Academic Absence during a session will be expected to complete all Exit counseling (see Financial Aid Refund Policy section.)

ATTENDANCE POLICY

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 required academic assignments 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 or administratively withdrawn 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 but within the withdrawal deadline will receive a "W" grade, based on the last date of attendance for the related course(s). Students who are administratively withdrawn with

an effective date after the withdrawal deadline will receive a "WF" grade, which will count as an "F" in the GPA calculation. Both "W" and "WF" grades 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 their 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, Dissertation Extension, Doctoral Project, Thesis, Capstone Project, and any other courses without Regularly Scheduled Meeting Dates

Student engagement and participation will be verified every week. Students must engage in all required academic activities each week 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. Student engagement and participation will be verified 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 students' responsibility to inform the 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. A student may be required to provide written documentation substantiating an excused absence, and all documentation must be sent to the student advisor. Acceptable reasons and accompanying documentations standards for an excused absence include:

Student illness or injury

Written medical documentation from a licensed medical practitioner certifying the existence of a medical condition and the dates of absences are required. Documentation does not have to specify medical diagnosis, only existence of a condition that warranted the absence. Students are not to send medical records protected under the Health Insurance Portability and Accountability Act (HIPAA).

Death, Injury, or serious illness of an immediate family member or close relationship that significantly impacted the student

Copy of the obituary, funeral announcement, death certificate or a funeral program.

or

Written medical documentation from a licensed medical practitioner certifying the existence of a medical condition and the dates of absences were required. Documentation does not have to specify medical diagnosis, only existence of a condition that warranted the absence.

Religious or cultural observance

Email from student describing the date and the name of the observance, and that the observed day falls on the date of the requested absence.

Jury duty or other government obligation

Copy of Jury summons, or subpoena, or other appropriate documentation verifying that date of obligation falls on the date(s) of the requested absence.

or

Documentation of the mandatory military service or other civic duties in the form of orders or equivalent document.

Student Health and Safety Concerns

(Circumstances that impact the health and or safety of the student necessitating absence from class)

Will be dependent on individual circumstances but will generally require 3rd party documentation of the event/circumstances.

Any other unavoidable circumstance that necessitates the student's absence from class

Examples: Fire evacuation from residence, preventative power outage by utility, civil unrest, earthquake or other natural disaster prevents attendance.

Will be dependent on individual circumstances but will generally require 3rd party documentation of the event/circumstances.

Students must contact both their instructor and student advisor any time they must miss a course meeting. 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 the student 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.

WITHDRAWAL POLICY

Withdrawal from Courses

Students may drop from a currently enrolled course within the applicable session add/drop deadline published in the academic calendar. After the add/drop deadline, students may withdraw from courses up to the end of the fourth week of the session for 8-week courses, up to the end of the fifth week of the term for 10-week summer term courses, or up to the end of the eighth week for semester and trimester courses. Withdrawn courses will remain on the student academic record with a grade of "W" on the transcript. Although the withdrawn course is excluded from the transcript GPA calculation, withdrawal from a course can have academic and financial consequences and may necessitate the return of financial aid already awarded and disbursed.

Under normal circumstances, students may not withdraw from courses after the withdrawal deadlines noted above. However, students experiencing serious and compelling extenuating circumstances that prevent a student from completing coursework during the scheduled session, may petition to their Program Director for an academic exception to be allowed to withdraw past the deadline.
Examples of acceptable extenuating circumstances include:

1. A serious and verifiable accident, illness, or personal problems.
2. Death of an immediate family member.
3. A necessary and documented change in employment status which interferes with the student's ability to attend class.

Other unusual or special circumstances will be considered on their own merit and on a case-by-case basis. The following are examples of circumstances that are not considered to be serious or compelling:

1. The student anticipates that they will receive a poor or failing grade in the course.
2. Mid-session Statement of Concern or referral to SERC.
3. Dissatisfaction with the course material, instructional method, or instructor.
4. The course is more difficult or demanding than expected; pressure from other courses the student is taking.
5. Participation in social or extra-curricular activities, or lack of motivation.
6. A change in program/major.

Students whose academic exception requests are not approved are expected to continue to attend and make their best effort to successfully complete their course(s).

Any students who do not maintain attendance and are absent from class for 14 consecutive days will be administratively withdrawn per the university attendance policy. If this is after the withdrawal deadline, they will receive a "WF" (Withdrawn-Fail) grade which will count as an "F" in their GPA calculation.

In some circumstances, a student may be eligible to request an Incomplete grade from their faculty member as an alternative to requesting a withdrawal from a course after the withdrawal deadlines. Students should consult with their Academic Advisor and the University Catalog for additional information on the Incomplete Grade policy.

All withdrawals are subject to the Tuition Refund policies.

Important: Dropping, failing, or withdrawing from an education Clinical Practice course while under an intern credential will result in the intern credential being withdrawn from the CTC and direct impact on continued employment. (*See Academic Standing/Invalidation in Catalog - SERC).

Students are encouraged to discuss the potential implications of a course withdrawal with their Program Director, Academic Advisor, Student Business Services, and a Student Finance Officer 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 withdraws from all courses will be administratively withdrawn from the institution unless they have been approved for an academic absence.

Withdrawal from University

Students may withdraw from the university at any time. Any current session courses dropped or withdrawn may be assigned a "W" or "WF" grade depending on the last date of attendance for the course:

1. Prior to the end of the add/drop period, courses will not appear on the official transcript (no "W" or "WF" grade).
2. After the add/drop deadline but prior to the withdrawal deadline, courses will be withdrawn with a "W" grade, which will not be counted in the GPA calculation.
3. Absent an approved academic exception, after the withdrawal deadline, courses will be withdrawn with a "WF" grade, which will count as an "F" in the GPA calculation.

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 their student advisor. Students are encouraged to discuss the potential implications of a withdrawal with their Program Director, Academic Advisor, Student Business Services, and a Student Finance Officer 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 will be administratively withdrawn from the University. The student's transcript record will be documented to reflect "withdrawn." Administrative withdrawal may also occur when a student fails to:

1. Register for courses;
2. Maintain Continuous Enrollment;
3. Meet provisional requirements;
4. Meet attendance requirements;
5. Resolve account balances or meet payment plan requirements;
6. Return from an approved Academic Absence on time;
7. Resolve any holds or other outstanding issues; or
8. 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.

Date of Determination of Withdrawal

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.

For student-initiated withdrawals, the date of determination that the student withdrew is the date the student notified the University of their intent to withdraw.

For 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.

Please see refund policies for additional information.

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

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. 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 (in both terminal and non-terminal degrees) 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/trimester or April/May session.

2. Doctoral students (excluding Juris Doctorate) must successfully complete all coursework by the conclusion of the session immediately prior to the commencement ceremony, must successfully complete their final oral defense by the deadline specified in the academic calendar, and must be scheduled to complete their final internship by September 30th of the commencement year.
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 Conferral

Only the University Registrar or designee is authorized to confer degrees and attest to matters pertaining to a student's academic record at the University. All degrees will be posted once all degree requirements are completed, assuming all applicable paperwork has been submitted. Students must complete all degree requirements within 365 days of their last date of attendance to be graduated.

Students seeking certification through the California Commission on Teacher Credentialing and the Arizona State Board of Education are eligible for recommendation upon degree conferral.

Post-doctoral Status and Degree Conferral

Doctoral students will be designated as post-doctoral status upon degree conferral.

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 https://www.alliant.edu/registrar-services. To receive diplomas, students must clear their accounts with the Student Business Services Office.

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 session 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.

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. 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.

RETENTION OF ACADEMIC RECORDS

Alliant permanently maintains records of application materials including transcripts and readmission applications for applicants who are admitted and enrolled. Other departmental academic files are maintained for 5 years after graduation or date of last attendance.

ACADEMIC FREEDOM POLICY

Purpose: The purpose of academic freedom at Alliant is to

- Develop a shared learning environment in which students and faculty can freely engage in the pursuits of teaching, scholarship, research, and creative activities that contribute to the advancement of knowledge;
- Engage students to think critically and independently about the world around them so they will be prepared to successfully navigate their lives and careers and participate in their communities; and
- Promote the collective experience of Alliant as a community of learners, with a robust intellectual life, a diversity of ideas, and perspectives, and the insight and wisdom to enhance societal freedom and the public good.

Definition: Academic freedom is the freedom of faculty and students to teach, conduct research and scholarship, and engage students in discussions of subjects including difficult or controversial subjects without fear of reprisal while maintaining the individual rights of each member of the academic community.

It is also the freedom of the university -- represented by faculty and academic administrators -- to develop their academic missions, program learning outcomes, curricula, courses and standards in the ways they believe will best benefit the students and achieve the goals of the university. The university chooses which programs to offer, which faculty to employ, and which students to admit.

Alliant adheres to 1940 Statement of Principles on Academic Freedom set forth by the representatives of the American Association of University Professors and the Association of American Colleges:

1. The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. The teacher is entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. The teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When they speak or writes as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As a person of learning and an institutional community member, the teacher should remember that the public may judge the profession and the institution by the teacher's utterances. Hence the teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that the teacher is not speaking for the institution.

This policy does not negate any other policies in force at the University. Any questions or concerns about this policy can be addressed to the Provost.

Right and responsibility: Academic freedom is a right. It is also the responsibility of all members of the University community to act deliberately and support one another to uphold academic freedom as described in this policy.

Due Process: All members of the University community are entitled to due process protection regarding academic freedom.

The purpose of due process procedures is to protect academic freedom and intellectual inquiry.

Student Academic Freedom Due Process: Students who have a concern about a violation of their academic freedom should follow the Alliant Problem Solving and Dispute Resolution Guidelines in the Alliant catalog.

Faculty Academic Freedom Due Process: Faculty or other academic administrators who have a concern about a violation of their academic freedom should follow the process described here:

Concerns/Complaints

Concerns about potential violation of this policy should be addressed with an appropriate academic administrator and an informal resolution attempted. Faculty should address the matter with their program directors unless the concern relates to an action of the program director, in which case the matter should be directed to the dean. If the concern relates to an action of the dean, the matter should be directed to the Provost. If the concern relates to an action of the Provost, the matter should be directed to the President.

When information resolution is unsuccessful, a formal complaint is filed. Complaints of violation of Academic Freedom must be filed within 60 calendar days from the date of the occurrence. The complaint is filed with the Provost or Provost's designee.

The Complainant shall provide a written complaint that must include:

1. A specific description of the violation;
2. Evidence supporting the charge;
3. The name(s) of the person or persons involved.

Hearing Committee

The Provost or Provost's designee shall convene a randomly selected three-member Ad Hoc hearing Committee consisting of two faculty members (without administrative appointments) and an academic administrator to hear the complaint. The Complainant may veto any one proposed member for cause. Faculty members must be at the associate professor rank or higher. The academic administrator must be at the associate dean level or higher or assistant or associate provost. The Ad Hoc Committee will select a chair. If necessary, to provide advisement, the Director of Human Resources may be a non-voting consultant to the Committee.

The Hearing

A. The hearing shall be closed. The specifics of the complaint and evidence received for the hearing and the deliberations of the Ad Hoc Committee shall be kept confidential. A summary meeting record will be made of the hearing. The chair shall release copies of the meeting record only to members of the Ad Hoc committee, the relevant dean, the Provost, the Complainant, and if necessary, the President.
B. The hearing is an academic hearing and rules of procedure and/or evidence that would be applicable in a court of law are not applicable to this hearing.
C. The Ad Hoc Committee shall make a recommendation to the Provost who will make the final decision and notify the Complainant and the Committee within 30 days from the date of the hearing.

Appeal

If the Complainant disagrees with the decision, the Complainant shall file an appeal with the President within 15 calendar days of receipt of the decision. The President's decision is final.

Record

Copies of the complaint and final complaint resolution will be retained in the Provost's Office for a minimum of six years.

CSOE PROGRAM SPECIFIC POLICIES

Students must complete all requirements for the program to become a Program Completer. Program Completers are recommended for a Preliminary Credential. Completion of masters courses is not considered "completion of program" for a MAE + Credential program. The master's degree will not be awarded until the entire all program requirements have been met.

Students who take an Academic Absence are responsible for submitting the correct academic absence forms and re-entry requests that may be obtained through their Program Advisor. If the student is on an ECO or Standard Intern track, they are responsible for informing the Credential Department of their Academic Absence to invalidate their credential in compliance with their period of validity per CTC. Failure to do so would result in an extension or dismissal of the program.

Candidates admitted into the Preliminary Education Specialist Instruction Credential: Mild/Moderate Disabilities or Master of Arts in Education- Special Education with Preliminary Education Specialist Instruction Credential programs beginning with the 2022-2023 Catalog will be required to complete the updated Mild to Moderate Support Needs programs with updated curriculum and state requirements including the successful completion of edTPA.

Extension Courses

Teacher Education Extension Courses

EDU61990 - Enrollment Extension (Teacher Education) (0 units) - No Charge

Candidates will be registered for this course to be compliant with the continuous enrollment policy while completing program requirements.

CSOE Teacher Preparation Program - Standard Intern Pathway

Clearance occurs prior to Clinical Practice I

For Clinical Practice I Clearance, all Intern Candidates must meet their foundational eligibility requirements, including but not limited to: submission of (1) Valid Certificate of Clearance posted to CTC Online, (2) successful completion of the US Constitution requirement, (3) verification of meeting the Basic Skills Requirement (BSR) (verified at the point of Admissions), (4) verification of meeting Subject Matter Competency (SMC)*, (5) successful completion of prerequisite coursework, (6) signed Assurance Form, (7) completed and signed Professional Dispositions Checklist, (8) all official, collegiate-level transcripts on file with Alliant, (9) Offer of Employment Letter from employing school/district, (10) Verification of Employment Form from employing school/district, (11) verification of current Memorandum of Understanding (MOU) between the school/district and Alliant, (12) signed Acknowledgment Form, and (13) signed Statement of Release Form prior to the first day of class of the academic term of the first Clinical Practice course.

* All official, collegiate-level transcripts (community college, baccalaureate, masters, doctorate, etc.) must be on file prior to registration into the second term of enrollment. Should all collegiate-level transcripts not be on file with Alliant at the time of SMC Records Assessment, the evaluation will be completed as-is. Additional reviews will be subject to a fee.

CSOE Teacher Preparation Program - Student Teaching Pathway

All Student Teacher candidates must go through a Clinical Practice Clearance process twice during their program: prior to Clinical Practice I and prior to Clinical Practice III.

For Clinical Practice I Clearance, all Student Teacher candidates must meet their foundational eligibility requirements, including but not limited to: submission of (1) Valid Certificate of Clearance posted to CTC Online, (2) successful completion of the US Constitution requirement, (3) verification of meeting the Basic Skills Requirement (BSR) (verified at the point of Admissions), (4) successful completion of prerequisite coursework, (5) signed Assurance Form, (6) completed and signed Professional Dispositions Checklist, (7) all official, collegiate-level transcripts on file with Alliant, (8) Negative TB Test results, (9) verification of current Memorandum of Understanding (MOU) between the school/district and Alliant for planned guided classroom observations, and (10) signed Acknowledgment Form. All required Clinical Practice I Clearance items must be received by the Credential Analyst prior to the first day of class of the academic term of the first Clinical Practice course. All Student Teacher candidates, including re-entry applicants, must complete the Application to Student Teach Form by the last day of Week 3 of Clinical Practice I. Failure to complete the Application to Student Teach Form by the deadline may result in a deferred start to Clinical Practice III, delaying placement until the next eligible term.

For Clinical Practice III Clearance, all Student Teacher candidates must submit all eligibility requirements, including but not limited to: (1) successful completion of all prerequisite Content Knowledge and Clinical Practice coursework, (2) verification of meeting Subject Matter Competency (SMC)* no later than the last day of Week 4 of Clinical Practice II, (3) verification of current Memorandum of Understanding (MOU) between the school/district and Alliant for planned Student Teaching, and (4) signed Statement of Release Form.

* All official, collegiate-level transcripts (community college, baccalaureate, masters, doctorate, etc.) must be on file prior to

registration into the second term of enrollment. Should all collegiate-level transcripts not be on file with Alliant at the time of SMC Records Assessment, the evaluation will be completed as-is. Additional reviews will be subject to a fee.

EDU64990 - Advanced Mentoring (Teacher Education) (0 units) - Restricted Service Charge
Candidates will be automatically enrolled into this course by the Academic Advising Department if program units are complete, but they have not met all final documentation requirements for program completion and/or recommendation of the Preliminary Credential.

Intern Candidates enrolled in Advanced Mentoring will maintain their valid University Intern Credential per requirement of the Commission on Teacher Credentialing and will be provided continued supervision through the course.

**In Reference to Academic Standing (per catalog): Students who withdraw and are academically withdrawn or fail any CSOE Clinical Practice course are subject to an automatic referral to the SERC and will initiate the invalidation process resulting in the removal of their CCTC intern credential. Includes all California Teacher Education Programs excluding Arizona Programs.

Beginning January 2020, all Clinical Practice courses will be letter graded.

Candidates have a limited number of terms they may enroll in a CSOE Advanced course. Candidates must maintain continuous enrollment for the duration of their program. If Advanced Mentoring is not completed at the end of 4 terms of enrollment, candidates will be referred to SERC.

PPS Extension Courses

PPS60990 - Clinical Extension (PPS) (0 units) - No Charge
School Psychology and School Counseling Candidates are expected to complete, submit, and verify their required Practicum Hours prior to advancing to Internship/Culminating Field Experience courses. Candidates will be registered for Clinical Extension if Practicum Hours have not been fully completed during course enrollment. All required Practicum Hours must be completed prior to registration for Internship/Culminating Field Experience courses. Extension Courses will result in loan repayment after a 6-month grace period.

PPS School Psychology and/or School Counseling Candidates requiring a University Intern Credential during the Internship/Culminating Field Experience courses must receive clearance from the Credential Analyst. PPS Candidates must meet their foundational eligibility requirements, including but not limited to: submission of (1) Valid Certificate of Clearance posted to CTC Online, (2) verification of meeting the Basic Skills Requirement (BSR) (verified at the point of Admissions), (3) successful completion of prerequisite coursework, (4) successful completion of all required Practicum Hours, (5) all official, collegiate-level transcripts on file with Alliant, (6) Offer of Employment/Internship Letter from employing school/district, (7) Verification of CFE or Internship Form from employing school/district, (8) verification of current Memorandum of Understanding (MOU) between the school/district and Alliant, (9) signed University District Agreement (UDA), and (10) signed Statement of Release Form prior to the first day of class of the academic term of the first Internship/Culminating Field Experience course.

PPS72990 - Advanced Clinical Supervision (PPS) (0 units) - Restricted Service Charge
School Psychology and School Counseling Candidates will be automatically enrolled into this course by the Academic Advising Department if program units are complete, but they have not met all final documentation requirements for program completion and/or recommendation of the Clear Credential. These requirements include but are not limited to: (1) Completion of all required Internship/Culminating Field Experience hours, (2) successful completion of the Praxis Exam, or (3) submission of any missing Credential Documents (Certificate of Clearance, Basic Skills Requirement, Statement of Release Form, Verification of Hours Logs for Practicum and Internship/Culminating Field Experience, Supervisor Evaluation Forms from Practicum and Internship/Culminating Field Experience, etc.).

If this documentation is not filed and verified by the Credentialing Department after the completion of the final Culminating Field Experience/Internship course, the PPS Candidate will be automatically registered in Advanced Clinical Supervision per alignment with the Commission on Teacher Credentialing (CTC) requirements and the Alliant Continuous Enrollment Policy. Resources will be accessible to facilitate the completion of the remaining state and program requirements. It is the responsibility of the Candidate to ensure that requirements are met to be a Program Completer within the appropriate period of validity per CTC. Extension Courses will result in loan repayment after a 6-month grace period.

Candidates have a limited number of terms they may enroll in a CSOE Advanced Clinical Supervision course. Candidates must maintain continuous enrollment for the duration of their program. If Advanced Clinical Supervision is not completed at the end of 4 terms of enrollment, candidates will be referred to SERC.

ASC Credential Extension Course

ELM79990 - Enrollment Extension (0 units) - No Charge
For the ASC Program, candidates will be automatically enrolled into this course by the Academic Advising Department to maintain continuous enrollment as well as if they have not met all final documentation requirements for program completion and/or recommendation of the ASC.

CTEL Extension Course

CTE74990 - Enrollment Extension (0 units) - No Charge
For the CTEL Program, candidates will be automatically enrolled into this course by the Academic Advising Department to maintain continuous enrollment as well as if they have not met all final documentation requirements for program completion and/or recommendation of the CLAD Certificate.

School Counseling/School Psychology

The School Counseling and School Psychology PPS programs are distinct programs and courses are not transferable between programs. Candidates who are considering a change from School Counseling or School Psychology PPS program must consult with their Program Director and Academic Advisor prior to submission of all required documentation for a program change. Approval is not guaranteed. Program changes are not considered after the first term. All prior coursework will not be transferable with a change of program.

A passing score on Praxis is not required for program completion with the PPS School Counseling or School Psychology programs. While a passing Praxis score is not required for the state of California, it is a requirement for other states. Study.com provides test preparation for the Praxis assessments, and all students have access to this resource.

CSOE Memorandum of Understanding (MOU) Requirement Policies

To request a new MOU, students must complete and submit the MOU Request Form no later than the add/drop deadline of the term prior to the start of Clinical Practice. Submitting this request does NOT guarantee an MOU agreement will be approved or approved by the start of Clinical Practice.

Disclosure: MOU contracts are subject to expiration at various times within an academic year resulting in the potential for a change of placement for Clinical Practice.

Disclosure: The University understands that all Student Teacher Candidates, Interns, and PPS Students are required to adhere to all state and local heath orders.

Visit Alliant's Credentials page for a Credential Overview including MOU Requirement Policies and the Active MOU School District/ Organization List (website).

CSPP SPECIFIC PROGRAM POLICY

Students who wish to enter a CSPP program must submit an application through the admissions department. The clinical doctoral programs accept students to begin only in the fall semester. No more than a total of 30 units, including those earned in CSPP, can be transferred into any doctoral program.

CHANGE OF PROGRAM

Current students who are considering a change to a different program should consult with their academic advisor prior to submission of all required documentation. Approval is not guaranteed.

For CSOE students, to request a Program Change into the Teacher Education or Special Education Standard Intern Program, a student must submit a program change prior to enrollment in Clinical Practice I. All intern verification documentation must be provided to the Credentialing Department, which will initiate the change upon confirmation.

For CSPP students, a new application must be submitted for the program of choice.

EXCEPTIONS TO ACADEMIC POLICIES

To request an exception to a published University academic policy the Academic Exception Request Form must be submitted to the appropriate Dean for approval, unless the exception is to register or add a course after the add/drop deadline, which can be approved by the designated Program Director. All documentary evidence in support of each application for academic exception should be submitted with the written request. Each case will be decided on its own merits. Approval of academic exception requests is NOT guaranteed. Students are encouraged to maintain their own personal copies of all paperwork submitted.

PROGRAMS

Program Standard Occupational Classification (Soc) Codes

Click here to view program SOC Codes.

CALIFORNIA SCHOOL OF MANAGEMENT & LEADERSHIP

Certificate in Computer Networking

School: California School of Management and Leadership
Modality(ies): On-ground, online, hybrid
Calendar(s): 8-week term
CIP Code: 11.0103; 14.1004

Program Description/Overview

IT jobs are in high demands, and those with certifications will sure set themselves apart from the competition. Through the computer networking certificate program, students will learn about concepts and the tools used to build and maintain networking infrastructure, cloud architecture and business modelling, database management, and network security will be covered in this certificate.

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. Understand business opportunities using IT networks
2. Understand cloud computing and its applications
3. Identify IT networks, their architecture and protocols
4. Explore database design, implementation and management
5. Understand how to secure and monitor system networks, their connectivity, and how information is exchanged between them

Training Model

Lecture and hands-on

Professional Behavior Expectations/ Ethical Guidelines

Similar to corresponding program and degree expectations

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)

- IST66100C - Distributive Communications and Protocols *(3 units)*

Term 2 (3 units)

- IST60050C - Management of Information Security *(3 units)*

Term 3 (3 units)

- IST65250C - Cloud Computing Concepts, Tools, and Applications *(3 units)*

Certificate in Cybersecurity

School: California School of Management and Leadership
Modality(ies): Hybrid, on-ground, online
Calendar(s): 8-week term
CIP Code: 11.1003

Program Description/Overview

With the rise of cybercrime (hackings, data breaches, and cyberattacks) affecting government and private organizations and individuals, the demand for cybersecurity jobs has increased exponentially. California demand's data shows a shortage of over 36,000 cybersecurity jobs. Academic institutions are attempting to close this cybersecurity talent gaps across the country. A certificate in cyber security would be a key to opportunities in this challenging field.

The 9 credits in this graduate certificate are graduate-level credits and students can transfer the certificate courses to Alliant's Master of Science in Information Systems Technology (MS-IST) degree program.

Program Learning Outcomes/Goals

1. Understanding of cybersecurity fundamentals
2. Identifying computer and network vulnerabilities
3. Risk management and mitigation of databases and critical infrastructure
4. Network defense and intrusion detection and prevention techniques

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)

- IST65100C - Cybersecurity Technology *(3 units)*

Term 2 (3 units)

- IST64990C - Information Systems Technology and Infrastructure Management *(3 units)*

Term 3 (3 units)

- IST60050C - Management of Information Security *(3 units)*

Certificate in Data Analytics

School: California School of Management and Leadership

Modality(ies): Hybrid, on-ground, online

Calendar(s): 8-week term

CIP Code: 52.1301

Program Description/Overview

Organizations increasingly rely on data-driven decision making to help guide them strategically on a path to profitability and performance optimization. As a result, data analytics is one of the fastest growing and highest paid professions. This certificate is designed to enable you to tell data driven stories, tell them right, and tell them right now. The courses in this data analytics certification program enable learners with limited or no statistical background to succeed in this emerging field. It also helps current data

analysts to enhance and augment their existing skill sets through statistical and scientific methods for data analysis. From data gathering to advanced observation and recommendation level support, you will be prepared to extract, transform, and load data into actionable and compelling data-driven stories that drive key performance across functions.

The 9 credits in this graduate certificate are graduate-level credits and students can transfer the certificate courses to Alliant's Master of Science in Data Analytics (MSDA) degree program.

Program Learning Outcomes/Goals

1. Better understand, visualize, and interpret data results
2. Implement automated machine learning decision making utilizing scientific methods
3. Apply predictive and prescriptive data analysis
4. Effectively collect, analysis, and interpret right data
5. Use tools to examine data to find valuable insights and opportunities
6. Drive decision-making with relevant results and analyses that influence positive outcomes
7. Interpret and communicate results to technical and non-technical audiences

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)

- IST74880C - Data Analytics and Decision Making *(3 units)*

Term 2 (3 units)

- IST65050c - Advanced Programming with Python *(3 units)*

Term 3 (3 units)

- DAT60400C - Data Visualization *(3 units)*

Certificate in Data Management

School: California School of Management and Leadership
Modality(ies): Hybrid, on-ground, online
Calendar(s): 8-week term
CIP Code: 11.0802

Program Description/Overview

One of the most vital assets of an organization is its data. Businesses are looking to data management experts to help them increase productivity, profitability, and performance through enterprise data management best practices. Because data is so critical to the operational success of companies, the field of data management is growing at a significant above-average rate according the Bureau of Labor Statistics. This certification program can empower students with the skills needed to maintain databases, analyze organizational data, and interpret data results into viable solutions and next steps for stakeholders.

The 9 credits in this graduate certificate are graduate-level credits and students can transfer the certificate courses to Alliant's Master of Science in Data Analytics (MSDA) degree program.

Program Learning Outcomes/Goals

1. Understand data design and storage technology
2. Use tools to examine data to find valuable insights and opportunities
3. Use tools to mine big data
4. Communicate data patterns for decision making to technical and non-technical audiences

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)

- DAT60200C - Database Design Principles and Technologies *(3 units)*

Term 2 (3 units)

- DAT60300C - Architectures and Methods for Data Mining *(3 units)*

Term 3 (3 units)

- DAT70500C - Big Data Tools *(3 units)*

Certificate in e-Business Management

School: California School of Management and Leadership
Modality(ies): On-ground
Calendar(s): 8-week term
CIP Code: 52.0208

Program Description/Overview

eBusiness, commonly known as e-commerce, focuses on the use of Internet technology such as websites, social media and e-mail to promote company's business. Working in eCommerce means creating, creating, and managing the online section of the business. This requires skills ranging from interactive marketing and sales, to information technology and social media applications. The eBusiness certificate will provide students with advanced fundamentals of e-commerce, including web technologies and applications, interactive marketing strategies, and database management systems. Students will learn about utilizing the Internet for sales and promotions and learn how to manage products and services on websites.

The 9 credits in this graduate certificate are graduate-level credits and students can transfer the certificate courses to Alliant's Master of Business Administration (MBA) degree program.

Program Learning Outcomes/Goals

1. Understand impact of Information technology on today's business operations

2. Understand data analytics and its applications
3. Identify IT networks, their architecture and protocols
4. Understand how to secure data and system networks

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)
- IST74880C - Data Analytics and Decision Making *(3 units)*

Term 2 (3 units)
- MKT60560C - Digital and Social Media Marketing *(3 units)*

Term 3 (3 units)
- IST60110C - Technology Tools for Managerial Decision Making *(3 units)*

Certificate in Healthcare Analytics

School: California School of Management and Leadership
Modality(ies): Hybrid, on-ground, online
Calendar(s): 8-week term
CIP Code: 51.2706

Program Description/Overview

Healthcare organizations increasingly rely on professionals for data-driven decision making to help guide them to strategically organize and analyze medical and healthcare-related information. This certificate provides the knowledge and skills to improve health care through innovative and essential techniques that enable efficient and quality healthcare analytics. Students learn to select, prepare, analyze, interpret, evaluate and present health data related to health system performance and effectiveness. Students will improve problem-solving skills and their ability to lead in making data-driven decisions.

The 9 credits in this graduate certificate are graduate-level credits and students can transfer the certificate courses to Alliant's Master of Science in Healthcare Analytics (MSHA) degree program.

Program Learning Outcomes/Goals

1. Proficiently perform diagnostic and prescriptive statistical assessments on healthcare data, demonstrating a mastery of informatics methodologies.
2. Apply advanced predictive and prescriptive data analysis techniques to effectively communicate discerned patterns to stakeholders within the healthcare industry.
3. Demonstrate the ability to identify, articulate, and utilize key performance and financial indicators in health information analysis and reporting, showcasing a comprehensive understanding of healthcare analytics.
4. Skillfully integrate ontological classifications, nomenclature, and coding into healthcare systems and analytics processes, ensuring seamless synthesis for improved healthcare administration and decision-making.

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)
- HCM60100C - Healthcare Systems, Services, and Infrastructure - A Global Perspective *(3 units)*

Term 2 (3 units)
- IST74880C - Data Analytics and Decision Making *(3 units)*

Term 3 (3 units)
- HCA60300C - Informatics for Patient Care, Public Health, and Epidemiology *(3 units)*

Certificate in Technology

School: California School of Management and Leadership
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 11.0103

Program Description/Overview

Technology is the field that studies the development of systems and products that make our lives easier. Certifications that are approved by an accredited organization reflect one's skills and knowledge. They increase job opportunities and boosts one's career. By completing this certificate, students will gain insights and acquire knowledge in the field of information technology, including networking, data analytics and business resource planning.

The 9 credits in this graduate certificate are graduate-level credits and students can transfer the certificate courses to Alliant's Master of Business Administration (MBA) degree program.

Program Learning Outcomes/Goals

1. Understand impact of Information technology on today's business
2. Understand data analytics and its applications
3. Identify IT networks, their architecture and protocols
4. Utilize technology in business resource planning

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)
- IST60110C - Technology Tools for Managerial Decision Making *(3 units)*

Term 2 (3 units)
- IST64990C - Information Systems

Technology and Infrastructure Management *(3 units)*

Term 3 (3 units)

- IST74880C - Data Analytics and Decision Making *(3 units)*

Doctor of Business Administration (52-unit)

School: California School of Management and Leadership
Modality(ies): On-ground, hybrid, online
Calendar(s): 8-week term
CIP Code: 52.0201

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, Management, the Humanities and the Behavioral, Social and Health Sciences. The program prepares students for advanced positions in management or consulting, as well as 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.

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, and some have successful international backgrounds. This creates a network of professionals that enhances life-long career opportunities of the graduates. Students attend conferences, engage in projects of a consulting nature, and publish, either writing books or conference papers or research articles which further enhance their professional stature.

It is expected that this program will take a minimum of three (3) years full-time study, but a more practical time frame is four (4) years if students are not able to take classes full time when offered.

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation.

Emphasis/Concentration/Tracks

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 perspective. 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 in the context of US as well as the global context, leadership, management, growth and competitiveness, organizational development and theories. Students learn emerging theories and research issues to develop solutions to complex management problems.

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.

Hospitality Management

This specialization prepares students with broad based foundational skills for academic research, consulting, and corporate positions in the hospitality industry. The specialization is geared towards students with an interest in understanding and contributing to knowledge creation within the fields of hospitality management in the context of US as well as the global context, leadership, management, growth and competitiveness, organizational development, and theories. Students learn emerging theories and research issues to develop solutions to complex hospitality 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 and 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.

Programmatic Accreditation

The program is accredited by Accreditation Council for Business Schools and Programs (ACBSP), which is a globally recognized accreditation body for business and management area programs.

Internship, Practicum, and/or Dissertation Information

Students get real-world experience in real client contexts. This is designed to provide students with in-depth supervised practical learning experiences. 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 online students will engage in research projects. In addition to classroom instruction, students in the ground program are required to get real-world practical training experience in an approved organizational setting for a minimum of 45 hours in every academic term.

The DBA on-ground program requires practical training for all domestic and international students from the start of the program continuing through all courses. Practical training can be part time (PT, 20 hours or less a week) or full time (FT, more than 20 hours a week), paid or unpaid. International students should see guidelines from the International Office regarding details of FT and PT practical training (see Curricular Practical Training section).

It is the student's responsibility to find practical training opportunities, but the CSML practical training coordinator will support students in providing practical training opportunities. A student will have eight weeks (one term) to secure a practical training/ internship site once they start the on-ground DBA program. Students who do not have practical training/internship by the end of their first term will be placed in a project by the school's practical training coordinator. If a student loses their practical training at any point during their program, they must notify the practical training coordinator immediately. They will have a maximum of 4 weeks to get a new practical training site or to be assigned a CSML professional development project. Students are required to be involved in an internship or a project throughout the program from start on Day 1 to program completion.

Approval of practical training sites: Program Director or Faculty Internship/Project Coordinator will have the final approval required each term. Detailed procedures for approval of a practical training site and the training details will be provided by the program. International students should meet the International Student Office (ISSO) and the Designated School Official (DSO) for guidance and approval to start their practical training. International students must apply for authorization for Curricular Practice Training (CPT) to the DSO and schedule an appointment at least two weeks prior to the beginning of the CPT. Please email ISSO@alliant.edu to schedule an appointment. Note that international students may begin CPT ONLY after receiving their updated Form I-20 with the DSO endorsement. To be considered for CPT, the work must be related to your current field of study in your program at CSML. Please review CSML CPT Application Process for International Students with the ISSO for application information.

Goals of CSML's Career and Professional Development (CPD) Plan and Infrastructure:

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure. Its goals are the following:

1. To enable students to gain their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with application discipline-specific body of knowledge and encouraging continuous learning in their chosen field of study.
2. To assist students with practical training positions or projects aligned with their program of study, allowing them to gain valuable insight into the context of practice and apply their knowledge and research in new and innovative ways.
3. To offer support and access to projects, and job listings while also providing opportunities for the student to apply new and innovative ways of gaining insight into the context of practice. This ensures that students not only secure practical training opportunities but also develop the skills to apply their knowledge in real-world

settings and gain valuable experience that sets them apart in the job market.

4. To provide students with opportunities to participate in real-world application, consulting, and research projects, including business development, professional development, applications in minority-owned businesses and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches. This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
5. To provide students with support, resources, and opportunities to develop their professional literacy and communication skills, including written and verbal communication, presentation skills, and interpersonal skills. This will help students effectively communicate their knowledge, skills, and experiences to potential employers, colleagues, and clients.
6. To encourage students to engage in application, research, and learning / scholarship opportunities independently to enhance their knowledge and skills. CPD achieves this goal by providing students with resources, guidance, and support.
7. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.
8. To offer students real opportunities, inspirational instructors, and authentic practical experiences that can make a real difference in the world, while also helping students build their resumes and set them apart in the job market.

Credit Units

Total Credit Units: 52
Total Core Credit Units: 37
Total Elective Credit Units: N/A
Total Concentration Credit Units: 15

Degree Requirements

Students must pass a comprehensive exam to ensure qualified doctoral candidacy.

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Emphasis/Concentration/Track Requirements

Information and Data Science

- BUS70240 - Qualitative Research Methods *(3 units)*
- BUS70360 - Quantitative and Survey Research *(3 units)*
- IST74880 - Data Analytics and Decision Making *(3 units)*
- DAT80220 - Knowledge Discovery and Data Mining *(3 units)*
- DAT70500 - Big Data Tools *(3 units)*

Management

- BUS70240 - Qualitative Research Methods *(3 units)*
- BUS70360 - Quantitative and Survey Research *(3 units)*
- MGT80210 - Contemporary Readings in Strategy *(3 units)*
- LDR70150 - Contemporary Approaches to Organizational Leadership *(3 units)*
- MGT80230 - Seminar in Special Topics 1 *(3 units)*

Marketing

- BUS70240 - Qualitative Research Methods *(3 units)*
- BUS70360 - Quantitative and Survey Research *(3 units)*
- MKT80210 - Contemporary Readings in Marketing *(3 units)*
- MKT70360 - Marketing Research and Data Analytics *(3 units)*
- MKT80230 - Seminar in Special Topics 1 *(3 units)*

Hospitality Management

- BUS70240 - Qualitative Research Methods *(3 units)*
- BUS70360 - Quantitative and Survey Research *(3 units)*
- HMG70010 - Human Resources Management in Hospitality *(3 units)*
- HMG70200 - Entrepreneurship in Hospitality *(3 units)*
- HMG80230 - Seminar in Special Topics 1 *(3 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term and other factors such as student course demand. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (4 units)

- BUS80110 - Organizational Behavior and Development *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 2 (4 units)

- BUS70250 - Foundations of Research *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (4 units)

- BUS70110 - Critical Issues in Business Management *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 4 (4 units)

- BUS70350 - Advanced Statistics *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 5 (4 units)
- Specialization Course 1 *(3 units)* - take BUS70240
- CPD70000 - Career and Professional Development *(1 unit)*

Term 6 (4 units)
- Specialization Course 2 *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 7 (4 units)
- Specialization Course 3 *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 8 (4 units)
- Specialization Course 4 *(3 units)* - take BUS70360
- CPD70000 - Career and Professional Development *(1 unit)*

Term 9 (4 units)
- Specialization Course 5 *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 10 (4 units)
- LDR87800 - Creating Change and Innovation *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 11 (1.5 units)
- BUS99800A - Dissertation Research 1A *(1.5 units)*

Term 12 (1.5 units)
- BUS99800B - Dissertation Research 1B *(1.5 units)*

Term 13 (1.5 units)
- BUS99810A - Dissertation Research 2A *(1.5 units)*

Term 14 (1.5 units)
- BUS99810B - Dissertation Research 2B *(1.5 units)*

Term 15 (1.5 units)
- BUS99820A - Dissertation Research 3A *(1.5 units)*

Term 16 (1.5 units)
- BUS99820B - Dissertation Research 3B *(1.5 units)*

Term 17 (1.5 units)
- BUS99830A - Dissertation Research 4A *(1.5 units)*

Term 18 (1.5 units)
- BUS99830B - Dissertation Research 4B *(1.5 units)*

Doctor of Business Administration (60-unit)

School: California School of Management and Leadership
Modality(ies): On-ground, hybrid, online
Calendar(s): 8-week term
CIP Code: 52.0201

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, Management, the Humanities and the Behavioral, Social and Health Sciences. The program prepares students for advanced positions in management or consulting, as well as 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.

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, and some have successful international backgrounds. This creates a network of professionals that enhances life-long career opportunities of the graduates. Students attend conferences, engage in projects of a consulting nature, and publish, either writing books or conference papers or research articles which further enhance their professional stature.

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation.

It is expected that this program will take a minimum of three (3) years full-time study, but a more practical time frame is four (4) years if students are not able to take classes full time when offered.

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation.

Effective August Term 2024, Alliant International University will not be accepting applications for admission or admitting new students to this program.

Emphasis/Concentration/Tracks

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 perspective. 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 in the context of US as well as the global context, leadership, management, growth and competitiveness, organizational development and theories. Students learn emerging theories and research issues to develop solutions to complex management problems.

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.

Hospitality Management
This specialization prepares students with broad based foundational skills for academic research, consulting, and corporate positions in the hospitality industry. The specialization is geared towards students with an interest in understanding and contributing to knowledge creation within the fields of hospitality management in the context of US as well as the global context, leadership, management, growth and competitiveness, organizational development, and theories. Students learn emerging theories and research issues to develop solutions to complex hospitality 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 and 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.

Programmatic Accreditation
The program is accredited by Accreditation Council for Business Schools and Programs (ACBSP), which is a globally recognized accreditation body for business and management area programs.

Internship, Practicum, and/or Dissertation Information
Students get real-world experience in real client contexts. This is designed to provide students with in-depth supervised practical learning experiences. 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 online students will engage in research projects. In addition to classroom instruction, students in the ground program are required to get real-world practical training experience in an approved organizational setting for a minimum of 45 hours in every academic term.

The DBA on-ground program requires practical training for all domestic and international students from the start of the program continuing through all courses. Practical training can be part time (PT, 20 hours or less a week) or full time (FT, more than 20 hours a week), paid or unpaid. International students should see guidelines from the International Office regarding details of FT and PT practical training (see Curricular Practical Training section).

It is the student's responsibility to find practical training opportunities, but the CSML practical training coordinator will support students in providing practical training opportunities. A student will have eight weeks (one term) to secure a practical training/internship site once they start the on-ground DBA program. Students who do not have practical training/internship by the end of their first term will be placed in a project by

the school's practical training coordinator. If a student loses their practical training at any point during their program, they must notify the practical training coordinator immediately. They will have a maximum of 4 weeks to get a new practical training site or to be assigned a CSML professional development project. Students are required to be involved in an internship or a project throughout the program from start on Day 1 to program completion.

Approval of practical training sites:
Program Director or Faculty Internship/Project Coordinator will have the final approval required each term. Detailed procedures for approval of a practical training site and the training details will be provided by the program. International students should meet the International Student Office (ISSO) and the Designated School Official (DSO) for guidance and approval to start their practical training. International students must apply for authorization for Curricular Practice Training (CPT) to the DSO and schedule an appointment at least two weeks prior to the beginning of the CPT. Please email ISSO@alliant.edu to schedule an appointment. Note that international students may begin CPT ONLY after receiving their updated Form I-20 with the DSO endorsement. To be considered for CPT, the work must be related to your current field of study in your program at CSML. Please review CSML CPT Application Process for International Students with the ISSO for application information.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program starting on day 1. In practical training courses students will be engaged in developing professional and applied practice related skills and expertise per the student's program learning objectives. This is achieved through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is required throughout the academic program from start on Day 1 to program completion.

Goals of CSML's Career and Professional Development (CPD) plan and infrastructure:

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure. Its goals are the following:

1. To enable students to gain their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with application discipline-specific body of knowledge and encouraging continuous learning in their chosen field of study.
2. To assist students with practical training positions or projects that are aligned with their program of study, allowing them to gain valuable insight into the context of practice and apply their knowledge and research in new and innovative ways.
3. To offer support and access to projects, and job listings while also providing opportunities for the student to apply new and innovative ways of gaining insight into the context of practice. This ensures that students not only secure practical training opportunities but also develop the skills to apply their knowledge in real-world settings and gain valuable experience that sets them apart in the job market.
4. To provide students with opportunities to participate in real-world application, consulting, and research projects, including business development, professional development, applications in minority-owned businesses and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches.
   This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
5. To provide students with support, resources, and opportunities to develop their professional literacy and communication skills, including written and verbal communication, presentation skills, and interpersonal skills. This will help students effectively communicate their knowledge, skills, and experiences to potential employers, colleagues, and clients.
6. To encourage students to engage in application, research, and learning/scholarship opportunities independently to enhance their knowledge and skills. CPD achieves this goal by providing students with resources, guidance, and support.
7. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.
8. To offer students real opportunities, inspirational instructors, and authentic practical experiences that can make a real difference in the world, while also helping students build their resumes and set them apart in the job market.

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 comprehensive exam to ensure qualified doctoral candidacy.

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Emphasis/Concentration/ Track Requirements

Information and Data Science

- BUS70240 - Qualitative Research Methods *(3 units)*
- IST74880 - Data Analytics and Decision Making *(3 units)*
- DAT80220 - Knowledge Discovery and Data Mining *(3 units)*
- DAT70500 - Big Data Tools *(3 units)*
- DAT80240 - Seminar in Special Topics in Data Science *(3 units)*

Management

- BUS70240 - Qualitative Research Methods *(3 units)*
- MGT80210 - Contemporary Readings in Strategy *(3 units)*
- LDR70150 - Contemporary Approaches to Organizational Leadership *(3 units)*
- MGT80230 - Seminar in Special Topics 1 *(3 units)*
- MGT80240 - Seminar in Special Topics 2 *(3 units)*

Marketing

- BUS70240 - Qualitative Research Methods *(3 units)*
- MKT80210 - Contemporary Readings in Marketing *(3 units)*
- MKT70360 - Marketing Research and Data Analytics *(3 units)*
- MKT80230 - Seminar in Special Topics 1 *(3 units)*
- MKT80240 - Seminar in Special Topics 2 *(3 units)*

Hospitality Management

- BUS70240 - Qualitative Research Methods *(3 units)*
- HMG70010 - Human Resources Management in Hospitality *(3 units)*
- HMG70200 - Entrepreneurship in Hospitality *(3 units)*
- HMG80230 - Seminar in Special Topics 1 *(3 units)*
- HMG80240 - Seminar in Special Topics 2 *(3 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term and other factors such as student course demand. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar (Online)

Term 1 (6 units)

- BUS80110 - Organizational Behavior and Development *(3 units)*
- LDR87800 - Creating Change and Innovation *(3 units)*

Term 2 (3 units)

- BUS70250 - Foundations of Research *(3 units)*

Term 3 (6 units)

- BUS70630 - Organizational Leadership of Cross Cultural and International Management *(3 units)*
- BUS70540 - Research Scholars Community *(3 units)*

Term 4 (3 units)

- BUS70350 - Advanced Statistics *(3 units)*

Term 5 (6 units)

- Specialization Course 1 *(3 units)* - BUS70240 - Qualitative Research Methods *(3 units)*
- BUS70360 - Quantitative and Survey Research *(3 units)*

Term 6 (3 units)

- BUS70110 - Critical Issues in Business Management *(3 units)*

Term 7 (6 units)

- Specialization Course 2 *(3 units)* - not Qualitative and Survey Research
- BUS80640 - Applied Project I *(3 units)*

Term 8 (3 units)

- BUS80650 - Applied Project II *(3 units)*

Term 9 (6 units)

- Specialization Course 3 *(3 units)* - not Qualitative and Survey Research
- BUS80660 - Applied Project III *(3 units)*

Term 10 (3 units)

- Specialization Course 4 *(3 units)* - not Qualitative and Survey Research

Term 11 (4.5 units)

- Specialization Course 5 *(3 units)* - not Qualitative and Survey Research
- BUS99800A - Dissertation Research 1A *(1.5 units)*

Term 12 (1.5 units)

- BUS99800B - Dissertation Research 1B *(1.5 units)*

Term 13 (1.5 units)

- BUS99810A - Dissertation Research 2A *(1.5 units)*

Term 14 (1.5 units)

- BUS99810B - Dissertation Research 2B *(1.5 units)*

Term 15 (1.5 units)

- BUS99820A - Dissertation Research 3A *(1.5 units)*

Term 16 (1.5 units)

- BUS99820B - Dissertation Research 3B *(1.5 units)*

Term 17 (1.5 units)

- BUS99830A - Dissertation Research 4A *(1.5 units)*

Term 18 (1.5 units)

- BUS99830B - Dissertation Research 4B *(1.5 units)*

8-Week Calendar (On-ground)

Term 1 (6 units)

- BUS80110 - Organizational Behavior and Development *(3 units)*
- LDR87800 - Creating Change and Innovation *(3 units)*

Term 2 (4 units)

- BUS70250 - Foundations of Research *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (4 units)

- BUS70630 - Organizational Leadership of Cross Cultural and International Management *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 4 (4 units)

- BUS70350 - Advanced Statistics *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 5 (4 units)
- Specialization Course 1 *(3 units)* - BUS70240 - Qualitative Research Methods *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 6 (4 units)
- BUS70110 - Critical Issues in Business Management *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 7 (6 units)
- BUS70540 - Research Scholars Community *(3 units)*
- Specialization Course 2 *(3 units)* - not Qualitative and Survey Research

Term 8 (4 units)
- BUS70360 - Quantitative and Survey Research *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 9 (4 units)
- Specialization Course 3 *(3 units)* - not Qualitative and Survey Research
- CPD70000 - Career and Professional Development *(1 unit)*

Term 10 (4 units)
- Specialization Course 4 *(3 units)* - not Qualitative and Survey Research
- CPD70000 - Career and Professional Development *(1 unit)*

Term 11 (4.5 units)
- Specialization Course 5 *(3 units)* - not Qualitative and Survey Research
- BUS99800A - Dissertation Research 1A *(1.5 units)*

Term 12 (2.5 units)
- BUS99800B - Dissertation Research 1B *(1.5 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 13 (1.5 units)
- BUS99810A - Dissertation Research 2A *(1.5 units)*

Term 14 (1.5 units)
- BUS99810B - Dissertation Research 2B *(1.5 units)*

Term 15 (1.5 units)
- BUS99820A - Dissertation Research 3A *(1.5 units)*

Term 16 (1.5 units)
- BUS99820B - Dissertation Research 3B *(1.5 units)*

Term 17 (1.5 units)
- BUS99830A - Dissertation Research 4A *(1.5 units)*

Term 18 (1.5 units)
- BUS99830B - Dissertation Research 4B *(1.5 units)*

Doctor of Philosophy in Leadership

School: California School of Management and Leadership
Modality(ies): On-ground, hybrid, online
Calendar(s): 8-week term
CIP Code: 52.0213

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 to apply their knowledge and develop leadership at all levels, in any organization in any part of the world.

This program is 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 if students are not able to take classes full time when offered.

The California School of Management Leadership (CSML) graduate programs at Alliant International University require practical training from the first term until graduation.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program. Practical training is intended to develop professional and applied practice related skills and expertise in the student's program through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is required throughout the academic program from start on Day 1 to program completion.

Domestic students can contact the CSML Professional Development (CPD) Coordinator directly for guidance. International students must apply for authorization for Curricular Practical Training to the Designated School

Official (DSO) and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training. Please email ISSO@alliant.edu to schedule an appointment. Note that an international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered Curricular Practical Training, the work must be related to your major field of study. Please view CSML CPT Application Process for International Students for application information.

Effective August Term 2024, Alliant International University will not be accepting applications for admission or admitting new students to this program.

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): A major part of the curriculum and doctoral experience, supported by 60 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 9 units of course work including practicums and/or internships.

Programmatic Accreditation

The program is accredited by Accreditation Council for Business Schools and Programs (ACBSP), which is a globally recognized accreditation body for business and management area programs.

Internship, Practicum, and/or Dissertation Information

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program starting on day 1. Students in the Online program are required to participate in curricular applied experiencial learning. In practical training courses students will be engaged in developing professional and applied practice related skills and expertise per the student's program learning objectives. This is achieved through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is required throughout the academic program from start on Day 1 to program completion.

It is the student's responsibility to find practical training opportunities, however the CSML Practical Training Coordinator will

support students in providing practical training opportunities. International students should check with the International Students Office (ISSO) for more details.

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure.

The goals of the CSML's Career and Professional Development (CPD) plan are the following:

1. To enable students to showcase their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with a discipline-specific body of knowledge and encouraging research, scholarship, and continuous learning in their chosen field of study.
2. To provide students with practical training positions or projects that are aligned with their program of study, allowing them to gain valuable insight into the context of practice and apply their knowledge and research in new and innovative ways.
3. To offer support and access to a personalized job fair, projects, and job listings while also providing opportunities for the student to apply new and innovative ways of gaining insight into the context of practice. This ensures that students not only secure practical training opportunities but also develop the skills to apply their knowledge in real-world settings and gain valuable experience that sets them apart in the job market.
4. To provide students with opportunities to participate in real-world consulting projects, including business development, professional development, minority-owned businesses, and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches. This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
5. To provide students with support, resources, and opportunities to develop their professional literacy and communication skills, including written and verbal communication, presentation skills, and interpersonal skills. This will help students effectively communicate their knowledge, skills, and experiences to potential employers, colleagues, and clients.
6. To encourage students to engage in research, conferences, and scholarship opportunities independently to enhance their knowledge and skills. CPD achieves this goal by providing students with resources, guidance, and support to pursue research, attend conferences, and apply for scholarship opportunities.
7. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.
8. To offer students real opportunities, inspirational instructors, and authentic practical experiences that can make a real difference in the world, while also helping students build their resumes and set them apart in the job market.

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 to ensure qualified doctoral candidacy.

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term and other factors such as student course demand. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar (On-ground)

Term 1 (4 units)
- BUS80110 - Organizational Behavior and Development *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 2 (4 units)
- BUS70250 - Foundations of Research *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (4 units)
- BUS70630 - Organizational Leadership of Cross Cultural and International Management *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 4 (4 units)
- BUS70350 - Advanced Statistics *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 5 (4 units)
- BUS70240 - Qualitative Research Methods *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 6 (4 units)
- LDR70150 - Contemporary Approaches to Organizational Leadership *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 7 (4 units)
- LDR87100 - Inter-Disciplinary Foundations of Leadership: Psychology, Management *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 8 (4 units)
- BUS70360 - Quantitative and Survey Research *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 9 (4 units)
- LDR87200 - Theories of Leadership *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 10 (6 units)
- LDR87700 - Group Dynamics and Team Leadership *(3 units)*
- LDR87800 - Creating Change and Innovation *(3 units)*

Term 11 (4.5 units)
- LDR87600 - Ethics and Leadership in Organizations *(3 units)*
- BUS99800A - Dissertation Research 1A *(1.5 units)*

Term 12 (4.5 units)
- BUS70110 - Critical Issues in Business Management *(3 units)*
- BUS99800B - Dissertation Research 1B *(1.5 units)*

Term 13 (1.5 units)
- BUS99810A - Dissertation Research 2A *(1.5 units)*

Term 14 (1.5 units)
- BUS99810B - Dissertation Research 2B *(1.5 units)*

Term 15 (1.5 units)
- BUS99820A - Dissertation Research 3A *(1.5 units)*

Term 16 (1.5 units)
- BUS99820B - Dissertation Research 3B *(1.5 units)*

Term 17 (1.5 units)
- BUS99830A - Dissertation Research 4A *(1.5 units)*

Term 18 (1.5 units)
- BUS99830B - Dissertation Research 4B *(1.5 units)*

8-Week Calendar (Online)

Term 1 (6 units)
- LDR87100 - Inter-Disciplinary Foundations of Leadership: Psychology, Management *(3 units)*
- BUS70250 - Foundations of Research *(3 units)*

Term 2 (3 units)
- LDR87800 - Creating Change and Innovation *(3 units)*

Term 3 (6 units)
- BUS70240 - Qualitative Research Methods *(3 units)*
- ELM88300 - Leadership and Learning Organizations *(3 units)*

Term 4 (3 units)
- BUS70350 - Advanced Statistics *(3 units)*

Term 5 (6 units)
- BUS70110 - Critical Issues in Business Management *(3 units)*
- LDR87200 - Theories of Leadership *(3 units)*

Term 6 (3 units)
- LDR87600 - Ethics and Leadership in Organizations *(3 units)*

Term 7 (6 units)
- BUS80110 - Organizational Behavior and Development *(3 units)*
- LDR87700 - Group Dynamics and Team Leadership *(3 units)*

Term 8 (3 units)
- BUS70630 - Organizational Leadership of Cross Cultural and International Management *(3 units)*

Term 9 (6 units)
- BUS70360 - Quantitative and Survey Research *(3 units)*
- BUS80640 - Applied Project I *(3 units)*

Term 10 (3 units)
- BUS80650 - Applied Project II *(3 units)*

Term 11 (4.5 units)
- BUS99800A - Dissertation Research 1A *(1.5 units)*
- BUS80660 - Applied Project III *(3 units)*

Term 12 (1.5 units)
- BUS99800B - Dissertation Research 1B *(1.5 units)*

Term 13 (1.5 units)
- BUS99810A - Dissertation Research 2A *(1.5 units)*

Term 14 (1.5 units)
- BUS99810B - Dissertation Research 2B *(1.5 units)*

Term 15 (1.5 units)
- BUS99820A - Dissertation Research 3A *(1.5 units)*

Term 16 (1.5 units)
- BUS99820B - Dissertation Research 3B *(1.5 units)*

Term 17 (1.5 units)
- BUS99830A - Dissertation Research 4A *(1.5 units)*

Term 18 (1.5 units)
- BUS99830B - Dissertation Research 4B *(1.5 units)*

Doctor of Philosophy in Organizational Leadership

School: California School of Management and Leadership
Modality(ies): On-ground, hybrid, online
Calendar(s): 8-week term
CIP Code: 52.0213

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 to apply their knowledge and develop leadership at all levels, in any organization in any part of the world.

This program is 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 if students are not able to take classes full time when offered.

The California School of Management Leadership (CSML) graduate programs at Alliant International University require practical training from the first term until graduation.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program. Practical training is intended to develop professional and applied practice related skills and expertise in the student's program through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is required throughout the academic program from start on Day 1 to program completion.

Domestic students can contact the CSML Professional Development (CPD) Coordinator directly for guidance. International students must apply for authorization for Curricular Practical Training to the Designated School Official (DSO) and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training. Please email ISSO@alliant.edu to schedule an appointment. Note that an international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered Curricular Practical Training, the work must be related to your major field of study. Please view CSML CPT Application Process for International Students for application information.

Effective August 2024, students enrolled in the PhD in Leadership program can choose to complete their current program or complete the new degree PhD in Organizational Leadership.

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): A major part of the curriculum and doctoral experience, supported by 60 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 9 units of course work including practicums and/or internships.

Programmatic Accreditation

The program is accredited by Accreditation Council for Business Schools and Programs (ACBSP), which is a globally recognized accreditation body for business and management area programs.

Internship, Practicum, and/or Dissertation Information

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program starting on day 1. Students in the Online program are required to participate in curricular applied experiential learning. In practical training courses students will be engaged in developing professional and applied practice related skills and expertise per the student's program learning objectives. This is achieved through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is required throughout the academic program from start on Day 1 to program completion.

It is the student's responsibility to find practical training opportunities, however the CSML Practical Training Coordinator will support students in providing practical training opportunities. International students should check with the International Students Office (ISSO) for more details.

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure.

The goals of the CSML's Career and Professional Development (CPD) plan are t he following:

1. To enable students to showcase their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with a discipline-specific body of knowledge and encouraging research, scholarship, and continuous learning in their chosen field of study.
2. To provide students with practical training positions or projects that are aligned with their program of study, allowing them to gain valuable insight into the context of practice and apply their knowledge and research in new and innovative ways.
3. To offer support and access to a personalized job fair, projects, and job listings while also providing opportunities for the student to apply new and innovative ways of gaining insight into the context of practice. This ensures that students not only secure practical training opportunities but also develop the skills to apply their knowledge in real-world settings and gain valuable experience that sets them apart in the job market.
4. To provide students with opportunities to participate in real-world consulting projects, including business development, professional development, minority-owned businesses, and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches. This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
5. To provide students with support, resources, and opportunities to develop their professional literacy and communication skills, including written and verbal communication, presentation skills, and interpersonal skills. This will help students effectively communicate their knowledge, skills, and experiences to potential employers, colleagues, and clients.
6. To encourage students to engage in research, conferences, and scholarship opportunities independently to enhance their knowledge and skills. CPD achieves this goal by providing students with resources, guidance, and support to pursue research, attend conferences, and apply for scholarship opportunities.
7. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.
8. To offer students real opportunities, inspirational instructors, and authentic practical experiences that can make a real difference in the world, while also helping students build their resumes and set them apart in the job market.

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 to ensure qualified doctoral candidacy.

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term and other factors such as student course demand. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar (On-ground)

Term 1 (4 units)
- BUS80110 - Organizational Behavior and Development *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 2 (4 units)
- BUS70250 - Foundations of Research *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (4 units)
- BUS70630 - Organizational Leadership of Cross Cultural and International Management *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 4 (4 units)
- BUS70350 - Advanced Statistics *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 5 (4 units)
- BUS70240 - Qualitative Research Methods *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 6 (4 units)
- LDR70150 - Contemporary Approaches to Organizational Leadership *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 7 (4 units)
- ORG80020 - Social and Organizational Psychology *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 8 (4 units)
- BUS70360 - Quantitative and Survey Research *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 9 (4 units)
- LDR87200 - Theories of Leadership *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 10 (6 units)
- ORG80150 - Organizational Design and Process Improvement *(3 units)*
- LDR87800 - Creating Change and Innovation *(3 units)*

Term 11 (4.5 units)
- LDR87600 - Ethics and Leadership in Organizations *(3 units)*
- BUS99800A - Dissertation Research 1A *(1.5 units)*

Term 12 (4.5 units)
- BUS70540 - Research Scholars Community *(3 units)*
- BUS99800B - Dissertation Research 1B *(1.5 units)*

Term 13 (1.5 units)
- BUS99810A - Dissertation Research 2A *(1.5 units)*

Term 14 (1.5 units)
- BUS99810B - Dissertation Research 2B *(1.5 units)*

Term 15 (1.5 units)
- BUS99820A - Dissertation Research 3A *(1.5 units)*

Term 16 (1.5 units)
- BUS99820B - Dissertation Research 3B *(1.5 units)*

Term 17 (1.5 units)
- BUS99830A - Dissertation Research 4A *(1.5 units)*

Term 18 (1.5 units)
- BUS99830B - Dissertation Research 4B *(1.5 units)*

8-Week Calendar (Online)

Term 1 (4 units)
- BUS80110 - Organizational Behavior and Development *(3 units)*
- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 2 (4 units)
- BUS70250 - Foundations of Research *(3 units)*
- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 3 (4 units)
- BUS70630 - Organizational Leadership of Cross Cultural and International Management *(3 units)*
- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 4 (4 units)
- BUS70350 - Advanced Statistics *(3 units)*
- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 5 (4 units)
- BUS70240 - Qualitative Research Methods *(3 units)*
- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 6 (4 units)
- LDR70150 - Contemporary Approaches to Organizational Leadership *(3 units)*
- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 7 (4 units)
- ORG80020 - Social and Organizational Psychology *(3 units)*

- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 8 (4 units)
- BUS70360 - Quantitative and Survey Research *(3 units)*
- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 9 (4 units)
- LDR87200 - Theories of Leadership *(3 units)*
- CPD70000B - Career and Professional Development Projects *(1 unit)*

Term 10 (6 units)
- ORG80150 - Organizational Design and Process Improvement *(3 units)*
- LDR87800 - Creating Change and Innovation *(3 units)*

Term 11 (4.5 units)
- LDR87600 - Ethics and Leadership in Organizations *(3 units)*
- BUS99800A - Dissertation Research 1A *(1.5 units)*

Term 12 (4.5 units)
- BUS70540 - Research Scholars Community *(3 units)*
- BUS99800B - Dissertation Research 1B *(1.5 units)*

Term 13 (1.5 units)
- BUS99810A - Dissertation Research 2A *(1.5 units)*

Term 14 (1.5 units)
- BUS99810B - Dissertation Research 2B *(1.5 units)*

Term 15 (1.5 units)
- BUS99820A - Dissertation Research 3A *(1.5 units)*

Term 16 (1.5 units)
- BUS99820B - Dissertation Research 3B *(1.5 units)*

Term 17 (1.5 units)
- BUS99830A - Dissertation Research 4A *(1.5 units)*

Term 18 (1.5 units)
- BUS99830B - Dissertation Research 4B *(1.5 units)*

E-Learning Instructional Design Certificate

School: California School of Forensic Studies, California School of Education, California School of Management & Leadership and California School of Professional Psychology
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.0501

Program Description/Overview

The E-Learning Instructional Design Certificate will be offered as a CE certificate through the Department of Online Learning. It is a post-baccalaureate certificate designed to provide individuals with the opportunity to learn how to create and implement effective learning experiences on digital platforms through an understanding of instructional design principles and technology.

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.

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)
- ELR60350 - Instructional Design and Technology: Learning Theories & Models *(3 units)*

Term 2 (3 units)
- ELR61120 - Instructional Design: Media and Technology *(3 units)*

Term 3 (3 units)
- ELR62410 - Instructional Design Evaluation *(3 units)*

Master of Business Administration (Business and Technology Concentrations Track)

School: California School of Management and Leadership
Modality(ies): On-ground, hybrid
Calendar(s): 8-week term
CIP Code: 52.1301 (STEM) (pending approval for international students)
CIP Code: 52.0201

Program Description/Overview

This program description applies to CIP code 52.1301 (STEM).

The MBA with Business and Technology concentrations is a STEM track and provides skills in advanced analytics, management and business and extensive practical experience in applying and integrating these skills through application, projects, case studies, and presentations.

Students who are interested in the technology focused management decision making and applications should choose one of the three concentrations that are part of the MBA business and technology track (STEM): 1) Information and Technology Management

concentration, 2) Marketing and Digital Trends concentration, or 3) Management, Leadership and Decision Sciences concentration.

The MBA with business and technology concentrations program is designed to ground you in the STEM field of technology and systems (STEM includes science, technology, engineering, and mathematics). STEM related graduate education and skills have become a vital part of the global economy. A STEM education forms a solid foundation for many careers by cultivating critical thinking, increasing science literacy, and encouraging innovation, presenting opportunities to pursue a variety of management and technology jobs. The MBA business and technology concentrations (STEM) track requires students to complete all courses in the MBA business and technology (STEM) curriculum, and students cannot transfer into this track/cohort after starting in any non-MBA business and technology (non-STEM) track/cohort.

The program follows a teaching and learning model with all students taking courses to build foundational and core skills in the curriculum as well as concentration courses to build deep expertise in an area of interest during their program of study.

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation. Please refer to the Internship and Practicum section below for more information on the rules, regulations, and expectations of CSML Practical Training requirement.

Alignment with Certificates and Certifications: The MBA program is a graduate academic degree program which is geared to graduating students in a job-ready state. The courses in the MBA curriculum have been designed to give students the skills required to excel in careers in the data and, analytics and technology and systems applications arena in a wide range of industries. The program has been designed with the additional advantage to students of encouraging them to prepare and successfully test for industry recognized and sought-after certifications (e.g., MCSA's SQL Database Development, PMI's Project Management Professional certification). Students will be introduced to certifications' requirements and encouraged to apply to and successfully pass their exams. The tests are external to Alliant and administered by independent referent disciplines. Specific courses in the curriculum of the program are aligned with appropriate certifications.

Emphasis/Concentration/Tracks

Tracks

Students interested in the MBA Business and Technology concentrations track can choose one of two formats:

1. Weekday MBA Business and Technology Concentrations (STEM)
2. Executive MBA Business and Technology Concentrations (STEM)

Both weekday and executive MBA formats require that students complete 36 credit units for graduation. The courses are offered in an academic calendar of 8-week Terms with a program completion time of 18 months. Both tracks are designed to train students for success in professional workplaces by enhancing their skills for state-of-the-art employment environments and educating them for excelling in handling new professional challenges.

Weekday MBA Business and Technology Concentrations Track (STEM)

Students in the Weekday MBA Business and Technology concentrations track will attend classes on ground every week. Most classes are scheduled during the evenings, and some classes could be scheduled during the daytime based on cohort needs and requirements. Alliant is approved to offer practical training starting from day 1 throughout the MBA program to all domestic and international students. International students in graduate programs at Alliant need to consult ISSO and can start their CPT at the start of their programs, Day 1, or within their first academic Term of the program (8 weeks in the case of Terms). Practical training is defined as an approved work experience which is an integral part of an established curriculum and is directly related to the student's major area of study. Students can complete the required professional practice hours by working on either a practical project, a client project or in an internship. Practical training can be part-time (20 hours a week or less) or full-time (more than 20 hours a week), paid or unpaid. International students should see guidelines from International Office regarding details of FT and PT practical training (see Curricular Practical Training section).

Class schedule: For each course, students attend ground classes once a week. Each course duration is 8-weeks.

Executive MBA Business and Technology Concentrations Track (STEM)

Executive MBA with Business and Technology track/cohort is a closed cohort and students cannot transfer into this track/cohort after starting in any other MBA track/cohort. Students in this track attend ground classes on one full day a month (12 hours) per course. This schedule is repeated throughout the entire program. Students in this track will go through a rigorous admission process assessing their fit for the track. Students in the cohort start the program from day 1 of the first term and complete the full program's curriculum to be eligible to join the cohort. Students may not transfer into this program once courses have begun.

Alliant is approved to offer practical training starting day 1 throughout the MBA program to all domestic and international students.

International students in graduate programs at Alliant need to consult ISSO and can start their CPT at the start of their programs, Day 1, or within their first academic Term of the program (8 weeks in the case of Terms). Practical training is defined as an approved work experience which is an integral part of an established curriculum and is directly related to the student's major area of study. Students in this track also engage in practical training throughout their program. Practical training can be part-time (20 hours a week or less) or full-time (more than 20 hours a week), paid or unpaid. International students should see guidelines from International Office regarding details of FT and PT practical training (see Curricular Practical Training section).

Class schedule: For each course, students attend ground classes one full day each month . Each course duration is 8-weeks.

Concentrations

Information and Technology Management

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. Students will achieve the 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.

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, Leadership and Decision Sciences

This concentration integrates principles from management, leadership, and decision science to equip students with a multifaceted skill set essential for navigating the complexities of today's business landscape and for effectively managing and leading any project and organization. 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 applicable to their track. If approved, they may complete 9 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.

Fast Track Program

Students who are in good academic standing (3.0 GPA) are eligible to participate in the Fast Track program for the DBA and PhD Leadership programs. Students whose GPA is lower than 3.0 and interested in the Fast Track option will be interviewed by the PD.

MBA students who are interested in the Fast Track opportunity to doctoral programs will write an application essay which will be evaluated by a faculty committee. Those students who are approved by the committee will be allowed to take Fast Track courses.

In the Fast Track program, MBA students can take up to three (9 units) of doctoral level bridge courses from Alliant's Doctor of Business Administration (DBA) program or PhD in Leadership program. If students complete the bridge courses with a B or above grade, they can transfer these courses into these doctoral programs if they enroll in them at Alliant International University upon completing their MBA program.

The following Fast Tracks are available for this program:

1. DBA
2. PhD in Leadership

Program Learning Outcomes/Goals

PLO1: Demonstrate an understanding of core knowledge in the management, analytics, and technology fields.

PLO2: Demonstrate competence in oral and written communication for management, analytics, and technology fields.

PLO3: Utilize technical tools and scientific research methods to collect, analyze, and evaluate data and information to make decisions based on data and develop appropriate strategies.

PLO4: Apply critical thinking, analytical and technical skills to solve problems in the context of the professional workplace.

PLO5: Demonstrate a positive and non-judgmental attitude in interpersonal and professional interactions within diverse teams and multicultural environments.

PLO6: Make ethical and socially responsible management decisions based on research and data.

PLO7: Demonstrate an understanding of specialized knowledge in the student's area of concentration.

Programmatic Accreditation

The MBA program is accredited by Accreditation Council for Business Schools and Programs (ACBSP), which is a globally recognized accreditation body for business and management area programs.

Internship, Practicum, and/or Dissertation Information

Students in the ground programs are required to participate in curricular practical training as part of their experiential learning throughout the program starting on day 1 or within their first academic term of the program (within the first 8 weeks). In practical training courses students will be engaged in developing professional and applied practice related skills and expertise per the student's program learning objectives. This is achieved through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is required throughout the academic program from starting on Day 1 (or within the first academic term) to program completion.

It is the student's responsibility to find practical training opportunities, however the CSML Practical Training Coordinator will support students in providing practical training opportunities.

A student will have eight weeks (one term) to secure a practical training/internship site once they start the MBA program. Students who do not have practical training/internship by the end of their first term will be placed in a project by the school practical training coordinator. If a student loses their practical training at any point during their program, they must notify the practical training coordinator immediately to be placed in a project. Students are required to be involved in an internship or a project throughout the program. Students must maintain a good academic standing to be eligible for full-time practical training permission. Students whose GPA falls considerably below the required 3.0 may lose their practical training permission completely.

CPT eligibility based on cumulative GPA:

- Student whose GPA is between 2.0-2.5 can continue full-time CPT for 2 terms. If their GPA remains below 2.5 after 2 terms, the student will move to part-time CPT
- Student whose GPA is between 1.9-1.5 must move to part-time CPT that same term
- Student whose GPA is below 1.5 must stop CPT until GPA improves to above criteria

Approval of practical training sites:
Program Director or Faculty Internship/Project Coordinator will have final approval which is required each term. Detailed procedures for approval of a practical training site and the training details will be provided by the program.

International students should meet the International Student Office (ISSO) and the Designated School Official (DSO) for guidance and approval to start their practical training. International students must apply for authorization for Curricular Practical Training (CPT) to the DSO and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training (CPT) or Day 1 CPT. Please email ISSO@alliant.edu to schedule an appointment. Note that international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered for Curricular Practical Training, the work must be related to your major field of study. Please view CSML CPT Application Process for International Students with the ISSO for application information.

CSML's Career and Professional Development (CPD) plan and infrastructure: Goals:

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure. Its goals are the following:

1. To enable students to showcase their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with a discipline-specific body of knowledge and encouraging research, scholarship, and continuous learning in their chosen field of study.
2. To provide students with opportunities to participate in real-world application, consulting and research projects, including business development, professional development, applications in minority-owned businesses and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches. This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
3. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.

Credit Units

Total Credit Units: 36
Total Core Credit Units: 27
Total Elective Credit Units: N/A
Total Concentration Credit Units: 9

Degree Requirements

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Prerequisite Courses

The following one (1) prerequisite course is required for students without a business major in their Bachelor's degree:

- BUS50010 - Business Foundations *(3 units)*

Emphasis/Concentration/Track Requirements

Information and Technology Management

- IST74880 - Data Analytics and Decision Making *(3 units)*
- IST64990 - Information Systems Technology and Infrastructure Management *(3 units)*
- CPD70000 - Career and Professional Development (3 units total)

Marketing and Digital Trends

- MKT70360 - Marketing Research and Data Analytics *(3 units)*
- MKT60570 - Digital and Social Media Marketing and Analysis *(3 units)*
- CPD70000 - Career and Professional Development (3 units total)

Management, Leadership and Decision Sciences

- LDR70150 - Contemporary Approaches to Organizational Leadership *(3 units)*
- PMI60110 - Project Management Systems *(3 units)*
- CPD70000 - Career and Professional Development (3 units total)

Fast Track Options

DBA

Students can transfer up to 9 units to the DBA program from the following list:

- CPD70000 - Career and Professional Development (6 units total)
- IST74880 - Data Analytics and Decision Making *(3 units)*
- MKT70360 - Marketing Research and Data Analytics *(3 units)*
- LDR70150 - Contemporary Approaches to Organizational Leadership *(3 units)*

PhD in Leadership

Students can transfer up to 9 units to the LDR program from the following list:

- CPD70000 - Career and Professional Development (6 units total)
- LDR70150 - Contemporary Approaches to Organizational Leadership *(3 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (4 units)

- MKT60180 - Marketing Management in the Digital Age *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 2 (4 units)

- BUS60600 - Organizational Behavior and Global Leadership *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (4 units)

- FIN60010 - Analysis of Financial and Accounting Data *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 4 (7 units)

- BUS60200 - Strategic Management *(3 units)*
- IST60110 - Technology Tools for Managerial Decision Making *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 5 (4 units)

- Concentration Course *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 6 (4 units)

- Concentration Course *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 7 (6 units)

- MGT60010 - Technology Enabled Operations Management and Logistics *(3 units)*
- BUS60900 - Statistical Analysis and Modeling for Business *(3 units)*

Term 8 (3 units)

- BUS79000 - Capstone: Management in the Digital Age *(3 units)*

Master of Business Administration (Hospitality Management Concentration Track)

School: California School of Management and Leadership
Modality(ies): On-ground, hybrid
Calendar(s): 8-week term
CIP Code: 52.1301 (STEM) (pending approval for International students)
CIP Code: 52.0201

Program Description/Overview

The MBA program provides skills in management and business and extensive practical experience in applying and integrating these skills through application, projects, case studies, and presentations. The program delivery format was developed to serve professional students who want to study and earn their degrees in a format that would make it possible to gain practice and training in applied settings at work sites while achieving the outcomes of the program.

The program follows a teaching and learning model with all students taking courses to build foundational and core skills in the curriculum as well as concentration courses in the Hospitality Management area to build deep expertise in their area of interest during their program of study.

The program is a graduate academic degree program which is geared to graduating students in a job-ready state. The courses in the MBA curriculum have been designed to

give students the skills required to excel in careers in the hospitality management arena in a wide range of industries.

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation. Please refer to the Internship and Practicum section below for more information on the rules, regulations, and expectations of CSML Practical Training requirement.

Emphasis/Concentration/Tracks

Tracks

Students who are interested in the MBA Hospitality Management program have two tracks to choose from:

1. Weekday MBA Hospitality Management Concentration Track
2. Executive MBA Hospitality Management Concentration Track

Both MBA tracks require that students complete 36 credit units for graduation. The courses are offered in an academic calendar of 8-week Terms with a program completion time of 18 months. Both tracks are designed to train students for success in professional workplaces by enhancing their skills for state-of-the-art employment environments and educating them for excelling in handling new professional challenges.

Weekday MBA Hospitality Management Concentration Track

Students in the Weekday MBA Hospitality Management Track will attend classes on ground every week. Alliant is approved to offer practical training starting from day 1 throughout the MBA program to all domestic and international students. International students in graduate programs at Alliant need to consult ISSO and can start their CPT at the start of their programs, Day 1, or within their first academic Term of the program (8 weeks in the case of Terms). Practical training is defined as an approved work experience which is an integral part of an established curriculum and is directly related to the student's major area of study. Students can complete the required professional practice hours by working on either a practical project, a client project or in an internship. Practical training can be part-time (20 hours a week or less) or full-time (more than 20 hours a week), paid or unpaid. International students should see guidelines from International Office regarding details of FT and PT practical training (see Curricular Practical Training section).

Class schedule: For each course, students attend ground classes once a week. Each course duration is 8-weeks.

Executive MBA Hospitality Management Concentration Track

Executive MBA with Hospitality concentration cohort is a closed cohort and students cannot transfer into this track/cohort after starting in any other MBA track/cohort. Students in the Executive MBA with Hospitality Management concentration track attend ground classes on one full day (12 hours) a month per course. This schedule is repeated throughout the entire program. Students in this track go through a rigorous admission process assessing their fit for the track. Students in the cohort start the program from day 1 of the first term and complete the full program's curriculum to be eligible to join the cohort. Students may not transfer into this program once courses have begun.

Alliant is approved to offer practical training from day 1 throughout the MBA program to all domestic and international students. International students in graduate programs at Alliant need to consult ISSO and can start their CPT at the start of their programs, Day 1, or within their first academic Term of the program (8 weeks in the case of Terms). Practical training is defined as an approved work experience which is an integral part of an established curriculum and is directly related to the student's major area of study. Students in this track also engage in practical training throughout their program. Practical training can be part-time (20 hours a week or less) or full-time (more than 20 hours a week), paid or unpaid. International students should see guidelines from International Office regarding details of FT and PT practical training (see Curricular Practical Training section)

Class schedule: For each course, students attend ground classes one full day each month. Each course duration is 8-weeks.

Concentrations

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.

Fast Track Program

Students who are in good academic standing (3.0 GPA) are eligible to participate in the Fast Track program for the DBA and PhD Leadership programs. Students whose GPA is lower than 3.0 and interested in the Fast Track option will be interviewed by the PD.

MBA students who are interested in the Fast Track opportunity to doctoral programs will write an application essay which will be evaluated by a faculty committee. Those students who are approved by the committee will be allowed to take Fast Track courses.

In the Fast Track program, MBA students can take up to three (9 units) of doctoral level bridge courses from Alliant's Doctor of Business Administration (DBA) program or PhD in Leadership program. If students complete the bridge courses with a B or above grade, they can transfer these courses into these doctoral programs if they enroll in them at Alliant International University upon completing their MBA program.

The following Fast Tracks are available for this program:

1. DBA
2. PhD in Leadership

Program Learning Outcomes/Goals

PLO1: Demonstrate an understanding of core knowledge in the management, business, and operational fields.

PLO2: Demonstrate competence in oral and written communication for management, business, and operational fields.

PLO3: Utilize technical tools and scientific research methods to collect, analyze, and evaluate relevant information to make decisions and develop appropriate strategies.

PLO4: Apply critical thinking and analytical skills to solve problems in the context of the professional workplace.

PLO5: Demonstrate a positive and non-judgmental attitude in interpersonal and professional interactions within diverse teams and multicultural environments.

PLO6: Make ethical and socially responsible management decisions based on research and data.

PLO7: Demonstrate an understanding of specialized knowledge in the student's area of concentration.

Programmatic Accreditation

The MBA program is accredited by Accreditation Council for Business Schools and Programs (ACBSP), which is a globally recognized accreditation body for business and management area programs.

Internship, Practicum, and/or Dissertation Information

Students in the ground programs are required to participate in curricular practical training as part of their experiential learning throughout the program starting on day 1 or within their first academic term of the program (within the first 8 weeks). In practical training courses students will be engaged in developing professional and applied practice related skills and expertise per the student's program learning objectives. This is achieved through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is required throughout the academic program from starting on Day 1 (or within the first academic term) to program completion.

It is the student's responsibility to find practical training opportunities, however the CSML Practical Training Coordinator will support students in providing practical training opportunities.

A student will have eight weeks (one term) to secure a practical training/internship site once they start the MBA program. Students who do not have practical training/internship by the end of their first term will be placed in a project by the school practical training coordinator. If a student loses their practical training at any point during their program, they must notify the practical training coordinator immediately to be placed in a project. Students are required to be involved in an internship or a project throughout the program. Students must maintain a good academic standing to be eligible for full-time practical training permission. Students whose GPA falls considerably below the required 3.0 may lose their practical training permission completely.

CPT eligibility based on cumulative GPA:

- Student whose GPA is between 2.0-2.5 can continue full-time CPT for 2 terms. If their GPA remains below 2.5 after 2 terms, the student will move to part-time CPT
- Student whose GPA is between 1.9-1.5 must move to part-time CPT that same term
- Student whose GPA is below 1.5 must stop CPT until GPA improves to above criteria

Approval of practical training sites:
Program Director or Faculty Internship/Project Coordinator will have final approval which is required each term. Detailed procedures for approval of a practical training site and the training details will be provided by the program.

International students should meet the International Student Office (ISSO) and the Designated School Official (DSO) for guidance and approval to start their practical training. International students must apply for authorization for Curricular Practical Training (CPT) to the DSO and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training (CPT) or Day 1 CPT. Please email ISSO@alliant.edu to schedule an appointment. Note that international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered for Curricular Practical Training, the work must be related to your major field of study. Please view CSML CPT Application Process for International Students for application information.

CSML's Career and Professional Development (CPD) plan and infrastructure: Goals:

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure. Its goals are the following:

1. To enable students to showcase their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with a discipline-specific body of knowledge and encouraging research, scholarship, and continuous learning in their chosen field of study.

2. To provide students with opportunities to participate in real-world application, consulting and research projects, including business development, professional development, applications in minority-owned businesses and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches. This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
3. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.

Credit Units

Total Credit Units: 36
Total Core Credit Units: 27
Total Elective Credit Units: N/A
Total Concentration Credit Units: 9

Degree Requirements

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Prerequisite Courses

The following one (1) prerequisite course is required for students without a business major in their Bachelor's degree:

- BUS50010 - Business Foundations *(3 units)*

Emphasis/Concentration/Track Requirements

Hospitality Management

- HMG60010 - Human Resources Management in Hospitality *(3 units)*
- HMG70100 - Trends and Systems in Hospitality & Tourism *(3 units)*
- HMG70200 - Entrepreneurship in Hospitality *(3 units)*

Fast Track Options

DBA

Students can transfer up to 6 units to the DBA program from the following list:

- CPD70000 - Career and Professional Development (3 units total)
- HMG70200 - Entrepreneurship in Hospitality *(3 units)*

PhD in Leadership

Students can transfer up to 3 units to the LDR program from the following list:

- CPD70000 - Career and Professional Development (3 units total)

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (4 units)

- HMG60000 - Sales Management for Hospitality *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 2 (5 units)

- BUS60600 - Organizational Behavior and Global Leadership *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (6 units)

- FIN60000 - Financial and Accounting Management *(3 units)*
- BUS60200 - Strategic Management *(3 units)*

Term 4 (3 units)

- HMG60010 - Human Resources Management in Hospitality *(3 units)*

Term 5 (6 units)

- HMG70200 - Entrepreneurship in Hospitality *(3 units)*
- IST60110 - Technology Tools for Managerial Decision Making *(3 units)*

Term 6 (3 units)

- HMG70100 - Trends and Systems in Hospitality & Tourism *(3 units)*

Term 7 (3 units)

- BUS79000 - Capstone: Management in the Digital Age *(3 units)*

Term 8 (6 units)

- MGT60000 - Operations Management and Logistics *(3 units)*
- BUS60900 - Statistical Analysis and Modeling for Business *(3 units)*

Master of Science in Data Analytics

School: California School of Management and Leadership
Modality(ies): On-ground, hybrid, online
Calendar(s): 8-week term
CIP Code: 30.7001 (approval pending)
CIP Code: 52.1301

Program Description/Overview

The Master of Science of Data Analytics (MSDA) degree enables students to learn the techniques and skills 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.

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program. Practical training is intended to develop professional and applied practice related skills and expertise in the student's program through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is intended for students to gain in-depth, supervised practical learning experiences. This is required throughout the academic program from start on Day 1 to program completion.

Domestic students can contact the CSML Professional Development (CPD) Coordinator directly for guidance. International students must apply for authorization for Curricular Practical Training to the Designated School Official (DSO) and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training. Please email ISSO@alliant.edu to schedule an appointment. Note that an international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered Curricular Practical Training, the work must be related to your major field of study. Please view CSML CPT Application Process for International Students for application information.

Emphasis/Concentration/Tracks

Concentrations

Healthcare Analytics

This concentration targets the expertise required in current healthcare analytics environments and provides a clear understanding of practical healthcare analytics decision-making. Students will be enabled to learn techniques and skills needed to work with diverse data sets, a range of analytics platforms and reporting tools to improve health care through the use of innovative and essential techniques that enable the delivery of efficient and quality healthcare analytics. Students will learn to select, prepare, analyze, interpret, evaluate, and present health data related to health system performance and effectiveness.

Informatics

Within the informatics concentration, students will focus on enterprise level information management tactics, techniques, and modeling methods for extracting, transforming, and loading data into essential reports and visualizations utilized for evaluation, synthesis and interpretation of business operations results. Students will learn to establish optimal data-driven recommendations and prescriptions from historic, current, and future data that align with stakeholder departmental end-state objectives, conversions, and goals.

Fast Track Program

Students who are in good academic standing (3.0 GPA) are eligible to participate in the Fast Track program for the DBA program. Students whose GPA is lower than 3.0 and interested in the Fast Track option will be interviewed by the PD.

MSDA students who are interested in the Fast Track opportunity to doctoral programs will write an application essay which will be evaluated by a faculty committee. Those students who are approved by the committee will be allowed to take Fast Track courses.

In the Fast Track program, MSDA students can take up to 9 units of doctoral level bridge courses from Alliant's Doctorate of Business Administration (DBA) program. If students complete the bridge courses with a B or above grade, they can transfer these courses into these doctoral programs if they enroll in them at Alliant International University upon completing their MSDA program.

The following Fast Track is available for this program:

1. DBA

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, proactive 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. Leverage teams in the applications of data analytics and information technology

Internship, Practicum, and/or Dissertation Information

Practical Training

Alliant is approved to offer practical training throughout the CSML program curriculum to domestic as well as international students. Practical training is defined as an approved

work experience which is an integral part of an established curriculum and is directly related to the student's major area of study. This schedule is repeated throughout the entire program. Practical training can be part-time (less than 20 hours a week) or full-time (more than 20 hours a week), paid or unpaid. International students should see guidelines from the International Office regarding details of FT and PT practical training (see Curricular Practical Training section).

Approval of practical training sites: Program Director or Faculty Internship/Project Coordinator will have final approval, which is required each term. Detailed procedures for approval of a practical training site and the training details will be provided by the program. International students will meet the International Office and the PDSO for guidance and approval.

Class schedule: For each course, students attend ground classes on weekdays per the published schedule for the courses. Each course duration is 8 weeks.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program starting on Day 1.

A student will have eight weeks (one term) to secure a practical training/internship site once they start their selected program. Students who do not have practical training/internship by the end of their first term will be placed in a project by the school's practical training coordinator. If a student loses their practical training at any point during their program, they must notify the practical training coordinator immediately. They will have a maximum of 4 weeks to get a new practical training site or to be assigned to a CSML professional development client project. Students are required to be involved in an internship or a project throughout the program from start on Day 1 to program completion.

In practical training courses students will be engaged in developing professional and applied practice related skills and expertise per the student's program learning objectives. This is achieved through a variety of work and learning experiences which could involve supervised practical training and/or applied projects and/or client projects.

CSML's Career and Professional Development (CPD) plan and infrastructure: Goals:

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure. Its goals are the following:

1. To enable students to gain their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with application of a discipline-specific body of knowledge and encouraging continuous learning in their chosen field of study.
2. To provide students with opportunities to participate in real-world application, consulting and research projects, including business development, professional development, applications in minority-owned businesses and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches. This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
3. To provide students with support, resources, and opportunities to develop their professional literacy and communication skills, including written and verbal communication, presentation skills, and interpersonal skills. This will help students effectively communicate their knowledge, skills, and experiences to potential employers, colleagues, and clients.
4. To encourage students to engage in application, research, and learning / scholarship opportunities independently to enhance their knowledge and skills. CPD achieves this goal by providing students with resources, guidance, and support.
5. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.
6. To offer students real opportunities, inspirational instructors, and authentic practical experiences that can make a real difference in the world, while also helping students build their resumes and set them apart in the job market.

It is the student's responsibility to find practical training opportunities, however the CSML Practical Training Coordinator will support students in providing practical training opportunities.

International students should meet the International Student Office (ISSO) and the Designated School Official (DSO) for guidance and approval to start their practical training. International students must apply for authorization for Curricular Practical Training (CPT) to the DSO and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training (CPT) or Day 1 CPT. Please email ISSO@alliant.edu to schedule an appointment. Note that international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered for Curricular Practical Training, the work must be related to your current field of study in your program at CSML. Please view CSML CPT Application Process for International Students for application information.

Credit Units

Total Credit Units: 33
Total Core Credit Units: 24
Total Elective Credit Units: N/A
Total Concentration Credit Units: 9

Degree Requirements

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Prerequisite Courses

Applicants can submit a request for waiver to the program academic advisor. For consideration to waive the pre-requisite courses, students must satisfy one of the following requirements:

- Bachelor's degrees: Students with undergraduate majors including a course in math or 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 bachelor's level within the last 3 years in math or in statistics with a grade of B+ or better will waive the DAT50050 pre-requisite course. A 3-unit equivalent course completed at the bachelor's level in programming (e.g., C++, .NET/C#, JAVA, R, or Python) within the last 3 years with a grade of B+ or better will waive the DAT50000 pre-requisite course.
  - In cases where the course(s) described above were completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.
- Master's degrees: Students with a masters including a course in math or statistics in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50050, and a course in programming, in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50000. In cases where the above course(s) were completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.

The prerequisite courses for this program are to be completed during Session 1 and 2 of Year One:

- DAT50000 - Essentials of Informatics Using Python *(3 units)*
- DAT50050 - Basic Applied Statistics *(3 units)*

Emphasis/Concentration/Track Requirements

Healthcare Analytics

- HCM60100 - Healthcare Systems, Services, and Infrastructure - A Global Perspective *(3 units)*
- HCA60000 - Quantitative & Qualitative Analysis Methods for Healthcare Data Analytics *(3 units)*
- HCA60300 - Informatics for Patient Care, Public Health, and Epidemiology *(3 units)*

Informatics

- MGT60150 - Management & Marketing Models for Managerial Decision Making *(3 units)*
- DAT60300 - Architectures and Methods for Data Mining *(3 units)*
- IST64880 - Data Analytics and Decision Making *(3 units)*

Fast Track Options

DBA

Students can transfer up to 9 units to the DBA program from the following list:

- CPD70000 - Career and Professional Development (6 units total)
- DAT70500 - Big Data Tools *(3 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (4 units)

- DAT60200 - Database Design Principles and Technologies *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 2 (7 units)

- Concentration Course 1 (Informatics concentration take DAT60300 - Architectures and Methods for Data Mining; Healthcare Analytic concentration take HCM60100 - Healthcare Systems, Services, and Infrastructure - A Global Perspective) *(3 units)*
- MGT60200 - Strategy and Financial Planning in Global Contexts *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (7 units)

- DAT70500 - Big Data Tools *(3 units)*
- Concentration Course 2 *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 4 (4 units)

- IST65050 - Advanced Programming with Python *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 5 (4 units)

- DAT60400 - Data Visualization *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 6 (4 units)

- Concentration Course 3 *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 7 (3 units)

- DAT60100 - Foundations of Data and Decision Algorithms *(3 units)*

Master of Science in Healthcare Analytics

School: California School of Management and Leadership
Modality(ies): On-ground, online, hybrid
Calendar(s): 8-week term
CIP Code: 51.2706

Program Description/Overview

The Master of Science of Healthcare Analytics (MSHCA) degree enables students to learn the techniques and skills needed to work with diverse data sets, a range of analytics platforms and reporting tools to improve health care through the use of innovative and essential techniques that enable the delivery of efficient and quality healthcare analytics. Students will learn to select, prepare, analyze, interpret, evaluate and present health data related to health system performance and effectiveness.

The classes will all be offered on campus, beginning at the main San Diego campus. All courses will be supported by Alliant's Learning Management System as a course document repository for the course syllabi and submission of assignments. Courses include 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 a Professional Practice engagement either as an internship or a project in a healthcare or medical setting.

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation.

This program is a graduate academic degree program which is geared to graduating students in a job-ready state. The courses in the MSHA curriculum have been designed to give students the skills required to excel in careers in the data and analytics arena in a wide range of industries. The program has been designed with the additional advantage to students of encouraging them to prepare and successfully test for industry recognized and sought-after certifications (e.g., MCSA's SQL Database Development). Students will be introduced to certifications' requirements and encouraged to apply to and successfully pass their exams. The tests are external to Alliant and administered by independent referent disciplines. Most job postings in the subject area require one or more of these certifications.

Specific courses in the curriculum of the MSHA program are aligned with appropriate certifications. In addition to discussing the requirements of the externally administered certifications, selective material will be covered in the classroom to encourage and guide the student for the certification test. The main preparation for the certification exam will require self-study and self-preparation by the students. The aim is to encourage students to strengthen their resumes with a graduate MSHA degree as well as industry relevant certifications which together make them a strong candidate with a competitive advantage.

The California School of Management Leadership (CSML) graduate programs at Alliant International University require practical training from the first term until graduation.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program. Practical training is intended to develop professional and applied practice related skills and expertise in the student's program through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is intended for students to gain in-depth, supervised practical learning experiences. This is required throughout the academic program from start on Day 1 to program completion.

Domestic students can contact the CSML Professional Development (CPD) Coordinator directly for guidance. International students must apply for authorization for Curricular Practical Training to the Designated School Official (DSO) and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training. Please email ISSO@alliant.edu to schedule an appointment. Note that an international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered Curricular Practical Training, the work must be related to your major field of study. Please view CSML CPT Application Process for International Students for application information.

Emphasis/Concentration/Tracks

Fast Track Program

Students who are in good academic standing (3.0 GPA) are eligible to participate in the Fast Track program for the DBA program. Students whose GPA is lower than 3.0 and interested in the Fast Track option will be interviewed by the PD.

MSHA students who are interested in the Fast Track opportunity to doctoral programs will write an application essay which will be evaluated by a faculty committee. Those students who are approved by the committee will be allowed to take Fast Track courses.

In the Fast Track program, MSHA students can take up to 9 units of doctoral level bridge courses from Alliant's Doctorate of Business Administration (DBA) program. If students complete the bridge courses with a B or above grade, they can transfer these courses into these doctoral programs if they enroll in them at Alliant International University upon completing their MSHA program.

The following Fast Tracks is available for this program:

1. DBA

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.

Internship, Practicum, and/or Dissertation Information

Practical Training

Alliant is approved to offer practical training throughout the CSML program curriculum to domestic as well as international students. Practical training is defined as an approved work experience which is an integral part of an established curriculum and is directly related to the student's major area of study. This schedule is repeated throughout the entire program. Practical training can be part-time (less than 20 hours a week) or full-time (more than 20 hours a week), paid or unpaid. International students should see guidelines from the International Office regarding details of FT and PT practical training (see Curricular Practical Training section).

Approval of practical training sites: Program Director or Faculty Internship/Project Coordinator will have final approval, which is required each term. Detailed procedures for approval of a practical training site and the training details will be provided by the program. International students will meet the International Office and the PDSO for guidance and approval.

Class schedule: For each course, students attend ground classes on weekdays per the published schedule for the courses. Each course duration is 8 weeks.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program starting on Day 1.

A student will have eight weeks (one term) to secure a practical training/internship site once they start their selected program. Students who do not have practical training/internship by the end of their first term will be placed in a project by the school's practical training coordinator. If a student loses their practical training at any point during their program, they must notify the practical training coordinator immediately. They will have a maximum of 4 weeks to get a new practical training site or to be assigned to a CSML professional development client project. Students are required to be involved in an internship or a project throughout the program from start on Day 1 to program completion.

In practical training courses students will be engaged in developing professional and applied practice related skills and expertise per the student's program learning objectives. This is achieved through a variety of work and learning experiences which could involve supervised practical training and/or applied projects and/or client projects.

CSML's Career and Professional Development (CPD) plan and infrastructure: Goals:

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure. Its goals are the following:

1. To enable students to gain their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with application of a discipline-specific body of knowledge and encouraging continuous learning in their chosen field of study.
2. To provide students with opportunities to participate in real-world application, consulting and research projects, including business development, professional development, applications in minority-owned businesses and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches. This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
3. To provide students with support, resources, and opportunities to develop their professional literacy and communication skills, including written and verbal communication, presentation skills, and interpersonal skills. This will help students effectively communicate their knowledge, skills, and experiences to potential employers, colleagues, and clients.
4. To encourage students to engage in application, research, and learning / scholarship opportunities independently to enhance their knowledge and skills. CPD achieves this goal by providing students with resources, guidance, and support.
5. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.

6. To offer students real opportunities, inspirational instructors, and authentic practical experiences that can make a real difference in the world, while also helping students build their resumes and set them apart in the job market.

It is the student's responsibility to find practical training opportunities, however the CSML Practical Training Coordinator will support students in providing practical training opportunities.

International students should meet the International Student Office (ISSO) and the Designated School Official (DSO) for guidance and approval to start their practical training. International students must apply for authorization for Curricular Practical Training (CPT) to the DSO and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training (CPT) or Day 1 CPT. Please email ISSO@alliant.edu to schedule an appointment. Note that international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered for Curricular Practical Training, the work must be related to your current field of study in your program at CSML. Please view CSML CPT Application Process for International Students for application information.

Credit Units

Total Credit Units: 33
Total Core Credit Units: 33
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Prerequisite Courses

Applicants can submit a request for waiver to the program academic advisor.

For consideration to waive the pre-requisite courses, students must satisfy one of the following requirements:

- Bachelor's degrees: Students with undergraduate majors including a course in math or 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 bachelor's level within the last 3 years in math or in statistics with a grade of B+ or better will waive the DAT50050 pre-requisite course. A 3-unit equivalent course completed at the bachelor's level in programming (e.g., C++, .NET/C#, JAVA, R, or Python) within the last 3 years with a grade of B+ or better will waive the DAT50000 pre-requisite course.
  - In cases where the course(s) described above were completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.
- Master's degrees: Students with a masters including a course in math or statistics in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50050, and a course in programming, in the previous 3 years completed with a grade of B or better can waive the pre-requisite course DAT50000. In cases where the above course(s) were completed more than 3 years ago, students can still apply for a waiver with the course syllabus from the year when they completed the course, and the program will assess the course contents to make a waiver decision.

The prerequisite courses for this program are to be completed during Session 1 and 2 of Year One:

- DAT50000 - Essentials of Informatics Using Python *(3 units)*
- DAT50050 - Basic Applied Statistics *(3 units)*

Emphasis/Concentration/Track Requirements

Fast Track Options

DBA

Students can transfer up to 9 units to the DBA program from the following list:

- CPD70000 - Career and Professional Development (6 units total)
- IST74880 - Data Analytics and Decision Making *(3 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (7 units)

- HCM60100 - Healthcare Systems, Services, and Infrastructure - A Global Perspective *(3 units)*
- DAT60200 - Database Design Principles and Technologies *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 2 (4 units)

- IST74880 - Data Analytics and Decision Making *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (7 units)

- HCA60100 - Health Information Exchange *(3 units)*
- MGT60000 - Operations Management and Logistics *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 4 (4 units)

- HCA60300 - Informatics for Patient Care, Public Health, and Epidemiology *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 5 (4 units)

- DAT60400 - Data Visualization *(3 units)*

- CPD70000 - Career and Professional Development *(1 unit)*

Term 6 (4 units)

- IST64540 - Enterprise Systems Analysis and Project Management *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 7 (3 units)

- HCM60200 - Legal, Regulatory, and Ethical Issues in Modern Healthcare Structures *(3 units)*

Master of Science in Information Systems and Technology

School: California School of Management and Leadership
Modality(ies): On-ground, online
Calendar(s): 8-week term
CIP Code: 11.0103

Program Description/Overview

The MS in Information Systems and Technology (MS-IST) Program is a graduate Science, Technology, Engineering and Mathematics (STEM) related program in the California School of Management and Leadership's (CSML). The program focuses on the design, analysis, and applications of information systems and the technology behind them, as solutions to business needs. The program includes instruction in the principles of computing systems and their hardware and software components, including, networking, cybersecurity, databases, telecommunications, and human interface design.

The program is designed to assist students in gaining an in-depth understanding and mastery of the appropriate STEM skills set required to successfully design, engineer, create, implement, maintain, and manage an effective Information Systems and Technology infrastructure. Graduates of this program will be able to build, and employ information and computing technologies to harness the potential benefit of today's powerful information technology systems to support the overall visions, missions, goals, and objectives for the organizations in which they are employed.

The overall goal of the program is to provide the student with a broad-based introduction to the concepts, methods, and tools utilized by a Systems Analyst, Systems Engineers, Programmers, and Systems Administrators, and gain a professional mastery of these technological arts and skills. The tools these graduates will master will be 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.

Practical Training Throughout the Program: Practical training is an integral part of the California School of Management Leadership (CSML) programs and aligns with the academic goals and learning outcomes for each program. CSML graduate programs at Alliant International University require practical training from the first term until graduation.

This program is a graduate academic degree program which is geared to graduating students in a job-ready state. The courses in the MSIST curriculum have been designed to give students the skills required to excel in careers in the data and analytics arena in a wide range of industries. The program has been designed with the additional advantage to students of encouraging them to prepare and successfully test for industry recognized and sought-after certifications (e.g., MCSA's SQL Database Development). Students will be introduced to certifications' requirements and encouraged to apply to and successfully pass their exams. The tests are external to Alliant and administered by independent referent disciplines. Most job postings in the subject area require one or more of these certifications.

Specific courses in the curriculum of the MSIST program are aligned with appropriate certifications. In addition to discussing the requirements of the externally administered certifications, selective material will be covered in the classroom to encourage and guide the student for the certification test. The main preparation for the certification exam will require self-study and self-preparation by the students. The aim is to encourage students to strengthen their resumes with a graduate MSIST degree as well as industry relevant certifications which together make them a strong candidate with a competitive advantage.

The California School of Management Leadership (CSML) graduate programs at Alliant International University require practical training from the first term until graduation.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program. Practical training is intended to develop professional and applied practice related skills and expertise in the student's program through a variety of work and learning experiences which could involve supervised practical training and/or applied client projects. This is intended for students to gain in-depth, supervised practical learning experiences. This is required throughout the academic program from start on Day 1 to program completion.

Domestic students can contact the CSML Professional Development (CPD) Coordinator directly for guidance. International students must apply for authorization for Curricular Practical Training to the Designated School Official (DSO) and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training. Please email ISSO@alliant.edu to schedule an appointment. Note that an international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered Curricular Practical Training, the work must be related

to your major field of study. Please view CSML CPT Application Process for International Students for application information.

Emphasis/Concentration/Tracks

Fast Track Program

Students who are in good academic standing (3.0 GPA) are eligible to participate in the Fast Track program for the DBA program. Students whose GPA is lower than 3.0 and interested in the Fast Track option will be interviewed by the PD.

MSDA students who are interested in the Fast Track opportunity to doctoral programs will write an application essay which will be evaluated by a faculty committee. Those students who are approved by the committee will be allowed to take Fast Track courses.

In the Fast Track program, MSIST students can take up to 9 units of doctoral level bridge courses from Alliant's Doctorate of Business Administration (DBA) program. If students complete the bridge courses with a B or above grade, they can transfer these courses into these doctoral programs if they enroll in them at Alliant International University upon completing their MSIST program.

The following Fast Track is available for this program:

1. DBA

Program Learning Outcomes/Goals

1. Students will demonstrate knowledge and understanding of concepts and principles in information systems and technology
2. Students will practice and apply professional IS&T knowledge and skills in the context of the workplace
3. Students will demonstrate competency in designing, engineering, creating, implementing, maintaining, and managing an effective Information Systems and Technology infrastructure.
4. Students will demonstrate successful and ethical management of the processes required to support the organizations' goals and objectives.
5. Students will demonstrate skills to work well in international and multicultural teams.

Internship, Practicum, and/or Dissertation information

Practical Training

Alliant is approved to offer practical training throughout the CSML program curriculum to domestic as well as international students. Practical training is defined as an approved work experience which is an integral part of an established curriculum and is directly related to the student's major area of study. This schedule is repeated throughout the entire program. Practical training can be part-time (less than 20 hours a week) or full-time (more than 20 hours a week), paid or unpaid. International students should see guidelines from the International Office regarding details of FT and PT practical training (see Curricular Practical Training section).

Approval of practical training sites: Program Director or Faculty Internship/Project Coordinator will have final approval, which is required each term. Detailed procedures for approval of a practical training site and the training details will be provided by the program. International students will meet the International Office and the PDSO for guidance and approval.

Class schedule: For each course, students attend ground classes on weekdays per the published schedule for the courses. Each course duration is 8 weeks.

Students in the ground program are required to participate in curricular practical training as part of their experiential learning throughout the program starting on Day 1.

A student will have eight weeks (one term) to secure a practical training/internship site once they start their selected program. Students who do not have practical training/internship by the end of their first term will be placed in a project by the school's practical training coordinator. If a student loses their practical training at any point during their program, they must notify the practical training coordinator immediately. They will have a maximum of 4 weeks to get a new practical training site or to be assigned to a CSML professional development client project. Students are required to be involved in an internship or a project throughout the program from start on Day 1 to program completion.

In practical training courses students will be engaged in developing professional and applied practice related skills and expertise per the student's program learning objectives. This is achieved through a variety of work and learning experiences which could involve supervised practical training and/or applied projects and/or client projects.

CSML's Career and Professional Development (CPD) plan and infrastructure: Goals:

Practical training courses are part of CSML's Career and Professional Development (CPD) plan and infrastructure. Its goals are the following:

1. To enable students to gain their real-world experiences before graduation, CPD aims to assist them in developing and polishing their resumes and cover letters while also equipping them with application of a discipline-specific body of knowledge and encouraging continuous learning in their chosen field of study.
2. To provide students with opportunities to participate in real-world application, consulting and research projects, including business development, professional development, applications in minority-owned businesses and humanitarian causes, while also emphasizing the importance of multicultural/international competence and promoting team-based and multidisciplinary approaches. This approach ensures that students develop a well-rounded set of skills, including cultural sensitivity and the ability to work collaboratively across diverse teams, which are essential in today's global and interconnected workplace.
3. To provide students with support, resources, and opportunities to

develop their professional literacy and communication skills, including written and verbal communication, presentation skills, and interpersonal skills. This will help students effectively communicate their knowledge, skills, and experiences to potential employers, colleagues, and clients.

4. To encourage students to engage in application, research, and learning/scholarship opportunities independently to enhance their knowledge and skills. CPD achieves this goal by providing students with resources, guidance, and support.
5. To take a holistic approach that directs, equips, and empowers students to take control of their future selves by providing resources, accountability, and motivation to remove ambiguity and replace it with confidence and inspiration, while also fostering conduct, judgment, dispositions, and ethics. This approach ensures that students develop not only the skills and knowledge necessary for success but also the ethical values and personal qualities needed to make sound decisions and contribute positively to society.
6. To offer students real opportunities, inspirational instructors, and authentic practical experiences that can make a real difference in the world, while also helping students build their resumes and set them apart in the job market.

It is the student's responsibility to find practical training opportunities, however the CSML Practical Training Coordinator will support students in providing practical training opportunities.

International students should meet the International Student Office (ISSO) and the Designated School Official (DSO) for guidance and approval to start their practical training. International students must apply for authorization for Curricular Practical Training (CPT) to the DSO and schedule an appointment at least two weeks prior to the beginning of the Curricular Practical Training (CPT) or Day 1 CPT. Please email ISSO@alliant.edu to schedule an appointment. Note that international students may begin curricular practical training ONLY after receiving their Form I-20 with the DSO endorsement. To be considered for Curricular Practical Training, the work must be related to your current field of study in your program at CSML. Please view CSML CPT Application Process for International Students for application information.

Credit Units

Total Credit Units: 33
Total Core Credit Units: 24
Total Elective Credit Units: N/A
Total Concentration Credit Units: 9

Degree Requirements

In addition to classroom instruction, all students in the on-ground program are required to get practical training experience in an approved setting for a minimum of 45 hours in every academic term throughout the program.

Prerequisite Courses

Prerequisite course is listed below:

- DAT50000 - Essentials of Informatics Using Python *(3 units)*

Emphasis/Concentration/Track Requirements

Cybersecurity

- IST60050 - Management of Information Security *(3 units)*
- IST65100 - Cybersecurity Technology *(3 units)*
- IST65110 - Threat Modeling & Intel *(3 units)*

Technology Management

- IST66100 - Distributive Communications and Protocols *(3 units)*
- IST65100 - Cybersecurity Technology *(3 units)*
- IST65250 - Cloud Computing Concepts, Tools, and Applications *(3 units)*

Fast Track Options

DBA

Students can transfer up to 9 units to the DBA program from the following list:

- CPD70000 - Career and Professional Development *(6 units total)*
- IST74880 - Data Analytics and Decision Making *(3 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (4 units)

- DAT60200 - Database Design Principles and Technologies *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 2 (7 units)

- IST74880 - Data Analytics and Decision Making *(3 units)*
- Concentration Course [Cybersecurity concentration take IST60050 - Management of Information Security *(3 units)*; Technology Management concentration take IST66100 - Distributive Communications and Protocols *(3 units)*]
- CPD70000 - Career and Professional Development *(1 unit)*

Term 3 (4 units)

- IST64540 - Enterprise Systems Analysis and Project Management *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 4 (4 units)

- IST65050 - Advanced Programming with Python *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 5 (4 units)

- Concentration Course [Both Cybersecurity concentration and Technology Management concentration take IST65100 - Cybersecurity Technology *(3 units)*]
- CPD70000 - Career and Professional Development *(1 unit)*

Term 6 (7 units)

- Concentration Course [Cybersecurity concentration take IST65110 - Threat Modeling & Intel *(3 units)*; Technology Management concentration take IST65250 - Cloud Computing Concepts, Tools, and Applications *(3 units)*]
- IST60110 - Technology Tools for Managerial Decision Making *(3 units)*
- CPD70000 - Career and Professional Development *(1 unit)*

Term 7 (3 units)

- IST64990 - Information Systems Technology and Infrastructure Management *(3 units)*

CALIFORNIA SCHOOL OF FORENSIC STUDIES

Conflict Resolution and Peace Studies–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 30.0501

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Many of the Advanced Practice Certificates are eligible for Continuing Education credit through the American Psychological Association (APA). All are offered online by faculty experts who practice in the respective fields, and who bring their experience into the virtual classroom to transform theory into practice.

Certificates are accepted for transfer credit toward concentration courses in CSFS's Doctor of Philosophy in Psychology, Public Policy and Law. This certificate is designed for professionals interested in gaining a greater understanding of conflict dynamics and in obtaining evidence-based knowledge and skills to support conflict resolution in multiple contexts. NOTE: Students enrolling in this certificate program must had successfully graduated from a regionally accredited master's degree program.

Program Learning Outcomes/Goals

1. Describe the various and complex dynamics associated with conflict.
2. Analyze and apply evidence-based mediation practices to support conflict resolution and post-conflict stabilization.
3. Assess the ways in which communication contributes to or detracts from conflict resolution.
4. Analyze dynamics that contribute to or detract from national and international peace building efforts.

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.

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)

- FOR64140 - Conflict Resolution and Peacebuilding *(3 units)*

Term 2 (3 units)

- FOR62140 - Communication & Human Factors in Crisis & Conflict *(3 units)*

Term 3 (3 units)

- FOR60120 - Fundamentals of Mediation *(3 units)*

Criminal Behavior–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 45.0401

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the

International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

Certificates are accepted for transfer credit toward concentration courses in CSFS's Master of Science in Forensic Behavioral Science or Doctor of Philosophy in Psychology, Public Policy and Law program. This certificate is 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.

NOTE: Students enrolling in this certificate program must have successfully graduated from a regionally accredited bachelor's degree program.

Program Learning Outcomes/Goals

1. Describe the dynamics and differences associated with mass, serial, and pattern criminals.
2. Explain the subtypes of sex offending and associated legal and community responses.
3. Apply psychological principles to support investigation and postvention of criminal behavior.

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.

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)

- FOR60220 - Mass, Serial and Pattern Criminals *(3 units)*

Term 2 (3 units)

- FOR61220 - Sex Crimes & Offenders *(3 units)*

Term 3 (3 units)

- FOR62160 - Investigative Psychology and Criminal Profiling *(3 units)*

Disaster Response and Emergency Management–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 43.0302

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

Certificates are accepted for transfer credit toward concentration courses in CSFS's Master of Science in Forensic Behavioral Science.

This certificate provides training in the established protocols and models of emergency management, including hazard analysis, risk communication, prevention, preparedness, mitigation, response, and recovery.

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

Term 1 (3 units)

- FOR30390 - Emergency and Disaster Preparedness & Planning *(3 units)*

Term 2 (3 units)

- FOR31280 - Psychology of Disasters *(3 units)*

Term 3 (3 units)

- FOR32230 - Crisis Response & Emergency Management *(3 units)*

Doctor of Philosophy in Psychology, Public Policy and Law

School: California School of Forensic Studies
Modality(ies): Online (with two weekend residencies)
Calendar(s): 8-week term, trimester
CIP Code: 42.2812

Program Description/Overview

The Doctor of Philosophy, Psychology, Public Policy, and Law is designed for public and private health and safety professionals who have earned a master's degree and who want to enhance their skillset and advance their careers or consultancies. The doctorate provides an opportunity to deep dive into the psychology of violence and of the laws related to it in a variety of sectors - such as criminal justice systems, social services, security, and media - in national and international contexts. Graduates serve in law enforcement, security, humanitarian organizations, government agencies, human resource and compliance departments, and in private consultancies.

Effective January Term 2024, Alliant International University will not be accepting applications for admission or admitting new students to the 8-week calendar curriculum version.

Emphasis/Concentration/Tracks

This program offers five (5) concentrations as follows:

1. Conflict Resolution and Peace Studies: Designed for students interested in gaining a greater understanding of conflict dynamics and in obtaining evidence-based knowledge and skills to support conflict resolution in multiple contexts.
2. Criminal Behavior: Designed for students interested in understanding offenders from a motivational, psychological, and social perspective. Designed to enhance the knowledge base for students aspiring to law enforcement, correctional, investigative or consulting careers.
3. Forensic Victimology: Designed to support those who want a deeper understanding of victim-offender dynamics to aid in safety planning and civil and criminal investigations.
4. Professional Protection & Security Management: Designed for those seeking to enhance their ability to lead in a variety of security and critical incident contexts.
5. Trial Consulting: Designed for students interested in working alongside attorneys in criminal or civil actions and applying behavioral science to legal proceedings, or in applied research designed to enhance the pursuit of justice.

Students must choose one of these concentrations on admission to the program.

PLEASE NOTE: Availability of particular concentrations depends on student demand at any given time. Please check with the program director about availability before enrollment in the program.

Program Learning Outcomes/Goals

The PhD in Psychology, Public Policy and Law supports students to attain the following program learning outcomes:

1. Psycho-Legal Knowledge:
    a. Describe major concepts in mental health law.
    b. Examine the intersections between psychology and the criminal and civil legal sectors.
    c. Critically assess psycho-legal constructs and their impact on forensic practices and public policy.
2. Forensic Practice:
    a. Apply knowledge of psychology and law to a variety of forensic contexts.
    b. Evaluate the bio-psycho-social and cultural bases of conflict and violence.
    c. Demonstrate skills associated with competent forensic practice.
3. Applied Research:
    a. Conduct psycho-legal research that advances just solutions to national and international social challenges.
    b. Assess the impact of culture, diversity and worldview on the adoption and enforcement of laws and public policy related to conflict and violence.

Credit Units

Total Credit Units: 60
Total Core Credit Units: 42
Total Elective Credit Units: N/A
Total Concentration Credit Units: 18

Emphasis/Concentration/Track Requirements

Students choose six courses from one of the concentration options. As stated above, not all are available at any given time; please check with the program director prior to making a choice.

Conflict Resolution and Peace Studies

- FOR70150 - Communication and Context in Conflict Resolution *(3 units)*
- FOR70160 - Crisis Negotiation and Mediation *(3 units)*
- FOR70180 - Ideological, Political and Environmental Conflict *(3 units)*
- FOR70190 - Trauma and Peace Building *(3 units)*
- FOR74120 - Contemporary Threat Management *(3 units)*
- FOR70050 - Situational Analysis of Behavior *(3 units)*
- FOR71170 - Critical Decision-Making *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*

Criminal Behavior

- FOR70260 - Mass, Serial and Pattern Criminals *(3 units)*
- FOR70270 - Sex Crimes and Offenders *(3 units)*
- FOR70280 - Investigative Psychology and Criminal Profiling *(3 units)*
- FOR74120 - Contemporary Threat Management *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*
- FOR70290 - Behavioral Threat Assessment *(3 units)*
- FOR74160 - Psychology of Media, Violence & Extremism *(3 units)*
- FOR73180 - Forensic Linguistics *(3 units)*

Forensic Victimology
- FOR70240 - Fundamentals of Forensic Victimology *(3 units)*
- FOR72280 - Forensic Victimology: Prevention and Safety Planning *(3 units)*
- FOR74290 - Forensic Victimology: Investigation and Intervention *(3 units)*
- FOR70180 - Ideological, Political and Environmental Conflict *(3 units)*
- FOR74120 - Contemporary Threat Management *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*
- FOR73180 - Forensic Linguistics *(3 units)*

Professional Protection and Security Management
- FOR73220 - Security, Safety & Protection *(3 units)*
- FOR73230 - Security and Protection Policies & Programs *(3 units)*
- FOR73240 - Organizational Security & Response *(3 units)*
- FOR75340 - Threat Investigation, Case Management & Communication *(3 units)*
- FOR74120 - Contemporary Threat Management *(3 units)*
- FOR70150 - Communication and Context in Conflict Resolution *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*
- FOR73180 - Forensic Linguistics *(3 units)*

Trial Consulting
- FOR70250 - Case Conceptualization and Presentation *(3 units)*
- FOR71270 - Legal and Procedural Concepts in Trial Consulting *(3 units)*
- FOR72220 - Jury Dynamics & Decision Making *(3 units)*
- FOR73160 - Voir Dire & Jury Selection *(3 units)*
- FOR74220 - Scientific Inquiry in Trial Consulting *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*

Curriculum Plan

8-Week Calendar

Effective January Term 2024, Alliant International University will not be accepting applications for admission or admitting new students to the 8-week calendar curriculum version.

Term 1 (5 units)
- FOR80010 - Introduction to Forensic Psychology *(3 units)*
- FOR80040 - Legal Research *(2 units)*

Term 2 (6 units)
- FOR80030 - Psychology and Law in Public Policy *(3 units)*
- FOR80020 - Psychopathology and Abnormal Behavior *(3 units)*

Term 3 (5 units)
- FOR80050 - Media Psychology, Law, and Policy *(2 units)*
- FOR80060 - Research Design and Data Analysis *(3 units)*

Term 4 (6 units)
- FOR80080 - Civil Law and Justice *(2 units)*
- FOR80070 - Advanced Statistics *(3 units)*
- FOR99010 - Dissertation I *(1 unit)*

Term 5 (6 units)
- FOR80090 - Criminal Law and Justice *(3 units)*
- FOR80100 - Victimology *(2 units)*
- FOR99020 - Dissertation II *(1 unit)*

Term 6 (6 units)
- FOR80110 - Neurocriminology *(2 units)*
- FOR80120 - Forensics in a Global Context *(3 units)*
- FOR99030 - Dissertation III *(1 unit)*

Term 7 (5 units)
- FOR80130 - Forensic Consulting *(2 units)*
- FOR80360 - Juvenile Crime and Violence *(2 units)*
- FOR99040 - Dissertation IV *(1 unit)*

Term 8 (7 units)
- Concentration Course *(3 units)*
- Concentration Course *(3 units)*
- FOR99050 - Dissertation V *(1 unit)*

Term 9 (7 units)
- Concentration Course *(3 units)*
- Concentration Course *(3 units)*
- FOR99060 - Dissertation VI *(1 unit)*

Term 10 (7 units)
- Concentration Course *(3 units)*
- Concentration Course *(3 units)*
- FOR99070 - Dissertation VII *(1 unit)*

Notes

Students from all concentrations join in a residency lab where they present a project (case study, program evaluation, etc.) to demonstrate practice skills.

Trimester Calendar

Academic Year 1 - Trimester 1 (11 units)
- FOR80060 - Research Design and Data Analysis *(3 units)*
- FOR80010 - Introduction to Forensic Psychology *(3 units)*
- FOR80360 - Juvenile Crime and Violence *(2 units)*
- Concentration Course *(3 units)*

Academic Year 1 - Trimester 2 (10 units)
- FOR80070 - Advanced Statistics *(3 units)*
- FOR80020 - Psychopathology and Abnormal Behavior *(3 units)*
- FOR80040 - Legal Research *(2 units)*
- FOR99012 - Dissertation I *(2 units)*

Academic Year 1 - Trimester 3 (10 units)
- FOR80080 - Civil Law and Justice *(2 units)*
- Concentration Course *(3 units)*
- Concentration Course *(3 units)*
- FOR99022 - Dissertation II *(2 units)*

Academic Year 2 - Trimester 1 (10 units)
- FOR80030 - Psychology and Law in Public Policy *(3 units)*
- FOR80110 - Neurocriminology *(2 units)*
- Concentration Course *(3 units)*
- FOR99032 - Dissertation III *(2 units)*

Academic Year 2 - Trimester 2 (11 units)
- FOR80100 - Victimology *(2 units)*
- FOR80090 - Criminal Law and Justice *(3 units)*
- FOR80130 - Forensic Consulting *(2 units)*
- Concentration Course *(3 units)*
- FOR99040 - Dissertation IV *(1 unit)*

Academic Year 2 - Trimester 3 (8 units)
- FOR80122 - Forensics in a Global Context *(2 units)*

- FOR80050 - Media Psychology, Law, and Policy *(2 units)*
- Concentration Course *(3 units)*
- FOR99050 - Dissertation V *(1 unit)*

Notes

Students from all concentrations join in a residency where they present on their dissertation to demonstrate research and professional practice skills.

E-Learning Instructional Design Certificate

School: California School of Forensic Studies, California School of Education, California School of Management & Leadership and California School of Professional Psychology
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.0501

Program Description/Overview

The E-Learning Instructional Design Certificate will be offered as a CE certificate through the Department of Online Learning. It is a post-baccalaureate certificate designed to provide individuals with the opportunity to learn how to create and implement effective learning experiences on digital platforms through an understanding of instructional design principles and technology.

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.

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)

- ELR60350 - Instructional Design and Technology: Learning Theories & Models *(3 units)*

Term 2 (3 units)

- ELR61120 - Instructional Design: Media and Technology *(3 units)*

Term 3 (3 units)

- ELR62410 - Instructional Design Evaluation *(3 units)*

Firefighter Behavioral Health–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 42.2813

Program Description/Overview

This Advanced Practice Certificate provides psychologists, clinical counselors, marriage and family therapists, social workers and other allied health professionals (nurses, psychiatrists) with the knowledge, skills and attitudes to work with and support the unique firefighter population.

Program Learning Outcomes/Goals

1. Describe the unique role and responsibilities of working with fire safety personnel.
2. Acquire an understanding of the unique culture of fire safety personnel and an associated cultural competency necessary to effectively support fire safety personnel.
3. Describe and apply evidence-based practices to support the health and wellness of fire safety personnel, and assess specific considerations related to issues including confidentiality and safety.

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.

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)

- FOR60080 - The History, Structure, and Culture of Fire Departments *(3 units)*

Term 2 (3 units)

- FOR62010 - Help That is Helpful: Assessment and Intervention with Fire Personnel *(3 units)*

Term 3 (3 units)

- FOR64030 - Arson Dynamics and Prevention *(3 units)*

Forensic Linguistics–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 43.0114

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

Certificates are accepted for transfer credit toward concentration courses in CSFS's Doctor of Philosophy in Psychology, Public Policy and Law. This certificate is designed for professionals interested in gaining a greater understanding of conflict dynamics and in obtaining evidence-based knowledge and skills to support conflict resolution in multiple contexts. NOTE: Students enrolling in this certificate program must have successfully graduated from a regionally accredited master's degree program.

This certificate is designed for professionals interested in gaining a foundational understanding of the application of science to language in the context of criminal and civil law. Course particularly targets linguists, educators, forensic mental health professionals, and lawyers.

Program Learning Outcomes/Goals

1. Describe basic concepts in forensic linguistics, including author identification, discourse analysis, forensic phonetics, linguistic dialectology, and plagiarism detection.
2. Apply evidence-based practices to language analysis common to forensic investigations.
3. Apply evidence-based practices to engage in accurate author profiling.
4. Assess the ways in which forensic linguists support national and international investigatory efforts.

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.

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)

- FOR60320 - Forensic Linguistics: Theory and Application *(3 units)*

Term 2 (3 units)

- FOR62270 - Discourse as Evidence *(3 units)*

Term 3 (3 units)

- FOR64280 - Evaluating Authorship *(3 units)*

Forensic Psychology–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 42.2812

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

NOTE: Students admitted to this certificate program must be currently enrolled in or have graduated from a doctoral psychology program. This certificate is designed to support mental health professionals who seek to work within forensic contexts to attain the skills, knowledge, and attitudes that support efficacy and safety within these environments. It is also designed to support those already within the system to enhance their knowledge and skillset.

Forensic Psychology- Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Assess the unique dynamics associated with professional practice within forensic context.
2. Explore ethical issues particular to forensic environments and effective methods of engaging in evidence-based ethical decision-making.
3. Learn the most common and effective evidenced-based intervention strategies when working in forensic settings.

Students who enroll in the Assessment Certificate will also be supported to:

4. Assess the most appropriate assessment instruments for conducting psychological evaluations in forensic settings.

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (4 units)

- FOR60010 - Fundamentals of Forensic Psychology *(4 units)*

Academic Year 1 - Trimester 2 (5 units)

- FOR62110 - Forensic Assessment Instruments: Criminal and Civil Contexts *(5 units)*

Forensic Victimology–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 42.2812

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

Certificates are accepted for transfer credit toward concentration courses in CSFS's Master of Science in Forensic Behavioral Science. This certificate is designed for professionals interested in gaining a greater understanding of conflict dynamics and in obtaining evidence-based knowledge and skills to support conflict resolution in multiple contexts. NOTE: Students enrolling in this certificate program must have successfully graduated from a regionally accredited bachelor's degree program.

This certificate is designed to support those who want a deeper understanding of victim-offender dynamics to aid in safety planning and civil and criminal investigations.

Program Learning Outcomes/Goals

1. Describe complex offender victim-dynamics, major theories of victimization, and the ways in which theoretical perspectives have influenced public policy.
2. Apply evidence-based practices to safety planning and prevention of victimization and re-victimization.
3. Apply Victimology Assessment methodology to assist in effective and compassionate investigations.
4. Assess the various best practices for effective intervention with those who have been victimized, and the factors that influence most appropriate intervention approach.

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.

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)

- FOR60240 - Fundamentals of Forensic Victimology *(3 units)*

Term 2 (3 units)

- FOR62280 - Forensic Victimology: Prevention and Safety Planning *(3 units)*

Term 3 (3 units)

- FOR64290 - Forensic Victimology: Investigation and Intervention *(3 units)*

Fundamentals of Correctional Psychology with Assessment– Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 42.2812

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

NOTE: Students admitted to this certificate program must be currently enrolled in or have graduated from a doctoral psychology program. This certificate is designed to support mental health professionals who seek to work within correctional systems to attain the skills, knowledge, and attitudes that support efficacy and safety within the correctional environment. It is also designed to support those already within the system to enhance their knowledge and skillset.

Fundamentals of Correctional Psychology with Assessment- Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Assess the unique dynamics associated with professional practice within the correctional environment.
2. Explore ethical issues particular to the correctional environment and effective methods of engaging in evidence-based ethical decision-making.
3. Analyze major theories on the factors that lead to engagement in criminal behavior.
4. Learn the most common and effective evidence-based intervention strategies when working in correctional settings.
5. Assess the most appropriate assessment instruments for conducting psychological evaluations in correctional settings.

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (4 units)

- FOR62240 - Developmental Bases of Criminal Behavior *(4 units)*

Academic Year 1 - Trimester 2 (5 units)

- FOR64260 - Evidence-Based Practices in Corrections *(5 units)*

Academic Year 1 - Trimester 3 (3 units)

- FOR65020 - Assessment in Correctional Settings *(3 units)*

Fundamentals of Correctional Psychology–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 42.2812

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

NOTE: Students admitted to this certificate program must be currently enrolled in or have graduated from a master's level mental health program. This certificate is designed to support mental health professionals who seek to work within correctional systems to attain the skills, knowledge, and attitudes that support efficacy and safety within the correctional environment. It is also designed to support those already within the system to enhance their knowledge and skillset.

Fundamentals of Correctional Psychology-Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Assess the unique dynamics associated with professional practice within the correctional environment.
2. Explore ethical issues particular to the correctional environment and effective methods of engaging in evidence-based ethical decision-making.
3. Analyze major theories on the factors that lead to engagement in criminal behavior.
4. Learn the most common and effective evidence-based intervention strategies when working in correctional settings.

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (4 units)

- FOR62240 - Developmental Bases of Criminal Behavior *(4 units)*

Academic Year 1 - Trimester 2 (5 units)

- FOR64260 - Evidence-Based Practices in Corrections *(5 units)*

Fundamentals of Military and Veterans Psychology–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 42.2813

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

NOTE: Students admitted to this certificate program must be currently enrolled in or have graduated from a master's level mental health program. This certificate is designed for mental health professionals who seek foundational knowledge and skills to work with active and veteran military personnel and their families.

Fundamentals of Military and Veterans Psychology- Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Acquire an understanding of the unique history and culture of the U.S. military and an associated cultural competency necessary to effectively support military personnel, veterans and their families.
2. Describe the common psychological and physiological sequelae experienced by those who serve in the military.
3. Apply evidence-based interventions most effective in support the mental health of military personnel and veterans.
4. Describe the factors that influence the impact of military service on the interpersonal relationships of service personnel and veterans, and apply evidence-based practices to support positive engagement.

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (4 units)

- FOR60340 - The History, Structure, and Culture of the U.S. Military *(4 units)*

Academic Year 1 - Trimester 2 (5 units)

- FOR62290 - Assessment and Interventions to Support Military Personnel *(5 units)*

Fundamentals of Police Psychology–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 42.2813

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

NOTE: Students admitted to this certificate program must be currently enrolled in or have graduated from a master's level mental health program. This certificate is designed for mental health professionals who seek foundational knowledge and skills to work with law enforcement and public safety personnel in multiple contexts, including private practice, law enforcement agencies, and health care.

Fundamentals of Police Psychology - Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Describe the unique role and responsibilities of working with law enforcement and public safety personnel.
2. Acquire an understanding of the unique culture of law enforcement and an associated cultural competency necessary to effectively support police and public safety officers.
3. Describe and apply evidence-based practices to support the health and wellness of law enforcement personnel, and assess specific considerations related to issues including confidentiality and safety.
4. Analyze various models of mental health-law enforcement response teams, and explore ways which this partnership effectively supports public safety.

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (4 units)

- FOR60360 - Fundamentals of Police Psychology and the Culture of Law Enforcement *(4 units)*

Academic Year 1 - Trimester 2 (5 units)

- FOR64340 - Specialized Operational Support in Police Psychology *(5 units)*

Master of Science in Forensic Behavioral Science

School: California School of Forensic Studies
Modality(ies): Online with two virtual residencies
Calendar(s): Trimester, 8-week term
CIP Code: 45.0401

Program Description/Overview

This program incorporates scientifically supported best practices related to the prevention, mitigation, and investigation of violence and conflict. Students develop competencies and skills associated with the application of forensic behavioral science in a variety of contexts. The program's curriculum draws on numerous disciplines, including psychology, social work, criminology, victimology, and law. The study of Forensic Behavioral Science has broad applications and is designed to assist those working within law enforcement, law, security, mental health, campus safety, human resources, as well as other fields in which knowledge in forensic behavioral sciences enhances job performance.

Effective January Term 2024, Alliant International University will not be accepting applications for admission or admitting new students to the 8-week calendar curriculum version.

Emphasis/Concentration/Tracks

This program offers five (5) concentrations as follows:

1. Conflict Resolution and Peace Studies: Designed for students interested in gaining a greater understanding of conflict dynamics and in obtaining evidence-based knowledge and skills to support conflict resolution in multiple contexts.
2. Criminal Behavior: Designed for students interested in understanding offenders from a motivational, psychological and social perspective. Designed to enhance the knowledge base for students aspiring to law enforcement, correctional, investigative or consulting careers.
3. Forensic Victimology: Designed to support those who want a deeper understanding of victim-offender dynamics to aid in safety planning and civil and criminal investigations.
4. Professional Protection & Security Management: Designed for those seeking to enhance their ability to lead in a variety of security and critical incident contexts.
5. Trial Consulting: Designed for students interested in working alongside attorneys in criminal or civil actions and applying behavioral science to legal proceedings, or in applied research designed to enhance the pursuit of justice.

Program Learning Outcomes/Goals

1. Describe the roles of the contemporary forensic behavioral scientist
2. Evaluate judicial processes relevant to the forensic behavioral scientist
3. Analyze forensic behavioral science and research.
4. Demonstrate ethical decision-making in forensic contexts
5. Analyze the impact of bio-psycho-socio-cultural-spiritual and global factors on violence and conflict.
6. Apply forensic behavioral science to real-world challenges.

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.

Credit Units

Total Credit Units: 36
Total Core Credit Units: 21
Total Elective Credit Units: N/A
Total Concentration Credit Units: 15

Emphasis/Concentration/Track Requirements

Students choose five courses from one of the concentration options.

Conflict Resolution and Peace Studies

- FOR70150 - Communication and Context in Conflict Resolution *(3 units)*
- FOR70160 - Crisis Negotiation and Mediation *(3 units)*
- FOR70180 - Ideological, Political and Environmental Conflict *(3 units)*
- FOR70190 - Trauma and Peace Building *(3 units)*
- FOR74120 - Contemporary Threat Management *(3 units)*
- FOR70050 - Situational Analysis of Behavior *(3 units)*
- FOR71170 - Critical Decision-Making *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*

Criminal Behavior

- FOR70260 - Mass, Serial and Pattern Criminals *(3 units)*
- FOR70270 - Sex Crimes and Offenders *(3 units)*
- FOR70280 - Investigative Psychology and Criminal Profiling *(3 units)*
- FOR74120 - Contemporary Threat Management *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*
- FOR70290 - Behavioral Threat Assessment *(3 units)*
- FOR74160 - Psychology of Media, Violence & Extremism *(3 units)*
- FOR73180 - Forensic Linguistics *(3 units)*

Forensic Victimology

- FOR70240 - Fundamentals of Forensic Victimology *(3 units)*
- FOR72280 - Forensic Victimology: Prevention and Safety Planning *(3 units)*
- FOR74290 - Forensic Victimology: Investigation and Intervention *(3 units)*
- FOR70180 - Ideological, Political and Environmental Conflict *(3 units)*
- FOR74120 - Contemporary Threat Management *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*
- FOR73180 - Forensic Linguistics *(3 units)*

Professional Protection and Security Management

- FOR73220 - Security, Safety & Protection *(3 units)*
- FOR73230 - Security and Protection Policies & Programs *(3 units)*
- FOR73240 - Organizational Security & Response *(3 units)*
- FOR75340 - Threat Investigation, Case Management & Communication *(3 units)*
- FOR74120 - Contemporary Threat Management *(3 units)*
- FOR70150 - Communication and Context in Conflict Resolution *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*
- FOR73180 - Forensic Linguistics *(3 units)*

Trial Consulting

- FOR70250 - Case Conceptualization and Presentation *(3 units)*
- FOR71270 - Legal and Procedural Concepts in Trial Consulting *(3 units)*
- FOR72220 - Jury Dynamics & Decision Making *(3 units)*
- FOR73160 - Voir Dire & Jury Selection *(3 units)*
- FOR74220 - Scientific Inquiry in Trial Consulting *(3 units)*
- FOR78060 - Applied Research in Violence and Conflict *(3 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study. A part-time option may be available.

8-Week Calendar

Effective January Term 2024, Alliant International University will not be accepting applications for admission or admitting new students to the 8-week calendar curriculum version.

Term 1 (5 units)
- FOR60102 - Applications in Forensic Behavioral Science *(2 units)*
- Concentration course *(3 units)*

Term 2 (6 units)
- FOR61800 - Ethics, Values and Diversity in Forensic Contexts *(3 units)*
- Concentration course *(3 units)*

Term 3 (6 units)
- FOR61150 - Violence and Criminal Behavior *(3 units)*
- Concentration course *(3 units)*

Term 4 (6 units)
- FOR63020 - Criminal Law and The American Justice System *(3 units)*
- Concentration course *(3 units)*

Term 5 (3.5 units)
- FOR64020 - Evidence, Testimony & The Expert Witness *(3 units)*
- FOR61905 - Capstone Proposal *(0.5 units)*

Term 6 (6 units)
- FOR65500 - Program Evaluation in Forensic Contexts *(3 units)*
- FOR64040 - Investigation, Forensic Interviewing and Report Writing *(3 units)*

Term 7 (3.5 units)
- Concentration course *(3 units)*
- FOR62005 - Capstone Project & Presentation *(0.5 units)*

Trimester Calendar

Academic Year 1 - Trimester 1 (8 units)
- FOR60102 - Applications in Forensic Behavioral Science *(2 units)*
- FOR64040 - Investigation, Forensic Interviewing and Report Writing *(3 units)*
- Concentration course *(3 units)*

Academic Year 1 - Trimester 2 (9 units)
- FOR61800 - Ethics, Values and Diversity in Forensic Contexts *(3 units)*
- FOR61150 - Violence and Criminal Behavior *(3 units)*
- Concentration course *(3 units)*

Academic Year 1 - Trimester 3 (9.5 units)
- FOR65500 - Program Evaluation in Forensic Contexts *(3 units)*
- FOR63020 - Criminal Law and The American Justice System *(3 units)*
- Concentration course *(3 units)*
- FOR61905 - Capstone Proposal *(0.5 units)*

Academic Year 2 - Trimester 1 (9.5 units)
- FOR64020 - Evidence, Testimony & The Expert Witness *(3 units)*
- Concentration course *(3 units)*
- Concentration course *(3 units)*
- FOR62005 - Capstone Project & Presentation *(0.5 units)*

Master of Science, Forensic Science, Investigation, & Technology

School: California School of Forensic Studies
Modality(ies): Online with three weekend residencies
Calendar(s): Trimester
CIP Code: 43.0406

Program Description/Overview

This program is dedicated to graduating forensic science practitioners who contribute to a just world. Through lectures, case studies, simulations, and labs, students receive practical education and training in the principles and ethics of contemporary forensic science techniques, developing the competencies necessary to practice in judicial and administrative proceedings. Graduates of the program can seek employment as crime lab professionals, crime analysts, criminal and civil investigators, and forensic technologists.

Emphasis/Concentration/Tracks

Students choose from 1 of 3 concentrations.

- Criminalistics and Technology Concentration: Students of this concentration gain competency in the technical procedures and methods associated with the collection, preservation, and analysis of DNA, trace/physical, toxicology/pharmacological and other identification evidence.
- Crime Scene and Incident Investigation Concentration: Students of this concentration will gain competency to engage in common forensic investigations, including those involving transportation safety, arson, identity, and digital and financial fraud.
- Criminal Investigative Intelligence & Analysis Concentration: Students of this concentration will gain competency to become crime analysts by learning a myriad of intelligence tools and techniques, such as geospatial analysis and crime mapping, digital and open source intelligence, identity analysis, and threat assessment.

Program Learning Outcomes/Goals

Graduates of the program will:

- Explain contemporary principles of forensic science, including law and ethics, evidence collection, analysis, and communication.
- Critically assess the role of investigator in forensic and legal proceedings.
- Methodologically collect, preserve, analyze, and report data and evidence to support triers of fact in judicial and administrative proceedings.
- Conduct crime scene analyses.
- Analyze the legal, ethical, and cultural considerations of conducting forensic investigations in different contexts and countries.

Training Model

The program is delivered online asynchronously with optional synchronous sessions. Students are also required to attend three on-site weekend residencies.

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.

Credit Units

Total Credit Units: 33
Total Core Credit Units: 18
Total Elective Credits: N/A
Total Concentration Credit Units: 15

Degree Requirements

Students are required to participate in three on-site, weekend residencies and successful complete a research thesis to graduate from the program.

Prerequisite Courses

Undergraduate Chemistry, Undergraduate Biology

Emphasis/Concentration/Track Requirements

Students choose from 1 of 3 concentrations. All courses are 3 units.

Criminalistics and Technology

- FOR70400 - Advanced Criminalistics + Lab *(3 units)*

4 of the following courses:

- FOR70410 - Forensic Serology and DNA Analysis *(3 units)*
- FOR70420 - Trace Evidence Analysis *(3 units)*
- FOR70430 - Forensic Pharmacology & Toxicology *(3 units)*
- FOR70440 - Identity Analysis Applications *(3 units)*
- FOR70450 - Forensic Pattern Analysis *(3 units)*

Crime Scene and Incident Investigation

- FOR70500 - Advanced Crime Scene and Incident Investigation + Lab *(3 units)*

4 of the following courses:

- FOR70510 - Forensic Photography and Field Documentation *(3 units)*
- FOR70520 - Transportation Safety and Collision Investigations *(3 units)*
- FOR70530 - Arson and Explosives Investigations *(3 units)*
- FOR70440 - Identity Analysis Applications *(3 units)*
- FOR70550 - Medicolegal Death Investigations *(3 units)*

Criminal Investigative Intelligence & Analysis

- FOR70600 - Criminal Intelligence and Data Analysis + Lab *(3 units)*

4 of the following courses:

- FOR70610 - Geospatial Analysis and Crime Mapping *(3 units)*
- FOR70620 - Digital Intelligence and Criminal Networks *(3 units)*
- FOR70630 - Open-Source Intelligence and Digital Investigations *(3 units)*
- FOR70440 - Identity Analysis Applications *(3 units)*
- FOR70650 - Data Analytics and Threat Assessment *(3 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study. A part-time option may be available.

Trimester Calendar

Academic Year 1 - Trimester 1 (9 units)

- FOR60110 - Forensic Science, Investigation & Analytics: Foundations, Principles & Applications *(3 units)*
- FOR60200 - Research Methodology in Forensic Science & Analytics *(3 units)*
- FOR60300 - Forensic Evidence, Law and Ethics *(3 units)*

Academic Year 1 - Trimester 2 (10 units)

- FOR60400 - Investigative & Scientific Communication and Testimony *(3 units)*
- FOR60600 - Forensic Documentation and Report Writing *(3 units)*
- Concentration course *(3 units)*
- FOR60700 - Forensic Science, Investigation and Technology Thesis I *(1 unit)*

Academic Year 1 - Trimester 3 (7 units)

- Concentration course *(3 units)*
- Concentration course *(3 units)*
- FOR60710 - Forensic Science, Investigation and Technology Thesis II *(1 unit)*

Academic Year 2 - Trimester 1 (7 units)

- Concentration course *(3 units)*
- Concentration course *(3 units)*
- FOR60720 - Forensic Science, Investigation and Technology Thesis III *(1 unit)*

Peer Counseling–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 51.1599

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS

International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

This certificate is designed for students interested in supporting others by becoming or enhancing their skills as peer counselors.

NOTE: Students enrolling in this certificate program must have successfully graduated from a regionally accredited bachelor's degree program.

Peer Counseling - Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Describe the benefits of peer counseling for the peer counselor, the peers, and the community.
2. Articulate the various, successful peer counseling models and their associated intervention strategies.
3. Apply peer counseling skills in case studies and simulations.

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.

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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

Trimester Calendar

Academic Year 1 - Trimester 1 (5 units)

- FOR30290 - Peer Counseling *(5 units)*

Academic Year 1 - Trimester 2 (4 units)

- FOR32210 - Peer Counseling with Specific Populations *(4 units)*

Police Psychology for Licensed Practitioners–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 42.2813

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

NOTE: Students admitted to this certificate program must be currently enrolled in or have graduated from a master's level mental health program. This certificate is designed for licensed psychologists and doctoral students who seek advanced knowledge and skills to work with law enforcement and public safety personnel in multiple contexts, including private practice, law enforcement agencies, and health care.

Police Psychology for Licensed Practitioners - Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Describe the unique role and responsibilities of working with law enforcement and public safety personnel.
2. Acquire an understanding of the unique culture of law enforcement and an associated cultural competency necessary to effectively support police and public safety officers.
3. Describe and apply evidence-based practices to support the health and wellness of law enforcement personnel, and assess specific considerations related to issues including confidentiality and safety.
4. Analyze various models of mental health-law enforcement response teams, and explore ways which this partnership effectively supports public safety.

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (4 units)

- FOR60360 - Fundamentals of Police Psychology and the Culture of Law Enforcement *(4 units)*

Academic Year 1 - Trimester 1 (5 units)

- FOR64340 - Specialized Operational Support in Police Psychology *(5 units)*

Academic Year 1 - Trimester 3 (3 units)

- FOR65040 - Psychological Assessment in Law Enforcement *(3 units)*

Pragmatic Situational Awareness–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 43.0302

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

This certificate is designed to support enrollees to acquire knowledge regarding the factors that influence situational awareness and to apply this knowledge to improve threat assessment and risk management decision-making. Case studies in a variety of contexts- workplace accidents, active assailants, officer-involved shootings, domestic violent extremists- will be employed as the basis for scenarios for students to apply theories into practice.

Pragmatic Situational Awareness- Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (5 units)

- FOR30050 - Situational Analysis of Behavior and Decision-Making in Complex Situations *(5 units)*

Academic Year 1 - Trimester 2 (4 units)

- FOR32140 - Communication & Human Factors in Crisis & Conflict *(4 units)*

Professional Protection and Security–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 43.0120

Program Description/Overview

The Violence and Safety Institute at the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement and other criminal justice professionals, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

Certificates are accepted for transfer credit toward concentration courses in CSFS's Master of Science in Forensic Behavioral Science and Doctor of Philosophy, Psychology, Public Policy and Law programs.

This certificate is designed for students interested in applying the principles of security, safety and asset/executive protection in various contexts and to developing, implementing, and evaluating policies, programs and procedures to protect individuals from human threats in various contexts.

Professional Protection and Security - Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Apply the principles of security, safety and asset/executive protection in various contexts
2. Develop, implement, coordinate and evaluate policies, programs and procedures to protect individuals from human threats in various contexts
3. Develop organizational threat response and mitigation strategies

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (5 units)

- FOR35310 - Contemporary Security, Safety & Protection *(5 units)*

Academic Year 1 - Trimester 2 (4 units)

- FOR35330 - Organizational Security & Response *(4 units)*

RESPOND Law Enforcement-Mental Health Response Team-Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 42.2812

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

This Advanced Practice Certificate provides law enforcement, mental health, education, and community service professionals with the evidence-based education and training to engage in effective collaboration that improves outcomes when responding to emergency calls involving those with mental illness.

RESPOND Law Enforcement-Mental Health Response Team - Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

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 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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (5 units)

- FOR30370 - Responding to Individuals in Crisis *(5 units)*

Academic Year 1 - Trimester 2 (4 units)

- FOR32380 - Expanding the Impact of Law Enforcement-Mental Health Response Initiative *(4 units)*

Telemental Health–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 51.1599

Program Description/Overview

The California Institute for the Advancement of Forensic Behavioral Science, Public Safety, and Justice at the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals and medical practitioners.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively prevent and manage conflict and violence.

Many of the Advanced Practice Certificates are eligible for Continuing Education credit through the American Psychological Association (APA) and credit through the International Law Enforcement Education and Trainers Association (ILEETA). All are offered online by faculty experts who practice in the respective fields, and who bring their experience into the virtual classroom to transform theory into practice.

Certificates are accepted for transfer credit toward select 3-unit courses in CSFS's Master of Science in Forensic Behavioral Science. Up to two certificates can be transferred.

This certificate is designed for mental health professionals and students who want to gain a greater understanding of telemental health as a professional practice option.

Program Learning Outcomes/Goals

1. Describe the basic elements of telemental health, including commonly used technologies.
2. Analyze the relevant legal and ethical considerations associated with telemental health practices, including informed consent, HIPAA-HITECH, and multijurisdictional issues.
3. Apply best evidence-based practices in the delivery of telemental health care.
4. Assess best practices for addressing special circumstances when delivering mental health care via technology, including issues related to suicidality, homicidality, and other emergencies.

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.

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)

- FOR60380 - The Fundamentals of Telemental Health *(3 units)*

Term 2 (3 units)

- FOR62340 - Telemental Health and the Law *(3 units)*

Term 3 (3 units)

- FOR64360 - Best Practices in the Delivery of Telemental Health Care *(3 units)*

Threat Assessment and Management–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester, 8-week term
CIP Code: 42.2812

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

Certificates are accepted for transfer credit toward concentration courses in CSFS's Master of Science in Forensic Behavioral Science program. This certificate provides a solid foundation in being able to examine risk factors and behavioral cues in the context of identifying and investigating an individual who may pose a threat to personal and organizational safety and of managing that threat. Designed for students interested in personal and organizational safety and security. Designed to enhance the knowledge base for students working in any industry or setting.

NOTE: Students enrolling in this certificate program must have successfully graduated from a regionally accredited bachelor's degree program.

Effective August Term 2024, Alliant International University will not be accepting applications for admission or admitting new students to the 8-week calendar curriculum version.

Threat Assessment and Management - Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Describe evidence-based approaches to identifying and managing threats.
2. Explain proven tactics for mitigating violence in a variety of contexts, situations, and environments.
3. Apply evidence-based crisis management interventions to prevent, investigate, and mitigate violence.

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.

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

Effective August Term 2024, Alliant International University will not be accepting applications for admission or admitting new students to the 8-week calendar curriculum version.

Term 1 (3 units)

- FOR63050 - Threat Assessment & Risk Management *(3 units)*

Term 2 (3 units)
- FOR63180 - Threat Management in Context: School, Higher Ed., and Workplace Violence *(3 units)*

Term 3 (3 units)
- FOR63210 - Threats & Intimacy: Stalking, Family & Intimate Partner Violence *(3 units)*

Trimester Calendar

Academic Year 1 - Trimester 1 (5 units)
- FOR63055 - Contemporary Threat Assessment & Threat Management *(5 units)*

Academic Year 1 - Trimester 2 (4 units)
- FOR63184 - Threat Management in Context *(4 units)*

Trial Consulting–Advanced Practice Certificate

School: California School of Forensic Studies
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 42.2812

Program Description/Overview

The Violence and Safety Institute of the California School of Forensic Studies is dedicated to providing PRACTICAL forensic education and training to a broad range of professionals, including law enforcement, security professionals, first responders, human resource professionals, mental health professionals, medical practitioners, and education professionals.

The Institute's Advanced Practice Certificates cover diverse subject areas, yet share a single objective: To support participants to effectively assess and manage conflict and violence.

Students benefit from the partnerships CSFS has with various national and international agencies and organizations, including Forensic Linguistics Intelligence, the International Law Enforcement Educators and Trainers Association (ILEETA), and ASIS International. Some courses and certificates are also eligible for continuing education (CE) credit through the American Psychological Association.

Certificates are accepted for transfer credit toward concentration courses in CSFS's Master of Science in Forensic Behavioral Science program. This certificate is designed for students interested in working alongside attorneys in criminal or civil actions and applying behavioral science to legal proceedings, or in applied research designed to enhance the pursuit of justice.

NOTE: Students enrolling in this certificate program must have successfully graduated from a regionally accredited bachelor's degree program.

Trial Consulting- Advanced Practice Certificate, while approved by our accreditor the WASC Senior College and University Commission (WSCUC) and our state authorizing agency the Bureau for Private Post-Secondary Education (BPPE) (if applicable), is NOT approved as an eligible program for federal financial aid under Title IV of the Higher Education Act.

Program Learning Outcomes/Goals

1. Describe the theories and best practices associated with persuasion in the courtroom.
2. Explain the factors that influence jury and individual juror decision-making.
3. Apply research on human factors to managing undesired influence upon courtroom decision-making.

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.

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

Trimester Calendar

Academic Year 1 - Trimester 1 (5 units)
- FOR62220 - Voir Dire, Jury Selection & Decision Making *(5 units)*

Academic Year 1 - Trimester 2 (4 units)
- FOR60260 - Case Conceptualization and Presentation *(4 units)*

CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY

Certificate in LGBT Human Services and Mental Health

School: California School of Professional Psychology
Modality(ies): Online
Calendar(s): Semester
CIP Code: 42.2899

Program Description/Overview

This program is designed to meet the growing need for clinicians to develop competencies in working with lesbian, gay male, bisexual, transgender, and queer-identified (LGBTQ) individuals, couples and families. The program focuses on assisting clinicians to develop multicultural competencies specific to the intersecting identities of LGBTQ clients, increase an understanding of the historical and cultural influences impacting

LGBTQ clients, and identify best practice procedures for assessing and addressing issues in LGBTQ 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, transgender, and queer-identified 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 are offered at least once every three years. Placing the courses in the online environment creates the unique opportunity for Alliant students to engage with Rockway Core Faculty from all of our campuses, as well as national and international experts invited to teach special topics for the certificate. In some courses, 2-4 different instructors combine their expertise to teach students, guiding them through the ever-growing research and clinical literature about the LGBTQ 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 campus student advisor about the effects of the certificate on your entire program of study.

Program Learning Outcomes/Goals

The program focuses on helping clinicians:

1. increase understanding of the historical and cultural influences impacting LGBTQ clients,
2. develop multicultural competencies specific to LGBTQ clients, and
3. identify best practice procedures for assessing and addressing issues in LGBTQ mental health.

Credit Units

Total Credit Units: 12
Total Core Credit Units: 3
Total Elective Credit Units: 9
Total Concentration Credit Units: N/A

Curriculum Plan

All certificate students are required to take the Foundations of LGBTQ Mental Health Course, and this is recommended as the first entry course into the Rockway experience (typically offered in the Fall semester). The remaining required units are divided into two groups of electives: Advanced Study Electives (in which the focus is on a specific group within the LGBTQ community) and Cross Population Electives (which examine issues that impact all groups within the larger LGBTQ community). Students are required to take at least one Advanced Study Course. 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 for working with all LGBTQ communities while allowing for greater knowledge and competence working with one specific community.

Semester Calendar

Required Courses

- PSY85003N - Clinical Elective: Foundations of LGBTQ Mental Health *(3 units)*

Advanced Study Electives

At least one Advanced Study Elective is required:

- PSY85013K - Clinical Elective: Advanced Study of Bisexual Issues *(3 units)*
- PSY85003F - Clinical Elective: Advanced Study of Transgender Issues *(3 units)*
- PSY85013L - Clinical Elective: Advanced Study of Lesbian Issues *(3 units)*
- PSY85013M - Clinical Elective: Advanced Study of Gay Man Issues *(3 units)*

Cross-Population Electives

Additional 6 units must be taken from Advanced Study Elective listings or the following Cross-Population Electives:

- PSY76053S - Clinical Elective-Practice Seminars: LGBTQ-Affirmative Subst. Abuse Trtmnt *(3 units)*
- PSY76100F - Cultural Seminar: LGBTQ Couples and Families *(3 units)*
- PSY85013V - Clinical Elective: LGBTQ Health Disparities *(3 units)*
- PSY85013Z - Clinical Elective: LGBTQ Kink, BDSM, and Other Sexualities *(3 units)*
- PSY86003L - General Elective: Sociocultural Diversity-Intersectionality Of Identities I *(3 units)*
- LGBTQ Lifespan Development *(3 units)*
- LGBTQ Affirmative Psychotherapy *(3 units)*
- LGBTQ Issues in Education (Pre-K through High School) *(3 units)*
- LGBTQ Immigration and International Issues *(3 units)*

Doctor of Philosophy in Clinical Psychology (Fresno)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 42.2801

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 adult learners 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 practica 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. Students are expected to engage in teaching psychology to adult learners, and this requirement is generally completed in the fourth year of training. The program has exceptional relationships with local health care providers and educational institutions that offer dynamic and challenging teaching practicum. Students are also allowed to act as teaching assistants for courses offered by core faculty.

Emphasis/Concentration/Tracks

Buddhist Psychotherapy Experience Area

Mindfulness and meditation-based practices have increased steadily over the past decades. However, scholars such as Jon Kabat-Zinn have commented on the independence of these practices from the original teachings and theoretical origins from which these practices have derived. The Buddhist Psychotherapy Experience Area aims to address this void currently in the field of psychology.

This experience area provides some exposure to the philosophical and psychotherapeutic aspects in the fundamental teachings of Early Buddhism as found in the Suttapitaka. Students will also be introduced to early Buddhist meditation practice and are required to participate in a 3-day silent mediation retreat at one of our CSPP campuses as part of their skill development. The goal of this experience area is to give students a practical and coherent framework to practice psychotherapy where secular early Buddhist theory of the mind and the theoretical bases of mindfulness are at the core and Western psychological principles and practice are integrated into it. Coursework and case consultation prepare students for further professional development and specialization beyond the doctorate.

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 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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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 Training Field Training Manual available on the CSPP PhD Program site.

All students complete a sequenced clinical training program that requires students to complete an 800 hour clinical practicum for the 2nd (G2), 3rd (G3), and 4th (G4) years of training. Each year of practicum training promotes and extends student skills. Practicum experience for G2-G4 years include the on-site W. Gary Cannon Psychological Services Center (PSC), and community health care providers. Practicum sites 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. Performance in clinical practicum is evaluated with the Clinical Practicum Evaluations, which are scaled in complexity by year level so that minimum level of achievement scores are commensurate with training year. Students are expected to complete a full-time internship (2000+ hours) in the 5th year. 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 requirements.

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 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 if the student wishes to apply to internship in the following G4 year.

Credit Units

Total Credit Units: 150
Total Core Credit Units: 138
Total Elective Credit Units: 12
Total Concentration Credit Units: N/A

Degree Requirements

Formal Examinations

In addition to 150 units of coursework and clinical practicum/internship, all students must pass three competency examinations: Research Competency Exam, 2nd (G2) year; Multicultural Assessment of Practice-Revised, 3rd (G3) year; Clinical Proficiency Performance Review, 4th (G4) year.

1. Formal examination, Research Competency Exam (RCE): Core knowledge and competency in research is assessed at the beginning of the 2nd year (G2) 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, 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. Students are asked to complete the exam in the SP term of their third (G3) year. [Rubric: Students are expected to achieve an overall average of 2 or higher, "ready for internship"].
3. 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 4 or higher on each section and overall sections in order to pass ("clearly meets expectations"). Students are expected to complete the exam at the beginning of the FA term of their fourth (G4) year. [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 4 or higher, and no lower than a score of 4 on any of the dimensions in order to pass].

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. 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

Buddhist Psychotherapy Experience Area

Buddhist Psychotherapy Experience Area Requirements (6 units):

- PSY85190 - Theory and Practice: Introduction to Buddhist Psychotherapy *(3 units)*
- PSY85015B - Clinical Case Consultation I: Buddhist Psychotherapy *(1.5 units)*
- PSY85015C - Clinical Case Consultation II: Buddhist Psychotherapy *(1.5 units)*

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (12 units)

- PSY60550 - Data Analysis, Research Design & Program Evaluation I *(3 units)*
- PSY60600 - Introduction to Multiple Research Methods *(2 units)*
- PSY65010 - Intellectual Assessment *(3 units)*
- PSY65070 - Basic Foundations of Clinical Practice *(3 units)*
- PSY65300A - Introduction to Ethical Practice and Law *(1 unit)*

Academic Year 1 - Semester 2 (13 units)

- PSY60342 - Research Practicum *(2 units)*
- PSY60560 - Data Analysis, Research Design & Program Evaluation II *(3 units)*
- PSY61270 - Foundations of Individual and Cultural Diversity *(2 units)*
- PSY65060 - Personality Assessment: *(3 units)*
- PSY65080 - Basic Foundations of Clinical Practice *(3 units)*

Academic Year 1 - Semester 3 (7 units)

- PSY65050 - Personality Assessment: *(3 units)*
- Elective *(3 units)*
- PSY79060A - PhD Proposal Development *(0.5 units)*
- PSY79060B - PhD Proposal Development *(0.5 units)*

Academic Year 2 - Semester 1 (17.5 units)

- PSY60352 - Research Practicum *(2 units)*
- PSY61123 - Social Basis of Behavior *(3 units)*
- PSY71270A - Diversity Competency Training *(0.5 units)*
- PSY75100 - Teaching Methods *(3 units)*
- PSY75460 - Cognitive Behavioral Approaches to Interventions *(2 units)*
- PSY75490 - Group Psychotherapy *(2 units)*
- PSY75710 - Second Year Clinical Practicum *(2 units)*
- PSY99253 - Ph.D. Doctoral Dissertation *(3 units)*

Academic Year 2 - Semester 2 (11.5 units)

- PSY60362 - Research Practicum *(2 units)*
- PSY71123 - History & Systems of Psychology *(3 units)*
- PSY71270B - Diversity Competency Training *(0.5 units)*
- PSY71561 - Psychopharmacology *(1 unit)*
- PSY75720 - Second Year Clinical Practicum *(2 units)*
- PSY99253 - Ph.D. Doctoral Dissertation *(3 units)*

Academic Year 2 - Semester 3 (5 units)

- PSY70350 - Evidence Based Methods: Meta-Analysis *(2 units)*
- Elective *(3 units)*

Academic Year 3 - Semester 1 (9 units)

- PSY60372 - Research Practicum *(2 units)*
- PSY81272 - Clinical Interventions with Diverse Populations *(2 units)*
- PSY85770 - Third Year Clinical Practicum *(2 units)*
- PSY99253 - Ph.D. Doctoral Dissertation *(3 units)*

Academic Year 3 - Semester 2 (12 units)

- PSY75660 - Ethical Foundations of Clinical Practice *(2 units)*
- PSY85032 - Elective Practicum *(2 units)*
- PSY85780 - Third Year Clinical Practicum *(2 units)*
- PSY99253 - Ph.D. Doctoral Dissertation *(3 units)*
- Elective *(3 units)*

Academic Year 3 - Semester 3 (8 units)

- PSY60260 - Psychometrics and Research Design *(3 units)*
- PSY61093 - Human Development/Lifespan *(3 units)*
- PSY75480 - Systems Approaches to Interventions *(2 units)*

Academic Year 4 - Semester 1 (6 units)

- PSY61050 - Biological Aspects of Behavior *(3 units)*
- PSY85091 - Supervision Seminar *(1 unit)*
- PSY95030A - Supplemental Clinical Practicum *(1 unit)*
- PSY99251 - Ph.D. Doctoral Dissertation *(1 unit)*

Academic Year 4 - Semester 2 (16 units)

- PSY61013 - Cognitive & Affective Bases of Behavior *(3 units)*
- PSY75470 - Psychodynamic Approaches to Intervention *(2 units)*
- PSY85102 - Supervision Seminar *(2 units)*
- PSY86420 - Community Consultation *(2 units)*
- PSY86450 - Grant Writing *(2 units)*
- PSY95030B - Supplemental Clinical Practicum *(1 unit)*
- PSY99251 - Ph.D. Doctoral Dissertation *(1 unit)*
- Elective *(3 units)*

Academic Year 4 - Additional Courses (3 units)

- PSY84750 - Teaching Practicum and Supervision *(3 units)* *

Academic Year 5 - Semester 1 (11 units)

- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 5 - Semester 2 (11 units)

- PSY95320 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 5 - Semester 3 (8 units)

- PSY95330 - Full-Time Doctoral Internship in Clinical Psychology *(8 units)*

Notes: * please note students can enroll in this course prior to G4 year with permission of the program director

Online Coursework

Some of the coursework may be taken as CSPP approved distance learning (online or virtual) classes. 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.

Doctor of Philosophy in Clinical Psychology (Los Angeles)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 42.2801

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 scholar-practitioner 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)

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.

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, LGBTQ+ health, women's health, body image issues and disordered eating, racial disparities in health, substance abuse treatment and addictions, disability and chronic illness, 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 healthcare 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, the Multicultural Community-Clinical Psychology

emphasis (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 a foundational overview of multicultural issues in applied psychology. 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)
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

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.

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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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 submit full-time internship applications across 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 Director of Clinical Training. 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 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 and/or oral 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

Credit for Previous Work

Students may petition for transfer credit for any of the following courses:

- PSY61092 - Human Development/Lifespan
- PSY61012 - Cognitive & Affective Bases of Behavior
- PSY61122 - Social Basis of Behavior
- PSY71123 - History & Systems of Psychology
- PSY65230 - Advanced Psychopathology
- PSY65290 - Clinical Interviewing I (the first semester of a year-long sequence)
- PSY75150 / PSY75160 - Psychodiagnostic Assessment
- PSY60400A / PSY60400B / PSY60400C - 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.

Degree Requirements

1. Students must pass written and oral comprehensive examinations as partial fulfillment of the requirements for admission to doctoral candidacy.
2. Sixteen 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.

Emphasis/Concentration/Track Requirements

Clinical Health Psychology Emphasis (15 units)

The following courses are required for all Health emphasis students.

1. PSY76270 - Psychology of Health and Illness *(3 units)*
2. PSY75290 - Cognitive-Behavioral Approaches to Interventions *(3 units)*
3. PSY75300 - Cognitive-Behavioral Approaches to Interventions *(3 units)*
4. Two 3-unit elective courses offered from the Health emphasis

Family/Child and Couple (FACE) Emphasis (15 units)

The following courses are required for all FACE emphasis students.

1. PSY66070 - Family Psychology *(3 units)*
2. PSY75430 - Systems Approaches to Intervention *(3 units)*
3. PSY75440 - Systems Approaches to Intervention *(3 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. PSY66080 - 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. PSY65220 - Introduction to Emphasis Area: *(3 units)*

Elective Requirements

12 elective units are required for completion of the program. Please select from the following courses.

1. PSY76053A-Z Clinical Elective-Practice Seminar *(3 units; semester-long course)*

Recent PSY76053A-Z elective courses include:

   a. Geropsychology (Health)
   b. Pediatric Psychology (Health)
   c. Couple Therapy (FACE)
   d. Family Violence (FACE)
   e. Psychology of Immigrants: Trauma and Treatment (MCCP)
   f. Spirituality and Mindfulness
   g. Dissociation in Clinical Practice

2. PSY95003A-D Advanced Clinical Elective *(6 units; year-long course)*

Recent PSY95003A-D 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. Electives with different course numbers 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. 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)

- PSY60430 - Statistics *(3 units)*
- PSY60440 - Statistics Lab (PhD) *(0.5 units)*
- PSY61190 - Intercultural Processes/Human Diversity A *(3 units)*
- PSY65290 - Clinical Interviewing I *(3 units)*
- PSY65230 - Advanced Psychopathology *(3 units)*
- Introduction to Emphasis Area course (choose one as required by emphasis area):

  PSY65220 - Introduction to Emphasis Area: Multi Interest Option (MIO) *(3 units)*

  PSY66070 - Family Psychology - FACE Emphasis *(3 units)*

  PSY66080 - Community Clinical Issues (MCCP Emphasis) *(3 units)*

  PSY76270 - Psychology of Health and Illness *(3 units)*

Academic Year 1 - Semester 2 (15.5 units)

- PSY60230 - Principles of Research Design *(3 units)*
- PSY60400A - Research Practicum *(3 units)*
- PSY60440 - Statistics Lab (PhD) *(0.5 units)*
- PSY60680 - Research Methods: Multivariate Statistics *(3 units)*
- PSY61200 - Intercultural Processes/Human Diversity B *(3 units)*
- PSY65330 - Clinical Interviewing II *(3 units)*

Academic Year 1 - Semester 3 (6 units)

- PSY61012 - Cognitive & Affective Bases of Behavior *(2 units)*
- PSY61092 - Human Development/Lifespan *(2 units)*
- PSY65300 - Introduction to Ethical Practice and Law *(2 units)*

Academic Year 2 - Semester 1 (13.5 units)

- PSY60400B - Research Practicum *(2 units)*

- PSY71123 - History & Systems of Psychology *(3 units)*
- PSY75150 - Psychodiagnostic Assessment *(3 units)*
- PSY75170 - Assessment Lab *(0.5 units)*
- PSY65450A - Practicum I *(2 units)*
- One year-long Interventions course *(6 total units: Semester 1/Semester 2):*

  PSY75290 - Cognitive-Behavioral Approaches to Interventions *(3 units)*

  PSY75370 - Psychodynamic Approaches to Intervention *(3 units)*

  PSY75430 - Systems Approaches to Intervention *(3 units)*

Academic Year 2 - Semester 2 (11.5 units)
- PSY60400C - Research Practicum *(3 units)*
- PSY75160 - Psychodiagnostic Assessment *(3 units)*
- PSY75180 - Assessment Lab *(0.5 units)*
- PSY75700 - Preparation for Doctoral Candidacy *(0 units)*
- PSY65450B - Practicum I *(2 units)*
- One year-long Interventions course *(6 total units: Semester 1/Semester 2):*

  PSY75300 - Cognitive-Behavioral Approaches to Interventions *(3 units)*

  PSY75380 - Psychodynamic Approaches to Interventions *(3 units)*

  PSY75440 - Systems Approaches to Intervention *(3 units)*

Academic Year 2 - Semester 3 (5 units)
- PSY61122 - Social Basis of Behavior *(2 units)*
- PSY61050 - Biological Aspects of Behavior *(3 units)*

Academic Year 3 - Semester 1 (14 units)
- Clinical Elective- Practice Seminars *(3 units)*
- PSY65460A - Practicum II *(2 units)*
- PSY89050 - Research in Applied Settings *(3 units)*
- PSY89070 - Dissertation Development *(3 units)*
- One year-long Interventions course *(6 total units: Semester 1/Semester 2):*

  PSY75290 - Cognitive-Behavioral Approaches to Interventions *(3 units)*

  PSY75370 - Psychodynamic Approaches to Intervention *(3 units)*

  PSY75430 - Systems Approaches to Intervention *(3 units)*

Academic Year 3 - Semester 2 (15 units)
- PSY65460B - Practicum II *(2 units)*
- Clinical Elective- Practice Seminars *(3 units)*
- PSY89060 - Research in Applied Settings *(3 units)*
- PSY89084 - Dissertation Development *(4 units)*
- One year-long Interventions course *(6 total units: Semester 1/Semester 2):*

  PSY75300 - Cognitive-Behavioral Approaches to Interventions *(3 units)*

  PSY75380 - Psychodynamic Approaches to Interventions *(3 units)*

  PSY75440 - Systems Approaches to Intervention *(3 units)*

Academic Year 4 - Semester 1 (12 units)
- PSY65470A - Practicum III *(2 units)*
- Clinical Elective- Practice Seminars *(3 units)*
- PSY95560 - Professional Roles *(3 units)*
- PSY99254 - Ph.D. Doctoral Dissertation *(4 units)*

Academic Year 4 - Semester 2 (12 units)
- Clinical Elective- Practice Seminars *(3 units)*
- PSY99264 - Ph.D. Doctoral Dissertation *(4 units)*
- PSY95570 - Professional Roles *(3 units)*
- PSY65470B - Practicum III *(2 units)*

Academic Year 5 - Semester 1 (11 units)
- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 5 - Semester 2 (11 units)
- PSY95320 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 5 - Semester 3 (8 units)
- PSY95330 - Full-Time Doctoral Internship in Clinical Psychology *(8 units)*

Doctor of Philosophy in Clinical Psychology (San Diego)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 42.2801

Program Description/Overview

The Clinical Psychology doctoral program prepares 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 program provides a solid generalist education and training in clinical psychology in accordance with the accreditation guidelines of the American Psychological Association. The curriculum has four major areas of study: foundations of psychology, clinical and professional theory and skills, applied clinical research, and professional growth. In addition, students interested in one of the following areas can further their individual career goals by focusing their elective of courses, research and field placements related to that area.

Emphasis/Concentration/Tracks

Child/Family Emphasis

"Clinical Child and Adolescent Psychology is a specialty of professional psychology, which brings together the basic tenets of clinical psychology with a thorough background in child, adolescent and family development and developmental psychopathology. Clinical child and adolescent psychologists conduct scientific research and provide psychological services to infants, toddlers, children, and adolescents. The research and practices of Clinical Child and Adolescent Psychology are focused on understanding, preventing, diagnosing, and treating psychological, cognitive, emotional, developmental, behavioral, and family problems of children. Of particular importance to clinical child and adolescent psychologists is a scientific understanding of the basic psychological needs of children and adolescents and how the family and other social contexts influence socio-emotional adjustment, cognitive development, behavioral adaptation, and health status of children and adolescents. There is an essential emphasis on a strong empirical research base recognizing the need for the documentation and further development of evidence-based assessments

and treatments in clinical child and adolescent psychology." (Council of Specialties in Professional Psychology, https://www.cospp.org/clinical-child-psychology, downloaded January 14, 2020).

The aim of the Child/Family Emphasis area is to prepare students who are interested in specializing in child/family psychology by augmenting their generalist training with this foundational knowledge.

Health Psychology Emphasis

Health Psychology is concerned with biopsychosocial factors related to health and illness, the individuals affected, and the health care providers and institutions that serve them. Students who elect the Health Psychology Emphasis Area develop knowledge and skills that integrate the medical/biological domains and the psychological/social domains to obtain a theoretical and practical foundation for the roles that clinical psychologists play in a variety of health care settings.

Military & Veteran Psychology Experience Area

The Military & Veteran Psychology Experience Area is designed to:

1. Provide students with an understanding of military and veteran culture for therapeutic practice with veterans and military personnel and their families.
2. Familiarize students with evidence-based interventions and resources available to clinicians treating these populations.

Multicultural/Diversity Emphasis

Alliant places great value on issues of individual and cultural diversity, and provides many opportunities to deepen students' appreciation for and study of the role of diversity in people's lives and their well-being. Our approach to multiculturalism incorporates diversity in many domains, including but not limited to race, ethnicity, gender, sexual orientation, national origin and international status, age, social class, religion, and ability levels.

Central to traditional clinical psychology is the examination of factors known to be relevant to mental health/mental illness as western society has largely defined them. The goal of this emphasis area is to go beyond the traditional western, majority cultural viewpoint of individualism to consider cultural and societal level influences on the individual, as well as their influence on our conceptualization of normal and abnormal human behavior as a field.

Trauma Focused Forensic Experience

Competence in performing forensic work requires specialized training and practice at the postdoctoral level and is dependent on underlying foundational competency in the science and professional practice of psychology. The Trauma Focused Forensic Experience prepares students who are interested in specializing in Forensic Psychology by augmenting their generalist training with foundational knowledge of the core principles of the application of psychology to the legal system, including:

1. foundations of the legal system (e.g., types of courts, expert witness requirements, responses to subpoenas);
2. basic legal principles that are relevant to Forensic practice (e.g., Constitutional rights, statutory provisions, case law);
3. differences in methodologies between general clinical assessment and forensic assessment;
4. assessment of insanity and competency (relevant laws, sample evaluation materials);
5. assessment issues in trauma populations;
6. ethical issues that arise particularly in forensic contexts;
7. sociocultural considerations relevant to forensic practice.

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 culturally sensitive, evidence-based, professional practice.

Multiculturally relevant knowledge and skills are highly valued by the San Diego PhD clinical faculty and are infused throughout the curriculum. In addition, all students take a required course in multicultural competency development followed by one advanced, culture or diversity focused elective. Our selection of clinical practicum agencies affords excellent opportunities for our students to develop culturally sensitive 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.

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 and intimate partner abuse, substance abuse, aging and long-term care, and suicide risk assessment and intervention. CSPP doctoral course requirements are designed to fulfill some of the programmatic requirements for licensure in California. Students are responsible for meeting remaining requirements, which can be fulfilled via certified course providers including online options. Continuing education is required to maintain the license.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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. 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 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 acquired 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, ensure integration of classroom and clinical knowledge, support evidence-based practice, and allow faculty to directly contribute to and assess the development of students' clinical competencies.

Students select their practicum placements from more than 50 agencies. Most of these facilities are within a 25-mile radius of the campus. These agencies have over 130 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 track of their hours at the site each week, which is confirmed by the supervisor.

The doctoral internship is the more extensive training experience for advanced students. All students apply for a full-time, APA accredited clinical internship that is expected to be completed in the fifth year of the program.

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 work with 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: 141
Total Elective Credit Units: 9
Total Concentration Credit Units: 9*
*Concentration units are elective units

Degree Requirements

The academic year consists of a 15-week Fall semester, a 15-week Spring semester, and an optional 10-week Summer semester.

The program is designed to be a 5-year, full-time program; however, in consultation with their faculty advisor, students may develop a modified curriculum plan that leads to completion of the program in fewer or more years, not to exceed 8 years, depending on individual circumstances and needs (e.g., courses transferred from previous graduate programs or taken during summer semesters; need for additional coursework, practicum and/or research experiences to round out gaps in training).

All students are required to complete 150 total units, including 30 internship units, over a minimum of four years of full-time study (or the equivalent). The program requires three years in full-time residence, with two years of residency prior to advancement to candidacy for students entering with a Bachelor's degree and a minimum of the equivalent of one full-time year of residency for students with a Master's degree in psychology from a regionally accredited institution who have been granted credit for previous work. Units are considered for transfer after careful review of the previous course syllabi by core faculty members to ensure comparable training. The maximum number of units allowable for transfer from another graduate psychology program is 30 units.

Competency Examinations

All students must pass Competency Examinations in Research Methodology (Research Design, Measurement, & Statistics) and Clinical Proficiency.

Timeline for competency exams are as follows:

1. Research Methodology Competency Exam: Students are required to pass the exam prior to the fall of their third 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 Proficiency Exam: Students are required to pass the exam prior to Fall of their fourth 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 or apply for the doctoral internship 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 all Competency Exams
3. Status of academic standing is good (i.e., student is not on warning or probation)
4. There are no incomplete grades on the transcript
5. The Dissertation Proposal has been approved

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.

Students are expected to advance to Doctoral Candidacy by the end of their third year and must be advanced prior to submitting

applications for the 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, students must have completed coursework in the following four areas with a grade of "C" or better:
   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.
3. Earned a score in the 80th percentile or better on the GRE Psychology Test. Official test scores are required for this option.

Experience with clinical work and research is desirable, but not required.

Emphasis/Concentration/Track Requirements

Child/Family Emphasis

Courses:

- One (1) Advanced Assessment course *(3 units)*
- One (1) Cultural Seminar focused on children and/or families, e.g.:
  - PSY63260 - Diversity and the Family *(3 units)*
- Two (2) other courses of the student's choice, subject to availability, focusing on child and/or family psychology, e.g.:
  - PSY76020 - Theory and Practice of Psychotherapy: Child *(3 units)*
  - PSY75030 - Family Psychotherapy *(3 units)*
  - PSY76530 - Group Therapy for Children and Adolescents (2 units)
  - PSY85430 - Family Violence: Child Abuse *(3 units)*

Field Work:

It is required that students complete two (2) field placements (2 practicums or 1 practicum and 1 internship) in a setting that emphasizes interactions with children and/or families.

Research:

Students also are expected to address family, child, and/or development issues in their dissertation.

Health Psychology Emphasis

Courses:

- PSY66220 - Clinical Psychophysiology and Biofeedback *(3 units)*
- PSY66200 - Introduction to Behavioral Medicine/Health Service Psychology *(3 units)*
- PSY76330 - Health Psychology Intervention: Research and Practice Addressing Health Disparities *(3 units)*
- One (1) Advanced Assessment course *(3 units)*- e.g., PSY85560 - Neuropsychology: Advanced *(3 units)*

Field Work:

- Practicum or internship involving clinical health psychology supervised practice that provides training and supervision in an area of health psychology.

Research:

- It is expected that students will focus their dissertation research on a health-related topic.

Military & Veteran Psychology Experience Area

Courses:

Two (2) courses designated for the experience area. Course options include:

- PSY85810 - Interventions with Military and Veteran Members *(3 units)*
- PSY85820 - Treatment with Military Couples and Families *(3 units)*

Field Work:

One field placement (practicum or internship) focused on military personnel, veterans, and/or their families.

Multicultural/Diversity Emphasis

Courses:

- PSY76330 - Health Psychology Intervention: Research and Practice Addressing Health Disparities *(3 units)*
- Two (2) additional multicultural/diversity focused course, e.g.:
  - PSY62450 - Substance Abuse in Diverse Populations (2 units)
  - PSY66540 - Psychology of Ethnic Diversity: *(3 units)*
  - PSY85002A - Clinical Elective: Advanced Gay And Lesbian Issues and Psychotherapy (2 units)
  - PSY85003F - Clinical Elective: Advanced Study of Transgender Issues *(3 units)*
  - PSY85400 - Family Therapy/Ethnic Families *(3 units)*

Field Work:
It is required that students complete at least one year of professional training placement (practicum or internship) in a setting serving a culturally diverse population.

Research:
Students also are expected to focus on issues of individual or cultural diversity in their dissertation.

Trauma Focused Forensic Experience

Courses:

- PSY66313 - Introduction to Clinical Forensic Psychology *(3 units)*

One (1) trauma related course. Options include but are not limited to:

- PSY76800 - Diversity and Trauma *(3 units)*
- PSY85430 - Family Violence: Child Abuse *(3 units)*

One (1) advanced assessment course. Options include but are not limited to:

- PSY85560 - Neuropsychology: Advanced *(3 units)*
- PSY75240 - Clinical Inference *(3 units)*

Field Work:
At least one of the two required practicum placement involves 30% clinical contact with clients who are frequently seen in forensic settings (e.g., incarcerated individuals; patients in forensic hospitals or pretrial defendants; individuals diagnosed with a serious mental illness; children and families of divorce; clients with trauma histories).

Research:
Students are encouraged but not required to develop a research study or their dissertation in a forensic and/or trauma area.

All alternate courses must be approved by the Program Director.

Elective Requirements

Nine (9) units of elective are required.

Students must take one (1) culture or diversity focused elective and two (2) general clinical electives. All electives must be approved by the Program Director.

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (15.5 units)

- PSY60211 - Professional Development in Clinical Psychology *(1 unit)*
- PSY60030 - History and Systems of Psychology *(1 unit)*
- PSY60214 - Advanced Statistics I *(4 units)*
- PSY61050 - Biological Aspects of Behavior *(3 units)*
- PSY65230 - Advanced Psychopathology *(3 units)*
- PSY65200 - Introduction to Psychotherapy *(2 units)*
- PSY60450 - Research Practicum *(1.5 units)*

Academic Year 1 - Semester 2 (15.5 units)

- PSY60224 - Advanced Statistics II *(4 units)*
- PSY65014 - Intellectual Assessment *(4 units)*
- PSY75010 - Theory and Practice of Psychotherapy Individual (CBT) *(3 units)*
- PSY61290 - Foundations in Multicultural Psychology *(3 units)* (All students except Health Emphasis students, who take this in Year 2)

or

- PSY66220 - Clinical Psychophysiology and Biofeedback *(3 units)* (Health Emphasis students only)
- PSY60450 - Research Practicum *(1.5 units)*

Academic Year 2 - Semester 1 (15.5 units)

- PSY60230 - Principles of Research Design *(3 units)*
- PSY65374 - Diagnostic and Personality Assessment *(4 units)*
- PSY61403 - Developmental Psychology/ Lifespan Development *(3 units)*
- PSY75252 - PhD Practicum I *(2 units)*
- PSY75560 - Practicum Consultation and Ethics *(1.5 units)*
- PSY70452 - Dissertation Proposal Development *(2 units)*

Academic Year 2 - Semester 2 (13.5 units)**

- PSY61013 - Cognitive & Affective Bases of Behavior *(3 units)*
- PSY61123 - Social Basis of Behavior *(3 units)*
- PSY61160 - Issues in Chemical Dependency and Treatment *(2 units)* (All students except Health Emphasis students, who take this in Year 4)

or

- PSY61290 - Foundations in Multicultural Psychology *(3 units)* (Health Emphasis students only)
- PSY75262 - PhD Practicum I *(2 units)*
- PSY75560 - Practicum Consultation and Ethics *(1.5 units)*
- PSY70452 - Dissertation Proposal Development *(2 units)*

Academic Year 3 - Semester 1 (15.5 units)

- PSY66200 - Introduction to Behavioral Medicine/Health Service Psychology *(3 units)*
- PSY71563 - Psychopharmacology *(3 units)*
- PSY85550 - Neuropsychology: Foundations *(3 units)*
- PSY85350 - PhD Practicum II *(3 units)*
- PSY85520 - Clinical Consultation Group *(1.5 units)*
- PSY70452 - Dissertation Proposal Development *(2 units)*

Academic Year 3 - Semester 2 (12.5 units)

- PSY84000 - Third Wave Therapies *(3 units)*
- PSY71710 - Advanced Assessment & Integrated Report Writing *(3 units)*
- PSY85360 - PhD Practicum II *(3 units)*
- PSY85520 - Clinical Consultation Group *(1.5 units)*
- PSY70452 - Dissertation Proposal Development *(2 units)*

Academic Year 4 - Semester 1 (11 units)**

- PSY85600 - Advanced Ethics, Law, Supervision and Consultation Issues *(3 units)*
- General Clinical Elective *(3 units)*

or

- PSY61160 - Issues in Chemical Dependency and Treatment *(2 units)* (Required for Health Emphasis students)

- PSY89905 - Ph.D. Doctoral Dissertation Research/Design and Research Seminar *(5 units)*

Academic Year 4 - Semester 2 (11 units)
- General Clinical Elective *(3 units)*
- Culture/Diversity Elective *(3 units)*

or

- PSY76330 - Health Psychology Intervention: Research and Practice Addressing Health Disparities *(3 units)* (Required for Health Emphasis students; optional Cultural or General Elective for all students)
- PSY89905 - Ph.D. Doctoral Dissertation Research/Design and Research Seminar *(5 units)*

Academic Year 5 - Semester 1 (16 units)
- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*
- PSY89905 - Ph.D. Doctoral Dissertation Research/Design and Research Seminar *(5 units)*

Academic Year 5 - Semester 2 (16 units)
- PSY95320 - Full-Time Doctoral Internship lin Clinical Psychology *(11 units)*
- PSY89905 - Ph.D. Doctoral Dissertation Research/Design and Research Seminar *(5 units)*

Academic Year 5 - Semester 3 (8 units)
- PSY95330 - Full-Time Doctoral Internship in Clinical Psychology *(8 units)*

Notes

Summer Semesters are not part of the required program course curriculum (except for enrollment in internship units). However, courses that can be used to fulfill elective requirements are offered in the summer. Students are advised to consult with the Financial Aid office to determine impact of taking summer courses on their Financial Aid during the summer and subsequent semesters (due to result lighter courseload). Each student is required to complete three (3) Elective courses (equivalent to 9 units), including one (1) focused on cultural or diversity issues. Note that some Emphasis and Experience areas require specific electives. Students must refer to the Student Handbook for more information.

**semester total units for Health Emphasis students are 14.5 for Academic Year 2- Semester 2 and 10 for Academic Year 4 - Semester 1

Doctor of Philosophy in Clinical Psychology (San Francisco)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 42.2801

Program Description/Overview

The Clinical Psychology doctoral program prepares students to function as multifaceted clinical psychologists through curriculum based on an integration of psychological theory, research and practice. This program is a practitioner and scholar-oriented program. The program includes four major areas of study: foundations of psychology, clinical and professional theory and skills, research, and professional growth. While meeting overall program requirements, students can also follow their own clinical and research interests and further their individual career goals by selecting course electives, research and field placements consistent with their interests.

Our program educates students both to conduct psychological research and to become broadly trained practitioners. We provide research training to help clinical psychologists become 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, offering courses focusing on social justice concerns and the needs of 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 access and work with the research division of the SFDPH, which has a unique integrated database system as well as independently funded projects. Additionally, there are several core faculty who have their own funded projects in which 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 Veterans Administration 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 and complete research work, or with petition to the program director may extend the internship. 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. Trauma, Stress, and Resilience
3. Health Psychology (psychopharmacology, Sleep Disorders, Substance Use)
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 who 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. The program is affiliated with over 150 field placement sites that students may choose from when applying for field training.

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 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 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 institution, multicultural issues are properly integrated into the curriculum across all subject matters.

Profession-Wide Competencies

All students are expected to acquire and demonstrate substantial understanding of and competence in the following nine profession-wide competency areas:

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 (including but not limited to race/ethnicity, gender, sexual orientation, socioeconomic background, disability, and people of different ages).
b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity, including research, training, supervision/consultation, and service.
c. Ability to integrate awareness and knowledge of individual, cultural and diverse differences in the conduct of professional roles (e.g., research, services, and other professional activities).

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. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
c. Demonstrate the ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
d. Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.
e. Interpret assessment results to inform case conceptualization, classification, and recommendations.
f. 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: Consultation and Interprofessional/Interdisciplinary skills

a. Demonstrate knowledge and respect for the roles and perspectives of other professions.
b. Demonstrate knowledge of consultation models and practices.

Discipline-Specific Knowledge

In addition, all students are expected to possess discipline-specific knowledge in the following four categories:

Category 1: History & Systems of Psychology and Basic Content Areas in Scientific Psychology

Category 2: Basic Content Areas in Scientific Psychology (affective, biological, cognitive, developmental, and social aspects of behavior)

Category 3: Advanced Integrative Knowledge in Scientific Psychology

Category 4: Research Methods, Statistical Analysis, and Psychometrics

Training Model

A Scholar-Practitioner Model

This program features a scholar-practitioner model that educates students 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. 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 social justice and 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.

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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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 in their fourth year (Supplemental Practicum), students continue clinical training or clinical research practicum experiences. Students typically receive a minimum of 1600 hours of clinical training prior to internship. The San Francisco 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 settings, 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. San Francisco Bay Area student practicum placements are facilitated and supervised through our Office of Professional Training. All students in their field practicums received at least one individual and one group supervision session per week. Although not required for the degree, some students choose to complete a supplemental practicum in their fourth year while applying for predoctoral internship and completing their dissertation research.

An optional research practicum is also available for students. 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 Bay Area 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 practica, students are involved in research projects that are coordinated by our core faculty. Over the course of four years, students learn how to apply skills they have learned in statistics and research design to actual research projects through the design and presentation of their "First Research Project" that will be completed by the end of the 2nd year. The "First Research Project" generally leads to their dissertation that will be completed at the end of the 4th year. These projects involve faculty expertise primarily in the areas of multicultural and community psychology, LGBT psychology, gender studies, social justice, trauma related disorders (e.g., PTSD, depression, addiction, suicide), stress and resilience, health and sleep psychology, and child and family development.

Students often work with researchers in collaborative institutions, including: University of California at San Francisco, Veteran's Administration Medical Centers, Stanford University, and the San Francisco Department of Public Health.

Because of collaborative work in research practicum and methods courses, students and faculty present their work at several professional conferences every year, including the meetings and annual conventions of the following professional associations:

1. American Psychological Association (APA)
2. Association for Psychological Science (APS)
3. Association for Women in Psychology
4. National Council of School and Programs of Professional Psychology
5. National Multicultural Summit
6. International Society for Traumatic Stress Studies (ISTSS)
7. Association for the Advancement of Behavioral Therapy
8. Western Psychological Association
9. California Psychological Association

Credit Units

Total Credit Units: 150
Total Core Credit Units: 143
Total Elective Credit Units: 7
Total Concentration Credit Units: N/A

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; 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 a special collaborative agreement with 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.

Degree Requirements

1. Preliminary Examinations (currently in data analysis; article review; ethics; assessment) - given at end of first and second years and required for advancement to candidacy.
2. 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.
3. Statistics Diagnostic Exam
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 (article review), and data analysis

Emphasis/Concentration/Track Requirements

The PhD Clinical Psychology offers elective courses, research opportunities and field training in three broad categories of Trauma, Stress, and Resilience, Health Psychology and Child and Family Services. Interest areas are infused with multicultural and diversity perspectives.

Multicultural Community Psychology, Multicultural and Social Justice, and LGBTQIA/Gender Psychology

Multiculturalism/Diversity is the overarching theme infused within all coursework, research, and clinical training. The key themes are outlined below and integrated within the interest areas.

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 Latinx. The term Latinx is used to respect those of varied gender identities as recommended by the National Latinx Psychological Association).

In addition, the San Francisco Bay Area 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

All of the PhD Research Seminars are led by instructors with research expertise in multicultural, community, trauma, stress, and resilience, health psychology, sleep, and substance use, and child/adolescent topics (Professors Henn-Haase, Tiet, and Zelman).

Multicultural and Social Justice

Several of our program faculty have special expertise in the areas of health services research, and consultation in mental health, juvenile justice, substance abuse, HIV prevention, military and civilian trauma, sleep, health, and other types of community settings. Also, we offer advanced clinical courses in Consultation and Evidence Based Treatments for Trauma, Psychopathology, Sleep, and Substance Abuse. Much of the focus of our program courses integrating multicultural program evaluation and social justice lies in understanding program efficacy and outcomes in a community-based and healthcare system (e.g., VA) context. Critical components include an understanding of the development of logic models and a theory of change in program interventions and health services research.

1. Early childhood and community prevention and intervention
2. Organizational systems with a focus on managed behavioral health policy, evaluation, and analysis, in behavioral health systems including managed care systems and the VA.
3. Cost analysis and studies in Programs for Assertive Community Treatment (PACT)
4. Workforce development and pipeline; Latinx health and higher education
5. Juvenile and adult justice systems including drug courts and alternative community approaches in violence intervention
6. Social justice in psychology and psychotherapy
7. Anti-racist and other social justice issues, and issues pertaining to therapy, ethics, clinical training, mentoring and supervision

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 and other trauma, 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

The San Francisco Bay Area 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 LGBTQ 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.

Trauma, Stress, and Resilience

Psychological trauma is broadly interested in the impact of adverse experiences on impacting cognition, emotions, neurophysiology, and behavioral functioning. It involves the psychologists' role in prevention, intervention, and study and implementation of evidence-based treatments for stress, trauma, Posttraumatic Stress Disorder (PTSD) and co-morbid psychopathologies, e.g., substance abuse, depression, anxiety, suicide and health related outcomes. Resilience is an integral component in the study of trauma, and prevention. Specific topics include stress, psychological trauma and resilience within various populations, e.g., combat trauma, intimate partner violence, child maltreatment, physical and sexual trauma, and critical incidents with emergency services personnel. The San Francisco Bay Area PhD Program has a range of research opportunities in these areas with expertise from two faculty (Professors Tiet, and Henn-Haase) and field placement opportunities within community, primary care, and VA settings.

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. Assessment of trauma
9. Treatment of co-morbid psychopathology, e.g., substance abuse, anxiety, depression, suicide

Resilience

1. Coping
2. Protective factors and resilience
3. Prevention and early intervention

Health Psychology

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, Alzheimer's and other dementias, and cardiovascular disease); families and health; recovery and rehabilitation following illness or physical trauma; psychosocial aspects of disability; the toll of stigmatization of fat bodies and health at every size. Specific health topics include neuropsychology, psychopharmacology, and sleep (Zelman), traumatic brain injury, dementias and caregiver health (Tiet), and eating disorders prevention and fat phobia, intersectional identities of fat people, and the stigmatization and medicalization of fat bodies. The San Francisco Bay Area has a wide range of research with expertise provided by Professors Henn-Hasse, Zelman, and Tiet, and field placement opportunities for students interested in health psychology.

Health Psychology

1. Health at Every Size
2. Traumatic brain injury
3. Chronic illness adherence in adolescence
4. Neuropsychological assessment
5. Sleep psychology
6. Psychopharmacology

Substance Abuse

1. Substance abuse and HIV/AIDS prevention and treatment in multicultural communities
2. Chemical dependency
3. Dual diagnosis of substance use disorders and PTSD
4. 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 (e.g., Sleep Disorders). 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 five faculty members who have expertise in an area of health psychology research (Professors Henn-Haase, Tiet, and Zelman). 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). Courses infuse multicultural diversity into the course content and include the discussion

of couple, family, and child, theory, interventions, and assessment. Faculty interest and experience in this area of interest provide research oversight.

1. Child and Family
2. Family systems theory and technique
3. Child/family assessment
4. Family violence and psychological trauma
5. Multicultural influences in family therapy
6. Anti-racist and social justice issues pertaining to child, adolescent, and women's development, and to therapy, ethics, clinical training, mentoring and supervision

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 a variety of relevant electives. Two of the clinical PhD Research Seminars are led by faculty members with expertise in various FCA psychology topics (Professors Henn-Haase and Tiet). Students have the option to take as few or as many of these FCA offerings as it fits their career goals.

Military and Veteran Psychology Experience Area

The Military & Veteran Psychology Experience area is provided as a option to students who would like to focus their education and training in this specific clinical area. The two aims of this experience area are:

1. To provide students with an understanding of military and veteran culture for therapeutic practice with veterans and military personnel and their families.
2. To familiarize students with evidence-based interventions and resources available to clinicians treating these populations.

Requirements:

1. Two courses designated for the experience area:
   a. PSY85810 - Interventions with Military and Veteran Members *(3 units)*
   b. PSY85820 - Treatment with Military Couples and Families *(3 units)*
2. One field placement focused on military personnel, veterans, and/or their families (Note: Students will need to apply and go through the regular application process for the related field experience placements, i.e., BAPIC, APPIC/APA practicum, internship application process. The program does not guarantee a field placement in the experience area.)

Elective Requirements

In addition to the required coursework, the program is committed to offering a broad array of elective courses (PSY850***) 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. Students may take any course that does not fulfill a core requirement to satisfy the Clinical Elective requirement.

Curriculum Plan

Students enrolled in the PhD Clinical Psychology Program beginning AY2022-2023 are required to enroll in two summer courses Year One through Year Three.

Semester Calendar

Academic Year 1 - Semester 1 (13.5 units)

- PSY65180 - Principles of Psychotherapy *(3 units)*
- PSY60210 - Advanced Statistics I *(3 units)*
- PSY61210 - Intercultural Awareness Development *(1.5 units)*
- PSY65280 - Observation and Interviewing *(3 units)*
- PSY65230 - Advanced Psychopathology *(3 units)*

Academic Year 1 - Semester 2 (13.5 units)

- PSY60160 - PhD Research Seminar I (1st Year) *(3 units)*
- PSY60220 - Advanced Statistics II *(3 units)*
- PSY61220 - Intercultural Awareness Development *(1.5 units)*
- PSY65120 - Psychological Assessment I: Cognitive *(3 units)*
- PSY60260 - Psychometrics and Research Design *(3 units)*

Academic Year 1 - Semester 3 (6 units)

- PSY75040 - Theory and Technique of Clinical Practice *(3 units)*
- PSY61020 - Cognitive & Affective Bases of Behavior *(3 units)*

Academic Year 2 - Semester 1 (14 units)

- PSY70130 - PhD Research Seminar I (2nd Year) *(3 units)*
- PSY75252 - PhD Practicum I *(2 units)*
- PSY75053 - Clinical and Ethical Issues *(3 units)*
- PSY65120A - Psychological Assessment II: Personality *(3 units)*
- PSY61050 - Biological Aspects of Behavior *(3 units)*

Academic Year 2 - Semester 2 (13 units)

- PSY70140 - PhD Research Seminar II (2nd Year) *(3 units)*
- PSY75262 - PhD Practicum I *(2 units)*
- PSY75063 - Clinical and Ethical Issues *(3 units)*
- PSY75212 - Psychological Assessment III: Integration *(2 units)*
- PSY75040 - Theory and Technique of Clinical Practice *(3 units)*

Academic Year 2 - Semester 3 (6 units)

- PSY71123 - History & Systems of Psychology *(3 units)*
- PSY61170 - Human Development/Lifespan *(3 units)*

Academic Year 3 - Semester 1 (15 units)

- PSY80070 - Advanced Research Methodology *(3 units)*
- PSY80050 - PhD Research Seminar (3rd Year) *(3 units)*
- PSY85350 - PhD Practicum II *(3 units)*

- PSY85310 - Advanced Clinical Seminar *(3 units)*
- PSY99253 - Ph.D. Doctoral Dissertation *(3 units)*

Academic Year 3 - Semester 2 (12 units)
- PSY80060 - PhD Research Seminar (3rd Year) *(3 units)*
- PSY85360 - PhD Practicum II *(3 units)*
- PSY85323 - Advanced Clinical Seminar *(3 units)*
- PSY99263 - PhD Doctoral Dissertation *(3 units)*

Academic Year 3 - Semester 3 (6 units)
- PSY61123 - Social Basis of Behavior *(3 units)*
- PSY75020 - Sociocultural Diversity *(3 units)*

Academic Year 4 - Semester 1 (11 units)

- PSY99270 - Ph.D. Research Seminar IV (4th Year) *(1 unit)* *
- PSY99254 - Ph.D. Doctoral Dissertation *(4 units)*
- PSY85642 - Supervision *(2 units)*
- Elective *(4 units)*

Academic Year 4 - Semester 2 (10 units)
- PSY99280 - Ph.D. Research Seminar IV (4th Year) *(1 unit)* *
- PSY99264 - Ph.D. Doctoral Dissertation *(4 units)*
- PSY85612 - Consultation *(2 units)*
- Elective *(3 units)*

Academic Year 5 - Semester 1 (11 units)
- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 5 - Semester 2 (11 units)
- PSY95320 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 5 - Semester 3 (8 units)
- PSY95330 - Full-Time Doctoral Internship in Clinical Psychology *(8 units)*

Notes

*Students who pass oral proposals early may waive this course and make up the unit(s) through additional elective courses.

Doctor of Philosophy in Industrial and Organizational Psychology

School: California School of Professional Psychology
Modality(ies): On-ground, hybrid, online
Calendar(s): 8-week term
CIP Code: 42.2804

Program Description/Overview

The program prepares graduates for a variety of practitioner careers on the human side of organizations and for teaching. Career practice areas include management consulting, organizational development and change, people analytics, and organizational leadership - any area where principles of industrial and organizational psychology make a difference. This post-master's degree can also support careers in diversity and inclusion, talent management/human resources, talent development, strategic planning facilitation, talent assessment, and employee engagement analytics.

This program is an intensive, year-round, three-year (15-term) program where students have the option to attend part-time and take longer than three years to complete.

All online Organizational Psychology programs are accepting applications. Please be aware, however, that on-ground Organizational Psychology programs are not accepting applications.

Program Learning Outcomes/Goals

PLO1: Explain and apply industrial-organizational psychology principles, concepts, models, theories, and methods.

PLO2: Explain and apply ethical and legal principles to situations in industrial-organizational psychology.

PLO3: Demonstrate a positive, pro-active, and non-judgmental attitude towards diverse cultures and identities.

PLO4: Design culturally competent professional services in respective areas for diverse populations.

PLO5: Analyze data, evaluate results and communicate findings using applied and academic research methods.

PLO6: Explain and apply research, psychometric, and people analytics concepts to problems in industrial-organizational psychology.

PLO7: Critically evaluate and synthesize the industrial-organizational psychology and related literature.

Training Model

Coursework emphasizes higher levels of critical thinking in a sequential and developmental manner for both practical organizational diagnosis and critical evaluation of research literature and making an original contribution to existing research. Diversity, equity, and inclusion are woven throughout the program. An emphasis on needs analysis and organizational diagnosis drives the practitioner courses.

Critical thinking is developed through the integration of discipline-specific theories, models, concepts and methods in the development of both practitioner and research skills.

1. Practitioner skills are developed through increasingly challenging practical situations: Students are first presented with literature, then case studies and other instructional methods that evoke the practitioner context, and after that practical exams or project-based learning, and finally applied projects.
2. The progression of learning research skills involves critically evaluating existing studies in theory courses right from the start and learning statistical, research, and people-analytics methods followed by production of a dissertation. Both research and practical skills are assessed in a three-part doctoral comprehensive exam where each part is embedded in a course.

Consistent with contemporary work environments, students work both individually and in groups (virtual groups for online students) in their coursework. By working in groups, students develop advanced skills in business communication, working with people who have different working styles than themselves, and learn through experience the importance of valuing diversity and appreciating multicultural issues.

Professional Behavior Expectations/ Ethical Guidelines

As professionals-in-training, students in the program are required, in addition to all university-wide conduct requirements, to comply with the ethics code of the American Psychological Association and be familiar with professional guidelines and standards appropriate for practitioners in a business setting. Any ethical or professional behavior problems may be referred to the SERC and Program Director for action.

Internship, Practicum, and/or Dissertation Information

A three-course sequence for professional skills development and applied projects will enable students to apply industrial and organizational psychology competencies to prepare for practical experience in a practice area of their choosing and in a way that aligns with the stage in their career.

One option in the applied project courses enables students to take on an internship. The availability of an internship outside of California is based on the state in which the student is located and requires prior approval.

The other options are virtual, practical projects or virtual, applied research projects. A virtual project in a company could include writing up a past project from the student's experience as a case and conducting a reanalysis of the case based on theories, principles and methods from coursework and proposing a better solution than was actually implemented.

The program comprises eight dissertation courses. In the initial dissertation course, students will participate in synchronous workshops covering effective literature searches, academic writing, the research process, and data analysis, forming the foundation of their dissertation. Subsequent dissertation courses will guide students through the successful completion of each aspect of their dissertation. Encouragement is provided for students to finalize their dissertations during the eighth dissertation course.

Credit Units

Total Credit Units: 66
Total Core Credit Units: 66
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

Pass all three parts of the doctoral comprehensive exam.

Prerequisite Courses

1. Master's degree from a regionally accredited institution.
2. Preparation in Psychology, the Social Sciences, or Management Sciences - courses with a grade of B or better:
    a. Two undergraduate or graduate courses in the social sciences (e.g., psychology, social psychology, I-O psychology, sociology, anthropology, organizational behavior, or leadership) or human resources management.
    b. One undergraduate or graduate course in statistics.

Curriculum Plan

8-Week Calendar

Term 1 (6 units)
- ORG80020 - Social and Organizational Psychology *(3 units)*
- ORG80080 - Leadership Development and Assessment *(3 units)*

Term 2 (6 units)
- ORG80050 - Motivation, Innovation and Change *(3 units)*
- ORG80090 - Ethics, Diversity and Inclusion *(3 units)*

Term 3 (6 units)
- ORG80010 - Advanced Statistics I *(3 units)*
- ORG80030 - Business Strategy and Operations *(3 units)*

Term 4 (4.5 units)
- ORG80040 - Advanced Statistics II *(3 units)*
- ORG99610 - Dissertation 1 *(1.5 units)*

Term 5 (6 units)
- ORG80060 - Research Methods *(3 units)*
- ORG80120 - Psychometrics *(3 units)*

Term 6 (6 units)
- ORG80070 - Diagnostic Methods for Organizational Consulting *(3 units)*
- ORG80100 - People Analytics *(3 units)*

Term 7 (1.5 units)
- ORG99620 - Dissertation 2 *(1.5 units)*

Term 8 (1.5 units)
- ORG99630 - Dissertation 3 *(1.5 units)*

Term 9 (4.5 units)
- ORG80130 - Change Management *(3 units)*
- ORG99640 - Dissertation 4 *(1.5 units)*

Term 10 (1.5 units)
- ORG99650 - Dissertation 5 *(1.5 units)*

Term 11 (6 units)
- ORG91000 - Professional Practice: Strategy, and Skills *(3 units)*
- ORG80110 - Consulting Skills *(3 units)*

Term 12 (6 units)
- ORG80150 - Organizational Design and Process Improvement *(3 units)*
- ORG80140 - Talent Recruitment, Assessment, and Selection *(3 units)*

Term 13 (4.5 units)
- ORG91010 - Applied Project 1 *(3 units)*
- ORG99660 - Dissertation 6 *(1.5 units)*

Term 14 (4.5 units)
- ORG91020 - Applied Project 2 *(3 units)*
- ORG99670 - Dissertation 7 *(1.5 units)*

Term 15 (1.5 units)
- ORG99680 - Dissertation 8 *(1.5 units)*

Doctor of Philosophy in Marital and Family Therapy (114-unit)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 51.1505

Program Description/Overview

The 114-unit Master of Arts (MA) and Doctoral program in Marriage and Family Therapy is a comprehensive, advanced educational path designed for individuals aspiring to become experts and leaders in the field. This rigorous program integrates theoretical knowledge with practical application, offering extensive coursework in systemic therapy, clinical practice, and research methodologies. Students engage in immersive clinical training through supervised internships and practicums, allowing them to develop proficiency in diagnosing and treating a wide range of relational and mental health issues within diverse family systems. Emphasizing a holistic approach, the program includes specialized courses in multicultural competence, ethical practice, and evidence-based treatment modalities. Graduates are well-prepared for California (and select states) licensure and possess the skills necessary to contribute to academic, clinical, and research settings, fostering healthier relationships and communities.

The program requires completion of a minimum of 114 units. Doctoral students may go either full-time or part-time in completing the program. The standard graduation program completion time for full-time students is 5 years, and the maximum is 8 years. The standard completion time for part-time students is 6 years, the maximum completion time is 8 years.

Emphasis/Concentration/Tracks

The Chemical Dependency Concentration

This concentration will prepare students to work with individuals, couples, and families who have experienced addiction. This concentration area includes the 39 units that the California Association for Alcohol/Drug Educators (CAADE) requires for their accredited Chemical Dependency Certificate program. Students who select this concentration will receive this certificate upon their completion of the master's program, which they can include on their resume or CV. Students who choose this Concentration will be prepared to work with families facing addiction, and they will understand the best care clinical practices for treating chemical dependency in the family from a systemic perspective in the current managed care market. Students in this concentration must choose a practicum site that allows them the opportunity to obtain a minimum of 250 hours working with clients who experience addiction (i.e., a residential treatment center or intensive outpatient program). These 250 hours can be included in the total 500 hours required to complete the CFT master's degree.

The Medical Family Therapy (MedFT) Concentration

This concentration will prepare students to work in and with the medical health care system to help individuals, couples, and families struggling with medical issues. Students are taught to work systemically with the complex biological, psychological, relational, social, and spiritual dimensions of health care. They are trained to work with a variety of health care professionals and health care systems using collaborative, multidisciplinary, and multidimensional approaches to treatment. Graduates work in diverse settings including hospitals, clinics, and group and private practices. The curriculum includes three courses, which are to be taken as electives. The complete curriculum is offered online so students in all locations may take the courses. Students may take courses on-ground if offered.

Program Learning Outcomes/Goals

Program Goals (PGs)

1. PG 1 Practice: The CFT Program graduates students who are able to deliver CFT professional services competently.
2. PG 2 Diversity: The CFT Program graduates diverse students prepared to meet the needs of diverse communities.
3. PG 3 Community: The CFT Program engages various communities through the application of the knowledge and skills of couple and family therapy.
4. PG 4 Scholarship: The CFT 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 CFT 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 CFT research methodologies and scholarship.
5. SLO 5 Practice Supervision Knowledge and Skills: Doctoral students comprehend models and methods of CFT supervision.
6. SLO 6 Practice Specific Knowledge and Skill: Doctoral students articulate and demonstrate the application of a personal CFT model of therapy.
7. SLO 7 Scholarship Application Knowledge and Skills: Doctoral students demonstrate the ability to understand and apply CFT research methods.

Training Model

This program is offered in Irvine, Los Angeles, Sacramento and San Diego and leads to a Doctor of Philosophy in Marital and Family Therapy degree. 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 Marriage and Family Therapy (must pass both components of Law and Ethics and the Clinical Exam). 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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for information about program availability in their respective state.

For further information on licensure in California contact:

Board of Behavioral Sciences
1625 N Market Blvd., #S200
Sacramento, CA 95834
BBS Main Phone Line: (916) 574-7830
BBS Email: BBS.info@dca.ca.gov

General Questions and Information Only:
https://www.bbs.ca.gov/

Internship, Practicum, and/or Dissertation Information

Practicum: The program includes all of the requirements in the CFT master's program, including passing the MA comprehensive exam. Practicum program requirements are described in the Master of Arts in Marital and Family Therapy program description and in the CFT Master's Level Practicum Clinical Training Manual. The doctoral program requires that students are continuously involved in the practice of couple and family therapy. 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 Alliant.

Three consecutive semesters of practicum are required for a minimum total of 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 4 practicum classes to complete their hours*.

During the program, students must supplement their academic and clinical work with 100 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 Alliant

Students who completed a non-COAMFTE accredited MA program need to submit a Request for Waiver of Practicum Hours and may have some practicum hours/practicum courses to take, which must be taken in place of elective units.

Waiver of Practicum Hours

1. Should transfer students request to waive practicum hours, they must submit a completed Request for Waiver of Practicum Hours form (located on the CFT Student Hub) to the CTC.
2. The decision to waive practicum hours will be based on the completion of this form with necessary documentation attached.
3. Requests for Waiver of Practicum Hours must be submitted prior to matriculation in order for the Student Advisor to create an accurate program plan. Waiver of practicum is not guaranteed.
4. Students are not permitted to enroll beyond 18 doctoral units without first completing the required practicum hours.

Note:

* PSY73690 - Practicum Extension (0 units): If a student has taken three consecutive semesters or 6 consecutive terms of PSY 73600, their elective, has 50 or fewer hours to complete the 300-hour requirement and the student, site and CTC believe the remaining hours will be completed in a semester or two terms, then the student can request to be registered for PSY73690 - Practicum Extension (0 units). Students are only permitted to register for one semester or two terms of Practicum Extension.

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, Alliant CFT doctoral students are required to choose two components to complete their pre-degree internship: clinical, teaching, scholarship, supervision, and policy and administration. Each of these options 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 their internship faculty supervisor.

Dissertation: The dissertation is the capstone for the doctoral program. Students will take at least four dissertation classes (PSY99100, PSY99110, PSY99120, PSY99130), and will meet with the core faculty dissertation chair regularly during these classes in order to complete the dissertation.

Credit Units

Total Credit Units: 114
Total Core Credit Units: 102
Total Elective Credit Units: 12
Total Concentration Credit Units: N/A

Degree Requirements

MA Comprehensive Exam: Master's and doctoral students who entered the program in Fall 2008 or later must successfully complete the examination process to receive their degrees. Doctoral students who completed a comprehensive exam as part of a COAMFTE accredited master's program do not need to take the test.

- Full-time MA students should take the exam after they've completed all coursework besides MFT Practicum, Psychopharmacology, and Sex Therapy.
- Part-time MA students should take the exam in the year they are completing the program.
- Incoming PhD students with a MA degree from COAMFTE accredited programs, do NOT have to take our MA Comprehensive Exam.
- Incoming PhD students with a MA degree from non-COAMFTE accredited programs who are not licensed in the field of MFT, must take and pass our MA Comprehensive Exam at the end of their first semester or the first semester after finishing required masters level classes.

Doctoral Exam: During the fourth year of the doctoral program, students take the CFT Doctoral Exam. Once the student successfully passes the doctoral exam and the dissertation proposal the student is "Advanced to Candidacy." Student must successfully pass the CFT Doctoral exam in order to do the final defense of their dissertation.

Emphasis/Concentration/Track Requirements

Chemical Dependency

This concentration includes the following courses:

- PSY63030 - Group Therapy *(3 units)*
- PSY63100 - MFT Law and Ethics *(3 units)*
- PSY63110 - Introduction to Psychopathology *(3 units)*
- PSY63120 - MFT Theories and Techniques I *(3 units)*
- PSY63250 - Trauma and Crisis Intervention *(3 units)*
- PSY63260 - Diversity and the Family *(3 units)*
- PSY63600 - Preparing for Community Practice *(3 units)*
- PSY67560 - Psychopharmacology *(3 units)*
- PSY73300 - Chemical Dependency and the Family *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Student must complete at least 30 hours of the required 50 professional development hours in addictions.

Medical Family Therapy

This concentration includes the following courses:

- PSY73410 - Introduction to Medical Family Therapy *(3 units)**
- PSY73420 - Health and Illness Across the Family Lifespan *(3 units)**
- PSY73430 - Practice and Research in Medical Family Therapy *(3 units)* *

* Offered online only.

Elective Requirements

Twelve elective units are required for completion of the program. Students may take their elective class online. The classes must be taken at Alliant International University. The courses (on-ground or online) must be pre-approved by the site director.
Suggested electives:

- PSY85XXX - Clinical Elective *(3 units)*
- PSY93100 - Advanced Seminar: MFT *(3 units)*

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (13 units)

- PSY63100 - MFT Law and Ethics *(3 units)* ^
- PSY63120 - MFT Theories and Techniques I *(3 units)* ^
- PSY63130 - MFT Techniques Lab I *(1 unit)* ^
- PSY63260 - Diversity and the Family *(3 units)* ^
- PSY63280 - Individual and Family Life Cycle *(3 units)*

Academic Year 1 - Semester 2 (13 units)

- PSY63110 - Introduction to Psychopathology *(3 units)* ^
- PSY63220 - MFT Theories and Techniques II *(3 units)* ^
- PSY63230 - MFT Techniques Lab II *(1 unit)* ^
- PSY63600 - Preparing for Community Practice *(3 units)* ^
- PSY73300 - Chemical Dependency and the Family *(3 units)*

Academic Year 1 - Semester 3 (8 units)

- PSY63030 - Group Therapy *(3 units)*
- PSY63170 - Parent-Child Therapy Techniques *(2 units)*
- PSY73600 - MFT Practicum *(3 units)*

or

- Elective *(3 units)*

Academic Year 2 - Semester 1 (9 units)

- PSY63250 - Trauma and Crisis Intervention *(3 units)*
- PSY73110 - Couples Therapy *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Academic Year 2 - Semester 2 (9 units)

- PSY73020 - MFT Research Methods *(3 units)*
- PSY73140 - MFT Assessment *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Academic Year 2 - Semester 3 (8 units)

- PSY67560 - Psychopharmacology *(3 units)*
- PSY73120 - Sex Therapy in Marriage and Family Therapy *(2 units)*

- PSY73600 - MFT Practicum *(3 units)*

or

- Elective *(3 units)*

Academic Year 3 - Semester 1 (10 units)
- PSY60210 - Advanced Statistics I *(3 units)*
- PSY61123 - Social Basis of Behavior *(3 units)*
- PSY93250 - Advanced MFT Research: Qualitative *(3 units)*
- PSY83600 - Advanced Professional Practice *(1 unit)*

Academic Year 3 - Semester 2 (10 units)
- PSY60220 - Advanced Statistics II *(3 units)*
- PSY61050 - Biological Aspects of Behavior *(3 units)*
- PSY93240 - Advanced MFT Research: Quantitative *(3 units)*
- PSY83600 - Advanced Professional Practice *(1 unit)*

Academic Year 3 - Semester 3 (6 units)
- Elective *(3 units)*
- Elective *(3 units)*

Academic Year 4 - Semester 1 (8 units)
- PSY61100 - Personality and Affect *(3 units)*
- PSY83160 - Advanced Family Therapy I *(3 units)**
- PSY99100 - MFT Dissertation I *(1 unit)*
- PSY83600 - Advanced Professional Practice *(1 unit)*

Academic Year 4 - Semester 2 (8 units)
- PSY83110 - Advanced Couples Therapy *(3 units)**
- PSY83170 - Advanced Family Therapy II *(3 units)**
- PSY99110 - MFT Dissertation II *(1 unit)*
- PSY83600 - Advanced Professional Practice *(1 unit)*

Academic Year 4 - Semester 3 (6 units)
- PSY93200 - Supervision in MFT I *(3 units)*
- Elective *(3 units)*

Academic Year 5 - Semester 1 (2 units)
- PSY93601 - Internship Supervision *(1 unit)*
- PSY99120 - MFT Dissertation III *(1 unit)*

Academic Year 5 - Semester 2 (4 units)
- PSY93601 - Internship Supervision *(1 unit)*
- PSY99130 - MFT Dissertation IV *(3 units)*

Notes
- If a student starts seeing clients in the summer, they must take practicum in the first summer and should not take the elective until the second summer. If they are not done with practicum by the end of spring semester, they should take a 4th practicum as their elective. If a student starts practicum in the fall, they should take an elective in the first summer. Classes with ^ notation are required before taking practicum.
- Students are urged to the doctoral exam as soon as possible. Students must pass doctoral exam and pass the dissertation proposal meeting to be advanced to candidacy and prior to final dissertation defense.
- Students who do not propose their dissertation by the end of PSY99120 will be referred to SERC.
- Students who do not complete the dissertation by the end of PSY99130 must go into Dissertation Extension.
- All courses with * notation are prerequisites for the MFT Doctoral Exam.
- Students who want to take the psychology licensing exam should take: Theories of Personality and additional psychology testing coursework.

Doctor of Philosophy in Marital and Family Therapy (69-unit)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 51.1505

Program Description/Overview

The Post-Masters PhD in MFT program provides advanced training for pursuing a career as a professional marriage and family therapist, faculty, clinical director, researcher, or supervisor. Students receive advanced and intensive theoretical and practical skill-based training to prepare them for their professional careers. 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 marriage and family therapy practice, including a doctoral internship that prepares students for professional careers.

The program requires completion of a minimum of 69 units. Doctoral students may go either full-time or part-time in completing the program. The standard graduation program completion time for full-time students is 3 years, and the maximum is 8 years. The standard completion time for part-time students is 6 years, the maximum completion time is 8 years.

Emphasis/Concentration/Tracks

The Chemical Dependency Concentration

The Chemical Dependency Concentration will prepare students to work with individuals, couples, and families who have experienced addiction. This concentration area includes the 39 units that the California Association for Alcohol/Drug Educators (CAADE) requires for their accredited Chemical Dependency Certificate program. Students who select this concentration will receive this certificate upon their completion of the master's program, which they can include on their resume or CV. Students who choose this Concentration will be prepared to work with families facing addiction, and they will understand the best care clinical practices for treating chemical dependency in the family from a systemic perspective in the current managed care market. Students in this concentration must choose a practicum site that allows them the opportunity to obtain a minimum of 250 hours working with clients who experience addiction (i.e., a residential treatment center or intensive outpatient program). These 250 hours can be included in the total 500 hours required to complete the CFT master's degree.

The Medical Family Therapy (MedFT) Concentration

The Medical Family Therapy (MedFT) concentration will prepare students to work

in and with the medical health care system to help individuals, couples, and families struggling with medical issues. Students are taught to work systemically with the complex biological, psychological, relational, social, and spiritual dimensions of health care. They are trained to work with a variety of health care professionals and health care systems using collaborative, multidisciplinary, and multidimensional approaches to treatment. Graduates work in diverse settings including hospitals, clinics, and group and private practices. The curriculum includes three courses, which are to be taken as electives. The complete curriculum is offered online so students in all locations may take the courses. Students may take courses on-ground if offered.

Program Learning Outcomes/Goals

Program Goals (PGs)

- PG 1 Practice: The CFT Program graduates students who are able to deliver CFT professional services competently
- PG 2 Diversity: The CFT Program graduates diverse students prepared to meet the needs of diverse communities.
- PG 3 Community: The CFT Program engages various communities through the application of the knowledge and skills of couple and family therapy.
- PG 4 Scholarship: The CFT Program contributes to both the understanding and creation of couple and family therapy scholarship

Student Learning Outcomes (SLOs)

- SLO 1 Practice Foundational Knowledge and Skills: Master's and doctoral students comprehend and demonstrate CFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills.
- SLO 2 Diversity Knowledge and Skills: Master's and doctoral students comprehend and demonstrate knowledge of human diversity with a multicultural and international emphasis.
- SLO 3 Community Knowledge and Skills: Master's and doctoral students comprehend and demonstrate knowledge of how to engage community behavioral health care resources.
- SLO 4 Scholarship Foundation Knowledge and Skills: Master's and doctoral students demonstrate a basic knowledge of CFT research methodologies and scholarship.
- SLO 5 Practice Supervision Knowledge and Skills: Doctoral students comprehend models and methods of CFT supervision.
- SLO 6 Practice Specific Knowledge and Skill: Doctoral students articulate and demonstrate the application of a personal CFT model of therapy.
- SLO 7 Scholarship Application Knowledge and Skills: Doctoral students demonstrate the ability to understand and apply CFT research methods.

Training Model

The program is offered in Irvine, Los Angeles, Sacramento, San Diego, and online and leads to a Doctor of Psychology in Marital and Family Therapy degree. The program is based on the scholar-practitioner model and provides an integrative approach to the major systemic theories and interventions. Students are trained to work with individuals, couples, and families from a systemic perspective and serve as faculty, clinical directors, supervisors, and researchers.

Professional Behavior Expectations/ Ethical Guidelines

AAMFT Code of Ethics

Licensure

The 69-unit CFT doctoral program provides academic training for licensure in California for licensure in California for those who already have a master's degree in MFT from other states and who would like to obtain their LMFT licensure in California while earning a doctoral 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 Law and ethics and Clinical. 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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for information about program availability in their respective state.

For further information on licensure in California contact:

Board of Behavioral Sciences
1625 N Market Blvd., #S200
Sacramento, CA 95834
BBS Main Phone Line: (916) 574-7830
BBS Email: BBS.info@dca.ca.gov

General Questions and Information Only:
https://www.bbs.ca.gov/

Internship, Practicum, and/or Dissertation Information

Practicum: The program includes the clinical requirements to bring students up the COAMFTE foundational training standards. This includes needing to passing the MA comprehensive exam (except if the student is currently licensed as an MFT). 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.

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 Alliant.

During the program, students must supplement their academic and clinical work with 100 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 Alliant.

Students who completed a non-COAMFTE accredited MA program need to submit a Request for Waiver of Practicum Hours and may have some practicum hours/practicum courses to take, which must be taken in place of elective units.

Waiver of Practicum Hours

1. Should transfer students request to waive practicum hours, they must submit a completed Request for Waiver of Practicum Hours form (located on the CFT Student Hub) to the CTC.
2. The decision to waive practicum hours will be based on the completion of this form with necessary documentation attached.
3. Doctoral students who are either licensed MFTs or who have obtained master's degrees from ALLIANT or other COAMFTE approved programs will not be required to do a practicum if their experience is evaluated to be equivalent to the practicum experience. Students will need to confirm with CTC and Branch Director the number of remaining units to be completed if a waiver of hours is granted.
4. Requests for Waiver of Practicum Hours must be submitted prior to matriculation in order for the Student Advisor to create an accurate program plan. No more than 18 doctoral units may be completed prior to the practicum hours being completed.

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, Alliant CFT doctoral students are required to choose two components to complete their pre-degree internship: clinical, teaching, scholarship, supervision, and policy and administration. Each of these options 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 their internship faculty supervisor.

Dissertation: The dissertation is the capstone for the doctoral program. Students will take at least four dissertation classes (PSY99100, PSY99110, PSY99120, PSY99130), and will meet with the core faculty dissertation chair regularly during these classes in order to complete the dissertation.

Credit Units

Total Credit Units: 69
Total Core Credit Units: 60
Total Elective Credit Units: 9
Total Concentration Credit Units: N/A

Credit for Previous Work

1. Students must possess a master's degree in MFT/CFT to enroll into the 69-unit PhD in MFT program.
2. Students who completed a degree in a related field, such as Clinical Counseling or Social work, will likely need to enroll in the 114-unit PhD in MFT. Students may be approved for up to 28 units of transfer credit.
3. Students who completed a non-COAMFTE accredited master's program need to submit a Request for Waiver of Practicum Hours. Approval is not guaranteed; students may be required to enroll in practicum courses and complete the required practicum hours in place of elective units.
4. Students who completed the MA in MFT program at Alliant will be able to get credit for all classes taken in the master's program that are required in the doctoral program, making their 69-unit program only 54 units.
5. Students who have completed a master's degree in MFT may be able to transfer up to 12 units into the doctoral program, reducing the total from 69 to as low as 57 units.

Degree Requirements

Doctoral students must successfully complete the MA Comprehensive examination to receive their degree. Doctoral students who completed a comprehensive exam as part of a COAMFTE accredited master's program are not required to take the test.

- Incoming PhD students with a MA degree from COAMFTE accredited programs, are not required to take our MA Comprehensive Exam.
- Incoming PhD students with a MA degree from non-COAMFTE accredited programs who are not licensed in the field of MFT, must take and pass our MA Comprehensive Exam at the end of their first semester or the first semester after finishing required masters level classes.

Doctoral Exam: During the third year of the doctoral program, students take the CFT Doctoral Exam. Once the student successfully passes the doctoral exam and the dissertation proposal the student is "Advanced to Candidacy." Student must successfully pass the CFT Doctoral exam in order to do the final defense of their dissertation.

Emphasis/Concentration/Track Requirements

Chemical Dependency

This concentration includes the following courses:

- PSY63030 - Group Therapy *(3 units)*
- PSY63100 - MFT Law and Ethics *(3 units)*
- PSY63110 - Introduction to Psychopathology *(3 units)*
- PSY63120 - MFT Theories and Techniques I *(3 units)*
- PSY63220 - MFT Theories and Techniques II *(3 units)*
- PSY63250 - Trauma and Crisis Intervention *(3 units)*
- PSY63260 - Diversity and the Family *(3 units)*
- PSY63600 - Preparing for Community Practice *(3 units)*
- PSY67560 - Psychopharmacology *(3 units)*

- PSY73300 - Chemical Dependency and the Family *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Student must complete at least 30 hours of the required 50 professional development hours in addictions.

Medical Family Therapy

This concentration includes the following courses:

- PSY73410 - Introduction to Medical Family Therapy *(3 units)* *
- PSY73420 - Health and Illness Across the Family Lifespan *(3 units)* *
- PSY73430 - Practice and Research in Medical Family Therapy *(3 units)* *

* Offered online only.

Elective Requirements

Nine elective units are required for completion of the program. Students may take their elective class online. The classes must be taken at Alliant International University. The courses (on-ground or online) must be pre-approved by the site director. Suggested electives:

- PSY85XXX - Clinical Elective *(3 units)*
- PSY93100 - Advanced Seminar: MFT *(3 units)*

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (16 units)

- PSY60210 - Advanced Statistics I *(3 units)*
- PSY61123 - Social Basis of Behavior *(3 units)*
- PSY63100 - MFT Law and Ethics *(3 units)* *
- PSY73110 - Couples Therapy *(3 units)* *
- PSY83600 - Advanced Professional Practice *(1 unit)*
- PSY93250 - Advanced MFT Research: Qualitative *(3 units)*

Academic Year 1 - Semester 2 (13 units)

- PSY60220 - Advanced Statistics II *(3 units)*
- PSY61050 - Biological Aspects of Behavior *(3 units)*
- PSY73300 - Chemical Dependency and the Family *(3 units)* *
- PSY83600 - Advanced Professional Practice *(1 unit)*
- PSY93240 - Advanced MFT Research: Quantitative *(3 units)*

Academic Year 1 - Semester 3 (6 units)

- PSY67560 - Psychopharmacology *(3 units)* *
- Elective *(3 units)*

Academic Year 2 - Semester 1 (11 units)

- PSY61100 - Personality and Affect *(3 units)*
- PSY63250 - Trauma and Crisis Intervention *(3 units)* *
- PSY83160 - Advanced Family Therapy I *(3 units)*
- PSY83600 - Advanced Professional Practice *(1 unit)*
- PSY99100 - MFT Dissertation I *(1 unit)*

Academic Year 2 - Semester 2 (8 units)

- PSY83110 - Advanced Couples Therapy *(3 units)*
- PSY83170 - Advanced Family Therapy II *(3 units)*
- PSY83600 - Advanced Professional Practice *(1 unit)*
- PSY99110 - MFT Dissertation II *(1 unit)*

Academic Year 2 - Semester 3 (6 units)

- PSY93200 - Supervision in MFT I *(3 units)*
- Elective *(3 units)*

Academic Year 3 - Semester 1 (5 units)

- PSY93601 - Internship Supervision *(1 unit)*
- PSY99120 - MFT Dissertation III *(1 unit)*
- Elective *(3 units)*

Academic Year 3 - Semester 2 (4 units)

- PSY93601 - Internship Supervision *(1 unit)*
- PSY99130 - MFT Dissertation IV *(3 units)*

Notes

* Students may be able to transfer in coursework for some of these courses.

Doctor of Philosophy in Organizational Psychology

School: California School of Professional Psychology
Modality(ies): On-ground, hybrid
Calendar(s): 8-week term
CIP Code: 52.1003

Program Description/Overview

This program prepares students for a wide variety of careers. The program combines coursework in psychology and organizational theory with specialized courses in organization development and change, diversity and inclusion, industrial-organizational psychology, consulting to organizations, and human resources management. The curriculum includes applied practice internship, 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 this 8-week term-based 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: August and January Terms. However, beginning in January Term may require part-time enrollment due to the required sequencing of some courses.

Effective January Term 2022, Alliant International University will not be accepting applications for admission or admitting new students to this program.

Emphasis/Concentration/Tracks

Students choose one of two concentrations as a required part of the curriculum: Strategic Human Resource Management or Executive Coaching. The three courses making up each of the concentrations are part of the program.

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, 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 provide students with the opportunity to pursue specific areas in greater depth. 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.

Internship, Practicum, and/or Dissertation Information

Students develop skills for professional practice areas 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

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)

- PSY74350 - Individual and Leadership Assessment *(3 units)*
- ORG74080 - Conflict Management *(3 units)*
- PSY74290 - Individual and Executive Coaching *(3 units)*

Strategic Human Resource Management Concentration (9 units)

- ORG82200 - Human Resource Management *(3 units)*
- ORG72150 - Training and Development *(3 units)*
- BUS60200 - Strategic Management *(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. Concentration courses outside of the student's chosen concentration count as electives.

The availability of these elective courses will vary from term to term.

Curriculum Plan

8-Week Calendar (Los Angeles)

Term 1 (5.5 units)

- ORG60030A - Professional Practice Meetings *(0.5 units)*
- ORG64350 - I/O and Consulting Psychology: Theory, Research, and Practice *(3 units)*
- ORG60050 - Introduction to Scholar Practitioner Model *(2 units)*

Term 2 (7 units)

- PSY60210 - Advanced Statistics I *(3 units)*
- PSY67000 - Data Analysis *(1 unit)*
- ORG74400 - Business Principles *(3 units)*

Term 3 (6.5 units)

- ORG60030B - Professional Practice Meetings *(0.5 units)*
- ORG73300 - Cultural Diversity in Organizations *(3 units)*
- ORG75030 - Leadership *(3 units)*

Term 4 (6 units)

- ORG71000 - Consultation and Facilitation Skills *(3 units)*
- PSY84120 - Social and Personality Psychology *(3 units)*

Term 5 (5 units)

- ORG60160 - Principles of Research Methods and Design *(3 units)*
- ORG60040 - Survey Methods *(2 units)*

Term 6 (4.5 units)

- PSY60220 - Advanced Statistics II *(3 units)*
- ORG94315 - Internship in Organizational Psychology with Supervision *(1.5 units)**

Term 7 (4.5 units)

- ORG60310 - Qualitative Research Methods *(3 units)*
- ORG78615 - Organizational Psychology Research Project I a *(1.5 units)*

Term 8 (4.5 units)

- ORG78715 - Organizational Psychology Research Project I b *(1.5 units)*
- ORG63300 - Work Motivation and Productivity *(3 units)*

Term 9 (4.5 units)

- ORG78815 - Organizational Psychology Research Project II a *(1.5 units)*
- ORG64100 - Group Processes and Team Interventions *(3 units)*

Term 10 (4.5 units)

- ORG78915 - Organizational Psychology Research Project II b *(1.5 units)*
- ORG75250 - Organizational Change and Development *(3 units)*

Term 11 (4.5 units)

- ORG70200 - Psychological Measurement *(3 units)*
- ORG94315 - Internship in Organizational Psychology with Supervision *(1.5 units)**

Term 12 (4.5 units)

- ORG73500 - Organization Theory and Systems *(3 units)*
- ORG94315 - Internship in Organizational Psychology with Supervision *(1.5 units)**

Term 13 (4.5 units)

- ORG89615 - Ph.D. Dissertation I a *(1.5 units)*
- ORG81200 - Talent Staffing and Selection *(3 units)*

Term 14 (4.5 units)

- ORG89715 - Ph.D. Dissertation I b *(1.5 units)*
- Elective *(3 units)*

Term 15 (4.5 units)

- ORG89815 - Ph.D. Dissertation II a *(1.5 units)*
- PSY74370 - Ethical, Legal, and Professional Issues in Organizational Psychology *(3 units)*

Term 16 (4.5 units)

- ORG89915 - Ph.D. Dissertation II b *(1.5 units)*
- Concentration Course *(3 units)*

Term 17 (4.5 units)

- Concentration Course *(3 units)*
- ORG94315 - Internship in Organizational Psychology with Supervision *(1.5 units)**

Term 18 (5 units)

- Concentration Course *(3 units)*
- ORG94300B - Internship in Organizational Psychology with Supervision *(2 units)**

Term 19 (1.5 units)

- ORG99215 - Ph.D. Dissertation III a *(1.5 units)*

Term 20 (1.5 units)

- ORG99315 - Ph.D. Dissertation III b *(1.5 units)*

Term 21 (4.5 units)

- ORG99415 - Ph.D. Dissertation IV a *(1.5 units)*
- Elective *(3 units)*

Term 22 (1.5 units)

- ORG99515 - Ph.D. Dissertation IV b *(1.5 units)*

Notes

*Internship course options are: ORG94305 (0.5 units), ORG94300A (1 unit), ORG94315 (1.5 units), ORG94300B (2 units), ORG94325 (2.5 units), ORG94300C *(3 units)*.

8-Week Calendar (San Diego)

Term 1 (5 units)
- ORG64350 - I/O and Consulting Psychology: Theory, Research, and Practice *(3 units)*
- ORG60050 - Introduction to Scholar Practitioner Model *(2 units)*

Term 2 (4 units)
- PSY60210 - Advanced Statistics I *(3 units)*
- PSY67000 - Data Analysis *(1 unit)*

Term 3 (6 units)
- PSY60220 - Advanced Statistics II *(3 units)*
- ORG74400 - Business Principles *(3 units)*

Term 4 (5.5 units)
- ORG60030A - Professional Practice Meetings *(0.5 units)*
- PSY84120 - Social and Personality Psychology *(3 units)*
- ORG60040 - Survey Methods *(2 units)*

Term 5 (6.5 units)
- ORG60160 - Principles of Research Methods and Design *(3 units)*
- ORG75030 - Leadership *(3 units)*
- ORG60030B - Professional Practice Meetings *(0.5 units)*

Term 6 (6 units)
- ORG71000 - Consultation and Facilitation Skills *(3 units)*
- ORG73300 - Cultural Diversity in Organizations *(3 units)*

Term 7 (4.5 units)
- ORG60310 - Qualitative Research Methods *(3 units)*
- ORG78615 - Organizational Psychology Research Project I a *(1.5 units)*

Term 8 (4.5 units)
- ORG78715 - Organizational Psychology Research Project I b *(1.5 units)*
- ORG63300 - Work Motivation and Productivity *(3 units)*

Term 9 (4.5 units)
- ORG78815 - Organizational Psychology Research Project II a *(1.5 units)*
- ORG64100 - Group Processes and Team Interventions *(3 units)*

Term 10 (4.5 units)
- ORG78915 - Organizational Psychology Research Project II b *(1.5 units)*
- ORG73500 - Organization Theory and Systems *(3 units)*

Term 11 (4 units)
- ORG70200 - Psychological Measurement *(3 units)*
- ORG94300A - Internship in Organizational Psychology with Supervision *(1 unit)**

Term 12 (6 units)
- ORG75250 - Organizational Change and Development *(3 units)*
- PSY74370 - Ethical, Legal, and Professional Issues in Organizational Psychology *(3 units)*

Term 13 (4.5 units)
- ORG81200 - Talent Staffing and Selection *(3 units)*
- ORG89615 - Ph.D. Dissertation I a *(1.5 units)*

Term 14 (4.5 units)
- ORG89715 - Ph.D. Dissertation I b *(1.5 units)*
- Concentration Course *(3 units)*

Term 15 (4.5 units)
- ORG89815 - Ph.D. Dissertation II a *(1.5 units)*
- Elective *(3 units)*

Term 16 (4.5 units)
- ORG89915 - Ph.D. Dissertation II b *(1.5 units)*
- Elective *(3 units)*

Term 17 (4 units)
- Concentration Course *(3 units)*
- ORG94300A - Internship in Organizational Psychology with Supervision *(1 unit)**

Term 18 (4 units)
- ORG94300A - Internship in Organizational Psychology with Supervision *(1 unit)**
- Concentration Course *(3 units)*

Term 19 (3.5 units)
- ORG99215 - Ph.D. Dissertation III a *(1.5 units)*
- ORG94300B - Internship in Organizational Psychology with Supervision *(2 units)**

Term 20 (2.5 units)
- ORG99315 - Ph.D. Dissertation III b *(1.5 units)*
- ORG94300A - Internship in Organizational Psychology with Supervision *(1 unit)**

Term 21 (2.5 units)
- ORG99415 - Ph.D. Dissertation IV a *(1.5 units)*
- ORG94300A - Internship in Organizational Psychology with Supervision *(1 unit)**

Term 22 (2.5 units)
- ORG99515 - Ph.D. Dissertation IV b *(1.5 units)*
- ORG94300A - Internship in Organizational Psychology with Supervision *(1 unit)**

Notes

*Internship course options are: ORG94300A (1 unit), ORG94300B (2 units), ORG94300C *(3 units)*, ORG94300D (4 units), or ORG94300E (5 units).

Doctor of Psychology in Clinical Psychology (Fresno)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 42.2801

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 the Forensic Psychology Experience Area.

Forensic Psychology Experience Area

The field of clinical forensic psychology includes clinical services provided to clients with criminal and non-criminal contact with the legal system. In addition to work in prisons and jails, the field covers needs related to divorce, custody mediation, worker's compensation evaluations, disability evaluations, child abuse, and adoption. The Forensic Psychology Experience Area in Fresno includes courses and a practicum experience designed to prepare students for working with clients in forensic settings. To obtain the Forensic Psychology Experience Area, students must complete at least two elective courses designated as Forensic Psychology by the experience area and complete at least one practicum or internship approved as Forensic Psychology by the experience area.

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 the experience area 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.

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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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

Internship, 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 doctoral 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 for a 10-15 hour/week practicum in the second semester of their first year in a community practicum. Clinical PsyD students spend 20 hours per week in a practicum in a community practicum in their second and third years. Clinical training coursework is graded on a CR/NC basis.

Assignments to the practica are made by the Director of Clinical Training. Each practicum agency is screened prior to being presented to the student as a placement. Student preferences and training needs are taken into consideration and prioritized when possible, when making the final placement decisions on practicum placements. Each site is evaluated annually by the students and the Director of Clinical Training.

Fourth year students are responsible for obtaining an appropriate yearlong, full-time internship (2,000 hours) and are assisted in this process by the Director of Clinical 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 Fresno Clinical PsyD Practicum and Internship Manual.

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. PSY65010 - Intellectual Assessment
2. PSY65300A - Introduction to Ethical Practice and Law
3. PSY61230 - Cultural Diversity Training
4. PSY65200 - Introduction to Psychotherapy
5. PSY65230 - Advanced Psychopathology

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. PSY64500 - Theories of Personality and Psychotherapy
2. PSY65050 - Personality Assessment:
3. PSY65060 - Personality Assessment:
4. PSY61242 - Cultural Diversity Training
5. PSY65710 - Clinical PsyD First-Year Practicum

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 doctoral 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 SharePoint site.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 109
Total Elective Credit Units: 11
Total Concentration Credit Units: 11*
*Experience Area units are elective units.

Credit for Previous Work

Requests for transfer credit must be submitted prior to matriculation. The corresponding syllabi are reviewed by the Program Director and an Alliant faculty member who is a subject matter expert. 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 experience area for which transfer credit was not allowed. Given the program is four years in length including a one-year internship, students are all in residence for a minimum of three years. 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. PSY65300A - Introduction to Ethical Practice and Law
2. PSY75660 - Ethical Foundations of Clinical Practice
3. PSY65710, PSY75710, PSY75720, PSY85770, PSY85780 (Practicum courses)
4. PSY95310, PSY95320, PSY95330 (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. PSY65010 - Intellectual Assessment
2. PSY65050 - Personality Assessment:
3. PSY65060 - Personality Assessment:

Degree Requirements

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 ideally should be completed with one psychologist, but students may switch psychologists up to three times if necessary due to extenuating circumstances.

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

Students are to pass two comprehensive exams as part of the requirement to advance to candidacy:

1. Discipline-Specific Knowledge Integration Exam (DSKIE)

The Discipline-Specific Knowledge Integration Examination (DSKIE) assesses students' ability to integrate knowledge from at least two of the four foundational science courses, namely, PSY61050 - Biological Aspects of Behavior, PSY61013 - Cognitive & Affective Bases of Behavior, PSY61123 - Social Basis of Behavior, and PSY61093 - Human Development/ Lifespan. The DSKIE specifically assesses students' abilities to explain psychopathology by integrating theories from foundational science courses and apply the integration to a case through case conceptualization and interventions, while also considering the case's cultural diversity factors. The DSKIE also requires students to evaluate recent peer-reviewed articles (from the last 15 years) and discuss at least three articles relevant to the case, thus assessing their competency in the areas of data analysis and research design.

Students are eligible to take the DSKIE after successful completion of all required G1 courses, the Fall semester of the G2 Practicum (PSY75710), and exposure to at least three of the four foundational science courses listed above (2 must be completed, 1 can be in progress). At the beginning of the Spring semester of their G2 year, students who meet these eligibility requirements are provided a brief case study with diagnoses and are given two months to answer five essay questions, integrating knowledge from multiple courses.

Each student's responses will be rated with strengths and weaknesses articulated in six domains, namely, Understanding of Theories, Integration of Theories, Interventions Guided by Integration, Diversity Factors, Empirical

Research, and Professional Communications. This standardized process provides the faculty with information about each student's levels of competency in integrating psychological science into clinical practice as the student begins the final year of practicum training and prepares to apply for internship.

DSKIE is a requirement for advancement to candidacy. Students must achieve a passing score (i.e., 3 'Sufficient Progress' out of 5) in each domain of the DSKIE in order to pass. The DSKIE is offered twice each year (Spring and late Summer/early Fall), and students who fail it in the Spring will have an opportunity to retake it in late Summer/early Fall of the G3 year. Students who fail the DSKIE a third time will be referred to SERC to develop a remediation plan, and students who fail it a fourth time will be dismissed from the program.

2. 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 October 1st of the third year
6. Successful completion of the Discipline-Specific Knowledge integration exam (DSKIE)
7. Successful completion of the Clinical Proficiency Progress Review (CPPR)

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

Forensic Psychology Experience Area

Students who are interested in the Forensic Psychology Experience Area must take at least two forensic psychology related courses and complete at least a forensic practicum placement or an internship in a forensic psychology setting.

The following courses would count toward the Forensic Psychology Experience Area:

- PSY66370 - Clinical Forensic Psychology and Forensic Ethics *(3 units)*
- PSY85013O - Clinical Elective: Forensic Report Writing/Expert Testimony *(3 units)*
- PSY85013P - Clinical Elective: Advanced Psychological Assessment: FAIs Risk/Adult *(3 units)*
- PSY85160 - Mental Health Collaboration and the Courts *(3 units)*
- PSY61160 - Issues in Chemical Dependency and Treatment *(2 units)*
- PSY85012B - Clinical Elective: Victimology *(2 units)*
- PSY85013Q - Clinical Elective: Advanced Psychological Assessment: FAIs Juvenile *(3 units)*
- PSY85013R - Clinical Elective: Competency Assessment *(3 units)*
- PSY85013S - Clinical Elective: Assessment, Diagnosis and Treatment of Sexual Offenders *(3 units)*
- PSY85013T - Clinical Elective: Working with Offender Populations *(3 units)*

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 (13 units)^

- PSY60510 - Data Analysis, Research Design and Program Evaluation *(3 units)*
- PSY61230 - Cultural Diversity Training *(1 unit)*
- PSY65010 - Intellectual Assessment *(3 units)* *
- PSY65200 - Introduction to Psychotherapy *(2 units)* *
- PSY65230 - Advanced Psychopathology *(3 units)* *
- PSY65300A - Introduction to Ethical Practice and Law *(1 unit)*

Academic Year 1 - Semester 2 (14 units)^

- PSY60520 - Data Analysis, Research Design and Program Evaluation *(3 units)*
- PSY61242 - Cultural Diversity Training *(2 units)*
- PSY65050 - Personality Assessment: *(3 units)* *
- PSY65060 - Personality Assessment: *(3 units)* *
- PSY64500 - Theories of Personality and Psychotherapy *(2 units)* *
- PSY65710 - Clinical PsyD First-Year Practicum *(1 unit)*

Academic Year 1 - Semester 3 (5 units)

- PSY75490 - Group Psychotherapy *(2 units)*
- PSY61050 - Biological Aspects of Behavior *(3 units)*

Academic Year 2 - Semester 1 (13 units)

- PSY61123 - Social Basis of Behavior *(3 units)*
- PSY75710 - Second Year Clinical Practicum *(2 units)*
- PSY79113 - PsyD Proposal Development *(3 units)*
- PSY75460 - Cognitive Behavioral Approaches to Interventions *(2 units)*
- PSY61093 - Human Development/Lifespan *(3 units)*

Academic Year 2 - Semester 2 (13 units)

- PSY61013 - Cognitive & Affective Bases of Behavior *(3 units)*
- PSY75720 - Second Year Clinical Practicum *(2 units)*
- PSY79123 - PsyD Proposal Development *(3 units)*
- PSY75470 - Psychodynamic Approaches to Intervention *(2 units)*
- Elective *(3 units)*

Academic Year 2 - Semester 3 (5 units)

- PSY71123 - History & Systems of Psychology *(3 units)*
- PSY85680 - Education, Consultation and Advocacy *(2 units)*

Academic Year 3 - Semester 1 (13 units)

- PSY80150 - Clinical Administration and Practice Management *(2 units)*
- PSY85770 - Third Year Clinical Practicum *(2 units)*
- PSY89130 - PsyD Clinical Dissertation *(3 units)*
- Elective *(3 units)*
- Elective *(3 units)*

Academic Year 3 - Semester 2 (14 units)

- PSY75660 - Ethical Foundations of Clinical Practice *(2 units)*
- PSY85093 - Supervision Seminar *(3 units)*
- PSY85780 - Third Year Clinical Practicum *(2 units)*
- PSY89143 - PsyD Clinical Dissertation *(3 units)*
- PSY75480 - Systems Approaches to Interventions *(2 units)*
- Elective *(2 units)*

Academic Year 4 - Semester 1 (11 units)

- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 2 (11 units)

- PSY95320 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 3 (8 units)

- PSY95330 - Full-Time 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.

*PSY65200, PSY65230, PSY64500, PSY65010, PSY65050 and PSY65060 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.

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.

Doctor of Psychology in Clinical Psychology (Los Angeles)

School: California School of Professional Psychology

Modality(ies): On-ground

Calendar(s): Semester

CIP Code: 42.2801

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 society's needs for multiculturally competent professional practitioners in clinical psychology who can 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, and by pursuing research and field placements that are consistent with their interests and long-term career goals.

Academic Residency Requirements

The academic year consists of a 15-week Fall semester, a 15-week Spring semester, and a 10-week summer session. The program is designed to be a 4-year full-time program, but students have the option of following a modified curriculum plan that leads to completion of the program in 5 years. The 5-year option is also considered full-time by the standards of federal financial aid (5 units or above per term) and is identical in content to the standard 4-year model (120 total semester units, including 30 internship units). The program currently has hundreds of students at various stages of completion. All students are required to complete a minimum of four years of full-time study (or the equivalent) with three years in full-time residence. All students undertake one-year full-time internship training in the four-year (or 5th, if following a modified curriculum plan). The program requires two years of residency prior to advancement to candidacy (which includes completion of all 1st and 2nd year courses, assessment comprehensive exam, research comprehensive exam, CPA case report, and dissertation proposal). Students who have completed all degree requirements (except for internship) are eligible to participate in Alliant's Commencement Ceremony in the month of May of their final year. Internship must be completed before the degree is posted to the transcript and the diploma is printed.

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 students 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 health psychologists need 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 emphasis 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; trauma- and stress-related issues; 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 for individuals across the lifespan; 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 prepares 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, and networking opportunities. FACE also offers culturally sensitive clinical training and volunteer opportunities with the Los Angeles Ronald McDonald House, where trainees provide evidence- and strength-based 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 and Community 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 members focus 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 they begin the program follow the Multi-Interest Option (MIO) curriculum. 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 flexibility for students who are interested in topics that fall within the scope of multiple emphasis areas and 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. While students who join an emphasis area (Health, FACE, or MCCP) must dedicate 2 of their 4 electives to their emphasis, MIO students can opt to take elective courses from any emphasis area or from those sponsored by MIO.

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

Program Aims

1. Train students who can intervene effectively and sensitively, using scientifically informed assessments and interventions with diverse populations across a range of settings and modalities.
2. Provide students with a graduate-level, scientific knowledge base that serves as a foundation for continued training in and practice of health service psychology in a multicultural society.
3. Prepare students to develop strong professional identities as health service psychologists, grounded in knowledge of ethical and legal principles, laws, regulations, and policies and the ability to apply this knowledge effectively in all their professional activities.

The program's aims are supported by the development of nine profession-wide competencies as delineated by the Commission on Accreditation of the American Psychological Association.

Profession-Wide Competencies

Competency I: Research

Students must demonstrate the integration of science and practice. Individuals who successfully complete programs accredited in Health Service Psychology (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 and 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 organizational, local, state, regional, and federal levels; and
   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 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. 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. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

4. 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.
5. Interpret assessment results, following current research and professional standards and 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.
6. 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.
2. Demonstrate the ability to integrate supervisor feedback into professional practice.

Competency IX: Consultation and inter-professional/interdisciplinary 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.

Students:

1. Demonstrate knowledge and respect for the roles and perspectives of other professions.
2. Demonstrates knowledge of consultation models and practices.

Discipline-Specific Knowledge

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'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 clinical or counseling 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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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 doctoral internship. Every student receives guidance and support through the clinical training placement selection and application process from the Practicum and Internship Training Directors. They are 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, and 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 placements are carefully reviewed and continually monitored on an ongoing basis by the Director of Clinical Training, 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. Students who modify their program to a 5-year plan are required to pass the proposal meeting by the end of finals week in the spring semester of their third year to apply to internship in the fall of the fourth 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. The number of APA-accredited internships in Southern California is limited and many students leave the Los Angeles area to gain specialized training at APA-accredited/APPIC internship sites located nation-wide. Thus, prospective students should be prepared to leave Southern California for internship should

an internship that matches their interests and skills not be available locally at the time they submit applications. Full-time APA-accredited/APPIC internships provide a stipend to students during their internship year. Most other internships and practicum sites do not offer stipends. Students should not count on training stipends as 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 providing 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 two dissertation committee members.

Students in the LA Clinical PsyD program can elect to complete either an empirical or non-empirical clinical dissertation. Empirical dissertations can follow any set of well-established quantitative, qualitative, and/or mixed-method procedures for data collection and analysis. Non-empirical dissertations begin with either an analytical or integrative literature review and culminate with the development of a clinical product that has direct application to clinical practice in the chosen area of study (e.g., adaptations of existing assessment protocols or treatment manuals for use with new clinical populations). Completing a clinical dissertation provides students with the opportunity to strengthen critical thinking skills, learn about research methodology, and become well-informed consumers of evidence-based literature, which will serve as foundation for their clinical practice. It is also through this process that students learn to collaborate with others (e.g., faculty advisor, committee members, external consultants) in the development of scholarship that helps advance the field and to disseminate their findings to the mental health professional 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 the 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 extend the sequence by enrolling in dissertation extension courses.

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 MLAs that are appropriate for their level of training.

If a student fails to attain an MLA for one or more competencies on a mid-year or final evaluation, they 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

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 review empirical literature. 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, multicultural competency, and general report writing skills (e.g., writing mechanics, APA style). 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 case and develop diagnostic impressions, 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

Accrual of 45 hours of individual psychotherapy with a licensed psychologist is 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 45 hours of individual therapy with one licensed psychologist, and the hours must be accrued while the student is in the program. On very special circumstances, students may submit a request to the Program Director for an exception (e.g., a compelling need for group, conjoint marital, or family therapy instead of individual therapy; a compelling demonstrated need to switch therapists). All requests must be fully supported by documentation and must be approved before the student begins accruing psychotherapy hours to meet the program's requirement. Students who have previously completed psychotherapy hours with a licensed psychologist within two years of matriculation to the program may fulfill 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 is available and 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. PSY76270 - 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. PSY66070 - Family Psychology *(3 units)*
2. PSY72900 - Clinical Interventions: Family/Child A (2 units)
3. PSY72910 - 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. PSY66080 - 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. PSY65220 - Introduction to MIO *(3 units)*

Elective Requirements

12 elective units are required for completion of the program. The program typically offers 6 to 8 elective options to students per semester (Fall and Spring). Offerings change every year depending on student cohorts' expressed interests and faculty availability. The following are examples of elective courses that have been offered in recent years.

1. PSY76053A-Z Clinical Elective-Practice Seminar (3 units; semester-long course)

Recent PSY76053A-Z elective courses include:

   a. Military Psychology (Health)
   b. LGBTQ Mental Health (Health)
   c. Neuropsychological Assessment (Health)
   d. Couple Therapy (FACE)
   e. Family Violence (FACE)
   f. Child and Family Interventions (FACE)
   g. Psychology of Immigrants: Trauma and Treatment (MCCP)
   h. Asian and African American Mental Health (MCCP)
   i. Latine Mental Health (MCCP)
   j. Dissociation in Clinical Practice (MIO)

2. PSY95003A-D Advanced Clinical Elective (6 units; year-long course)

Recent PSY95003A-D elective courses include:

   a. Systemic Group Psychotherapy: Supervision & Training (FACE)
   b. Integrated Approach to Sex, Intimacy, & Relationships (FACE)
   c. Trauma and Dissociation (MIO)

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)
- PSY61190 - Intercultural Processes/Human Diversity A *(3 units)*
- PSY65230 - Advanced Psychopathology *(3 units)*
- PSY65290 - Clinical Interviewing I *(3 units)* *
- PSY65310 - Ethics and Professional Development A *(1 unit)* *
- PSY65910 - First Practicum A *(1 unit)*
- PSY75150 - Psychodiagnostic Assessment (3 units, includes 1 hr/wk mandatory lab)
- Intro to Emphasis Area (choose one as required by emphasis area):

  PSY65220 - Introduction to Emphasis Area: *(3 units)* (MIO emphasis)

  PSY66070 - Family Psychology *(3 units)* (FACE emphasis)

  PSY66080 - Community Clinical Issues (MCCP Emphasis) *(3 units)*

  PSY76270 - Psychology of Health and Illness *(3 units)* (CHP Emphasis)

Academic Year 1 - Semester 2 (17 units)
- PSY60270 - Introduction to Professional Writing *(1 unit)* *
- PSY60420 - Research & Test Design (PsyD) *(3 units)*
- PSY61200 - Intercultural Processes/Human Diversity B *(3 units)*
- PSY64500 - Theories of Personality and Psychotherapy *(2 units)* *
- PSY65320 - Ethics and Professional Development B *(1 unit)* *
- PSY65340 - Advanced Psychopathology B *(3 units)*
- PSY65920 - First Practicum B *(1 unit)*
- PSY75160 - Psychodiagnostic Assessment *(3 units, includes 1 hr/wk mandatory lab)*

Academic Year 1 - Semester 3 (6 units)
- PSY61012 - Cognitive & Affective Bases of Behavior *(2 units)*
- PSY61092 - Human Development/Lifespan *(2 units)*
- PSY61122 - Social Basis of Behavior *(2 units)*

Academic Year 2 - Semester 1 (11 units)
- PSY60410 - Statistics (PsyD) *(3 units)*
- PSY72940 - Clinical Interventions: Adults A *(2 units)*
- PSY75910 - Second Practicum A *(2 units)*
- PSY79150 - Clinical Dissertation I *(2 units)*
- Additional Intervention sequence (choose one; FACE students must choose Family/Child):

  PSY72900 - Clinical Interventions: Family/Child A (2 units)

  PSY72920 - Clinical Interventions: Child/Adolescent A (2 units)

Academic Year 2 - Semester 2 (11 units)
- PSY61050 - Biological Aspects of Behavior *(3 units)*
- PSY72950 - Clinical Interventions: Adults B *(2 units)*
- PSY75920 - Second Practicum B *(2 units)*
- PSY79160 - Clinical Dissertation II *(2 units)*
- Continue additional Intervention sequence from Year 2, Semester 1:

  PSY72910 - Clinical Interventions: Family/Child B (2 units)

  PSY72930 - Clinical Interventions: Child/Adolescent B (2 units)

Academic Year 2 - Semester 3 (6 units)
- PSY70020 - Program Development & Evaluation *(2 units)*
- PSY71122 - History & Systems of Psychology *(2 units)*
- PSY71150 - Psychopharmacology *(2 units)*

Academic Year 3 - Semester 1 (11 units)
- PSY81190 - Professional Roles *(2 units)*
- PSY85910 - Third Practicum A *(2 units)*
- PSY89150 - Clinical Dissertation III *(1 unit)*
- PSY76053A-Z- Clinical Elective- Practice Seminars *(3 units)*

- Choose one additional semester-long PSY76053A-Z course for Semester 1 or one yearlong PSY95003A-D for Semester 1 and 2:

  PSY76053A-Z- Clinical Elective- Practice Seminars *(3 units)*

  PSY95003A-D- Advanced Clinical Elective *(3 units)*

Academic Year 3 - Semester 2 (11 units)

- PSY81200 - Clinical Supervision and Consultation *(2 units)*
- PSY85920 - Third Practicum B *(2 units)*
- PSY89160 - Clinical Dissertation IV *(1 unit)*
- PSY76053A-Z- Clinical Elective- Practice Seminars *(3 units)*
- Choose one additional semester-long PSY76053A-Z course for Semester 1 or one yearlong PSY95003A-D for Semester 1 and 2:

  PSY76053A-Z- Clinical Elective- Practice Seminars *(3 units)*

  PSY95003A-D- Advanced Clinical Elective *(3 units)*

Academic Year 4 - Semester 1 (11 units)

- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 2 (11 units)

- PSY95320 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 3 (8 units)

- PSY95330 - Full-Time Doctoral Internship in Clinical Psychology *(8 units)*

Notes:

* courses eligible for transfer credit

Doctor of Psychology in Clinical Psychology (Sacramento)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 42.2801

Program Description/Overview

The APA-Accredited Clinical PsyD Program in Sacramento offers doctoral 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.

Emphasis/Concentration/Tracks

Buddhist Psychotherapy Experience Area

Mindfulness and meditation-based practices have increased steadily over the past decades. However, scholars such as Jon Kabat-Zinn have commented on the independence of these practices from the original teachings and theoretical origins from which these practices have derived. The Buddhist Psychotherapy Experience Area aims to address this void currently in the field of psychology.

This experience area provides some exposure to the philosophical and psychotherapeutic aspects in the fundamental teachings of Early Buddhism as found in the Suttapitaka. Students will also be introduced to early Buddhist meditation practice and are required to participate in a 3-day silent mediation retreat at one of our CSPP campuses as part of their skill development. The goal of this experience area is to give students a practical and coherent framework to practice psychotherapy where secular early Buddhist theory of the mind and the theoretical bases of mindfulness are at the core and Western psychological principles and practice are integrated into it. Coursework and case consultation prepare students for further professional development and specialization beyond the doctorate.

Trauma Experience Area

The Trauma Experience Area will be comprised of two courses, 1) Foundations and Assessment of Trauma and 2) Evidence-Based Treatment for Trauma, and one practicum placement in a setting that provides the opportunity to assess and/or treat clients who have experienced trauma. Students in this experience area will gain foundational knowledge in the history of and modern issues related to the psychological experience of trauma. Assessment, diagnosis, and intervention for trauma will be explored in diverse populations and across the lifespan. In addition, students will discuss the impact of treating trauma, including burnout, compassion fatigue, and vicarious trauma. Lastly, through these classes, students will gain knowledge regarding self-care, coping, protective factors, healing, and resilience. In addition to completing the two courses, students must also complete one practicum placement in which they work with clients who have experienced trauma.

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. Although students receive a thorough grounding in traditional clinical assessment and intervention, they are also trained to consider the role of diverse systems in creating and/or remedying individual and social problems. The Sacramento PsyD faculty is committed to offering a broad education and training reflecting theory, assessment, and intervention across a variety of systems, especially across cultural systems.

The Clinical PsyD Program in Sacramento h as two aims:

Aim 1: To train students to become clinical psychologists who will bring critical thinking and active problem-solving skills to bear on human problems and who will be able to intervene effectively, using multiple methods of evidence-based assessment and intervention with diverse populations, across many settings, in changing and evolving contexts.

Aim 2: To educate professionals who will evaluate and conduct applied research and be able to effectively communicate their knowledge to others.

This program is designed to train students to be proficient in nine areas of clinical competence.

1. Research

- Demonstrate the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- 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.

2. Ethical and Legal Standards

- Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

3. Individual and Cultural Diversity

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- 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.
- 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).

4. Professional Values and Attitudes

- 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.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communication and Interpersonal Skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 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.
- Interpret assessment results, following current research and professional standards and 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.
- 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.

7. Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision

- Demonstrate knowledge of supervision models and practices.
- Demonstrate the ability to integrate supervision into professional practice.

9. Consultation and Interprofessional Interdisciplinary Skills

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.

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 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. Students have access to 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."

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, aging and long-term care, and suicide risk assessment and treatment. 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. Students typically use elective units to take courses in these areas while in the program or complete Continuing Education courses after degree completion. Continuing education is also a required component to maintain a license. The doctoral course requirements are designed to fulfill the programmatic requirements for licensure in California.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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
1625 N. Market Blvd. # N-215
Sacramento, CA 95834
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 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

Students who pass all academic requirements including comprehensive examinations, and successfully defend their dissertation proposal (typically third year students) are responsible for obtaining an appropriate 1-year, full-time internship (approximately 2,080 hours) that is typically completed during their fourth year. Students are required to only apply for APA-accredited internship during Phase I and Phase II of the APPIC Match.

Prior to submitting internship applications, students are required to: 1) attend all preparatory workshops, 2) submit their application materials to the program's Training Director for review and approval, 3) submit the list of sites to which they intend to apply to the program's Training Director for review and approval, and 4) participate in at least one mock interview with a member of the faculty. If these requirements are not completed, the DCT verification of a student's application will not be submitted.

In order to participate in a 2-year, half-time internship (PSY95610-PSY95660) in place of a 1-year, full-time internship, students must receive approval from the Training Director.

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: 119
Total Elective Credit Units: 11
Total Concentration Credit Units: 8*
*Counts towards fulfillment of the elective requirement

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.

To be considered for transfer credit, the student's graduate coursework:

1. Must have been taken in a regionally-accredited master's or doctoral program.
2. Must have been completed prior to entering our doctoral program.
3. Must have resulted in a grade of B or better and have been completed within the last 7 years.
4. Must have been completed on ground or in a hybrid course in which at least 50% of class meetings were on ground.

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 an 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. PSY79113 - PsyD Proposal Development *(3 units)*
2. PSY79123 - PsyD Proposal Development *(3 units)*
3. PSY89130 - PsyD Clinical Dissertation *(3 units)*
4. PSY89142 - PsyD Clinical Dissertation *(2 units)*
5. Any required ethics course
6. Any clinical practicum
7. Any required intervention course
8. Any required cultural diversity course

Degree Requirements

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, Lifespan Development, and Social Basis 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 Spring 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

Buddhist Psychotherapy Experience Area (6 units)

- PSY85190 - Theory and Practice: Introduction to Buddhist Psychotherapy *(3 units)*
- PSY85015B - Clinical Case Consultation I: Buddhist Psychotherapy *(1.5 units)*
- PSY85015C - Clinical Case Consultation II: Buddhist Psychotherapy *(1.5 units)*

Trauma Experience Area (3 units)

- PSY84013U - Foundations and Assessment of Trauma *(3 units)*

- PSY85013U - Advanced Clinical Skills: Evidence-Based Treatments for Trauma

One practicum placement in a setting that provides the opportunity to assess and/or treat clients who have experienced trauma.

Curriculum Plan

Several courses are offered through online/distributed learning formats. Students may complete electives in an online/distributed learning format. All other required courses must be taken in person; exceptions to this policy must be approved by the Program Director.

Semester Calendar

Academic Year 1 - Semester 1 (15 units)

- PSY60510 - Data Analysis, Research Design and Program Evaluation *(3 units)*
- PSY61230 - Cultural Diversity Training *(1 unit)*
- PSY65010 - Intellectual Assessment *(3 units)*
- PSY65190 - Introduction to Psychotherapy *(3 units)*
- PSY65230 - Advanced Psychopathology *(3 units)*
- PSY65300 - Introduction to Ethical Practice and Law *(2 units)*

Academic Year 1 - Semester 2 (14 units)

- PSY60520 - Data Analysis, Research Design and Program Evaluation *(3 units)*
- PSY61241 - Diversity, Equity, and Inclusion Training *(1 unit)*
- PSY65050 - Personality Assessment: Methods *(3 units)*
- PSY64503 - Theories of Personality and Psychotherapy *(3 units)*
- PSY65700 - First Year Clinical Practicum *(2 units)*
- Discipline-Specific Knowledge Course *(2 units)** - take PSY61070

Academic Year 1 - Additional Course(s) (4 units)

The following course(s) can be completed in either semester:

- Elective(s) *(4 units)*

Academic Year 2 - Semester 1 (14 units)

- PSY65060 - Personality Assessment: Integration *(3 units)*
- PSY71230 - Diversity, Equity, and Inclusion Training *(1 unit)*
- PSY75710 - Second Year Clinical Practicum *(2 units)*
- PSY79113 - PsyD Proposal Development *(3 units)*
- Discipline-Specific Knowledge Course *(2 units)** - take PSY61012
- Core Therapy Course *(3 units)***

Academic Year 2 - Semester 2 (12 units)

- PSY75720 - Second Year Clinical Practicum *(2 units)*
- PSY79123 - PsyD Proposal Development *(3 units)*
- Discipline-Specific Knowledge Course *(2 units)** - take PSY61402
- Discipline-Specific Knowledge Course *(2 units)** - take PSY71122
- Core Therapy Course *(3 units)***

Academic Year 2 - Additional Courses (3 units)

The following course can be completed in either semester:

- Elective *(3 units)*

Academic Year 3 - Semester 1 (12 units)

- PSY85093 - Supervision Seminar *(3 units)*
- PSY85692 - Pragmatic Foundations of Clinical Practice *(2 units)*
- PSY85712 - Third Year Clinical Practicum *(2 units)*
- PSY89130 - PsyD Clinical Dissertation *(3 units)*
- Discipline-Specific Knowledge Course *(2 units)** - take PSY61122

Academic Year 3 - Semester 2 (12 units)

- PSY75660 - Ethical Foundations of Clinical Practice *(2 units)*
- PSY81230 - Diversity, Equity, and Inclusion Training *(1 unit)*
- PSY85103 - Supervision Seminar *(3 units)*
- PSY85680 - Education, Consultation and Advocacy *(2 units)*
- PSY85722 - Third Year Clinical Practicum *(2 units)*
- PSY89142 - PsyD Clinical Dissertation *(2 units)*

Academic Year 3 - Additional Courses (4 units)

The following courses can be completed in either semester:

- Electives *(4 units)*

Academic Year 4 - Semester 1 (11 units)

- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 2 (11 units)

- PSY95320 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 3 (8 units)

- PSY95330 - Full-Time Doctoral Internship in Clinical Psychology *(8 units)****

Notes

*Discipline-Specific Knowledge Courses

Students are required to have passed at least two Discipline-Specific Knowledge courses before being eligible to take the DSK-Integration Exam (typically PSY61012). All Discipline-Specific Knowledge Courses must be taken on-ground (i.e., not online) and are typically offered only once per academic year.

- PSY61070 - Biological Aspects of Behavior *(2 units)*
- PSY61012 - Cognitive & Affective Bases of Behavior *(2 units)*
- PSY61122 - Social Basis of Behavior *(2 units)*
- PSY61402 - Developmental Psychology/ Lifespan Development *(2 units)*
- PSY71122 - History & Systems of Psychology *(2 units)*

**Core Therapy Courses

Students are required to complete two Core Therapy courses (3 units each) which are taken in the Fall and Spring of Academic Year 2. One Core Therapy course is offered each term.

- PSY75290 - Cognitive-Behavioral Approaches to Interventions *(3 units)*
- PSY75370 - Psychodynamic Approaches to Intervention *(3 units)*
- PSY76043 - Group Psychotherapy *(3 units)*

- PSY75430 - 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 PSY95330 prior to the beginning of the Fall semester so the internship course enrollment order is PSY95330 (Summer) - PSY95310 (Fall) - PSY95320 (Spring). However, some internships start close to or during the Fall semester and in these cases the internship course enrollment is PSY95310 (Fall) - PSY95320 (Spring) - PSY95330 (Summer). Once students secure an internship position it is recommended to check with advising to determine the best sequence of internship course enrollment.

Doctor of Psychology in Clinical Psychology (San Diego)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 42.2801

Program Description/Overview

This program follows a Practitioner-Scholar model that emphasizes the application 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.

Residency Requirement

The academic year consists of a 15-week Fall semester, a 15-week Spring semester, and an optional 10-week Summer semester. The program is designed to be a 4-year, full-time program, but students may request a modified curriculum plan that leads to completion of the program in 5 years. Students must work with the Student Advisor to complete a formal request, which is then submitted to the Program Director for review and approval. The 5-year modified curriculum is considered full-time by the standards of federal financial aid (5 units or above per term) and is identical in content to the standard 4-year model (120 total semester units, including 30 internship units).

All students are required to complete a minimum of four years of full-time study. The program requires two full- time years of residency prior to Advancement to Candidacy for students entering with a Bachelor's degree and a minimum of the equivalent of one full-time year of residency for students with master's work in psychology from a regionally accredited institution who have received credit for previous work. Per the program's transfer credit policy, the maximum number of units allowable for transfer from another graduate psychology program in 30 units. One year in full-time residence is required following Advancement to Candidacy. All students undertake a one-year full-time internship, typically in the fourth year. Students who have completed all degree requirements, with the exception of internship, are eligible to participate in Alliant's Commencement Ceremony. Internship must be completed before the degree is posted to the transcript and the diploma is printed.

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.

Buddhist Psychotherapy Experience Area

Mindfulness and meditation-based practices have increased steadily over the past decades. However, scholars such as Jon Kabat-Zinn have commented on the independence of these practices from the original teachings and theoretical origins from which these practices have derived. The Buddhist Psychotherapy Experience Area aims to address this void currently in the field of psychology.

This experience area provides some exposure to the philosophical and psychotherapeutic aspects in the fundamental teachings of Early Buddhism as found in the Suttapitaka. Students will also be introduced to early Buddhist meditation practice and are required to participate in a 3-day silent mediation retreat at one of our CSPP campuses as part of their skill development. The goal of this experience area is to give students a practical and coherent framework to practice psychotherapy where secular early Buddhist theory of the mind and the theoretical bases of mindfulness are at the core and Western psychological principles and practice are integrated into it. Coursework and case consultation prepare students for further professional development and specialization beyond the doctorate.

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 emphasizes 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.

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.

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.

Military & Veteran Psychology Experience Area
The Military & Veteran Experience area is provided as an option to students who would like to focus some of their education & training in this specific clinical area. This experience area is designed to:

1. Provide students with an understanding of military and veteran culture for therapeutic practice with veterans and military personnel and their families.
2. Familiarize students with evidence-based interventions and resources available to clinicians treating these populations.

Trauma Focused Forensic Experience
Forensic Psychology is "the professional practice by psychologists within the areas of clinical psychology, counseling psychology, school psychology, or another specialty recognized by the American Psychological Association, when they are engaged as experts and represent themselves as such, in an activity primarily intended to provide professional psychological expertise to the judicial system." (Council of Specialties in Professional Psychology, https://www.cospp.org/forensic-psychology, downloaded January 1, 2019). Because of the high prevalence and widespread impact of trauma

in forensic settings, we have developed a Forensic Experience that includes exposure to trauma-informed assessment and case conceptualization.

Competence in performing forensic work requires specialized training and practice at the postdoctoral level and is dependent on underlying foundational competency in the science and professional practice of psychology. The Trauma Focused Forensic Experience (TFFE) prepares students who are interested in specializing in Forensic Psychology by augmenting their generalist training with foundational knowledge of the core principles of the application of psychology to the legal system, including:

1. foundations of the legal system (e.g., types of courts, expert witness requirements, responses to subpoenas);
2. basic legal principles that are relevant to Forensic practice (e.g., Constitutional rights, statutory provisions, case law);
3. differences in methodologies between general clinical assessment and forensic assessment;
4. assessment of insanity and competency (relevant laws, sample evaluation materials);
5. assessment issues in trauma populations;
6. ethical issues that arise particularly in forensic contexts;
7. sociocultural considerations relevant to forensic practice.

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.

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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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 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
American Psychological Association
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.

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. 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.

The final internship is an APA-accredited full-time internship in the fourth year. All Clinical PsyD students must apply for a minimum of 11 APA-accredited internships.

Research Training

Students in this program participate in Proposal Development and Clinical Dissertation groups. 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. Student must be advanced to candidacy before they can officially form a dissertation committee. The student presents the dissertation plan (i.e. proposal) and their final dissertation in oral defenses to the faculty of the department.

Dissertation proposal orals usually occurs in spring of third year in the program. The student's committee - made up of dissertation chair and reader - must accept the written proposal before the student is allowed to apply for APA internship.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 105
Total Elective Credit Units: 15
Total Concentration Credit Units: Varies

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.

Degree Requirements

1. Program Meeting: During G1 Fall semester, students will engage in a semester long required Program Meeting.
2. Supervision Experience: a required weekly meeting in the fall and spring of the first year.
3. APA Internship Preparation: required meetings through the spring of the second year and fall of the third year.
4. Comprehensive and Preliminary Examinations (passing both is required for advancement to candidacy):
   a. Assessment Preliminary Examination taken following completion of Personality I, II, and III sequence.
   b. Comprehensive Examination in Research Methodology taken in January or May of the second year.
5. Advancement to Candidacy is required before applying to internship.
6. Clinical Proficiency Examination (CPE) (Written and Oral Examination) is taken in the spring of the third year. It must be passed before going on internship.
7. 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.
8. 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.

Buddhist Psychotherapy Experience Area

Buddhist Psychotherapy Experience Area Requirements (6 units):

- PSY85190 - Theory and Practice: Introduction to Buddhist Psychotherapy *(3 units)*
- PSY85015B - Clinical Case Consultation I: Buddhist Psychotherapy *(1.5 units)*
- PSY85015C - Clinical Case Consultation II: Buddhist Psychotherapy *(1.5 units)*

Clinical Health Emphasis

Students in this emphasis area are required to:

- Complete PSY66200 - Introduction to Behavioral Medicine/Health Service Psychology (req), and PSY76330 - Health Psychology Intervention: Research and Practice Addressing Health Disparities (req).
- Complete two additional courses among the courses/electives focused on Clinical Health (Please see the Emphasis Elective Table in the Clinical PsyD Program Handbook).
- Complete one year of professional training in a Clinical Health setting.
- Do clinical consultation with a group emphasizing Clinical Health issues.
- Complete a dissertation with a Clinical Health focus.

Family/Child Psychology Emphasis

Students in this emphasis area are required to:

- Complete at least four courses among the courses/electives focused on family/child issues (Please see the Emphasis Elective Table in the Clinical PsyD Program Handbook);
- Complete PSY75030 - Family Psychotherapy (req); PSY65400 - Family Systems Theory (req);
- Complete one year of professional training in a setting that emphasizes interactions with children and families;
- Clinical consultation with a group emphasizing family or child issues;
- Complete a dissertation addressing family/child issues.

Integrative Psychology Emphasis

Students in this emphasis area are required to:

- Complete PSY66050 - Introduction to Integrative Psychology;
- Complete at least 9 units among the integrative electives (Please see the Emphasis Elective Table in the Clinical PsyD Program Handbook);

- Do clinical consultation with a group emphasizing integrative psychology;
- Conduct dissertation research from an integrative perspective.

Military & Veteran Psychology Experience Area

Requirements: (1) two courses designated for the experience area; and (2) one field placement focused on military personnel, veterans, and/or their families (Note: Students will need to apply and go through the regular application process for the related field experience placements, i.e., APPIC/APA internship application process. The program does not guarantee a field placement in the experience area.)

Course options include:

- PSY76800 - Diversity and Trauma *(3 units)*
- PSY85810 - Interventions with Military and Veteran Members *(3 units)*
- PSY85820 - Treatment with Military Couples and Families *(3 units)*

Multicultural and International Emphasis

Students in this emphasis area are required to:

- Complete PSY61290 - Foundations in Multicultural Psychology (req of all PSYD students);
- Complete at least 9 units among the multicultural/international psychology electives (Please see the Emphasis Elective Table in the Clinical PsyD Program Handbook);
- Complete at least two health practicum placements, or 1 practicum and internship in a setting seeing a cultural diverse population (the majority of our training sites serve such populations);
- Clinical consultation with a group emphasizing diversity issues;
- Complete a dissertation relevant to some aspect of multicultural or international psychology.

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 PSY85510 - Clinical Consultation Group - Practicum III section incorporating a psychodynamic emphasis.

- PSY65240 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic *(3 units)* (required of all PsyD students)
- PSY75013C - Theory and Practice of Psychotherapy: Psychodynamic *(3 units)*
- Psychodynamic elective (3 units total), such as:

  PSY85015D - Clinical Elective: Psychodynamic I (1.5 units)

  PSY85015E - Clinical Elective: Psychodynamic II (1.5 units)

  PSY85013I - Clinical Elective: Psychoanalytic Psychotherapy with Adolescents *(3 units)*

  PSY85013N - Clinical Elective: Attachment Seminar *(3 units)*

  PSY88003G - Advanced Seminar: Theoretical Psychodynamic Issues *(3 units)*

  PSY88003E - Advanced Seminar: Object Relations *(3 units)*

Trauma Focused Forensic Experience

Practicum:

At least one of the two required practicum placement involves 30% clinical contact with clients who are frequently seen in forensic settings (e.g., incarcerated individuals; patients in forensic hospitals or pretrial defendants; individuals diagnosed with a serious mental illness; children and families of divorce; clients with trauma histories).

Research:

Students are encouraged but not required to develop a research study or their dissertation in a forensic and/or trauma area.

Courses:

- PSY66313 - Introduction to Clinical Forensic Psychology *(3 units)*

  1 Trauma related course, options include:

- PSY76800 - Diversity and Trauma *(3 units)*
- PSY85430 - Family Violence: Child Abuse *(3 units)*

  1 Advanced Assessment course, options include:

- PSY85560 - Neuropsychology: Advanced *(3 units)*
- PSY75240 - Clinical Inference *(3 units)*

Elective Requirements

15 elective units are required for completion of the program:

- Clinical Practice/Therapy elective *(6 units)*: PSY75013A-C, PSY76020, PSY75030, PSY76042, PSY76043, or PSYXXXXX
- Cultural elective *(3 units)*: PSY76100A-F, or PSYXXXXX
- General elective *(6 units)*: PSYXXXXX

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (16 units)

- PSY61290 - Foundations in Multicultural Psychology *(3 units)*
- PSY65010 - Intellectual Assessment *(3 units)*
- PSY65200 - Introduction to Psychotherapy *(2 units)*
- PSY65210 - Introduction to Psychotherapy Practicum *(1 unit)*
- PSY65230 - Advanced Psychopathology *(3 units)*
- PSY65410 - First Year Practicum *(1 unit)*
- Choose one of the following:

  PSY65240 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic *(3 units)*

  PSY65250 - Theories of Personality, Pathology and Psychotherapy: Behavioral/ Social Learning *(3 units)*

Academic Year 1 - Semester 2 (16 units)

- PSY60030 - History and Systems of Psychology *(1 unit)*
- PSY60140 - Qualitative Methods of Research *(3 units)*
- PSY60310 - Statistics, Psychometrics and Research Design *(3 units)*
- PSY65030 - Personality Assessment I (Objective) *(3 units)*
- PSY65410 - First Year Practicum *(1 unit)*

- PSY67203 - Advanced Psychotherapy *(3 units)*
- Choose one of the following:

  PSY66050 - Introduction to Integrative Psychology *(2 units)*

  PSY65400 - Family Systems Theory *(2 units)*

Academic Year 2 - Semester 1 (15.5 units)
- PSY60300 - Advanced Statistics *(3 units)*
- PSY61012 - Cognitive & Affective Bases of Behavior *(2 units)*
- PSY65040 - Personality Assessment II (Projective) *(3 units)*
- PSY75500 - Practicum in Professional Psychology *(1 unit)*
- PSY75515 - Practicum Consultation *(1.5 units)*
- PSY75640 - Ethics and Law *(1 unit)*
- PSY79111 - PsyD Proposal Development *(1 unit)*
- Choose one of the following (cannot be the same as the one taken in the Academic Year 1 - Semester 1):

  PSY65240 - Theories of Personality, Pathology and Psychotherapy: Psychoanalytic *(3 units)*

  PSY65250 - Theories of Personality, Pathology and Psychotherapy: Behavioral/ Social Learning *(3 units)*

Academic Year 2 - Semester 2 (14.5 units)
- PSY61050 - Biological Aspects of Behavior *(3 units)*
- PSY61122 - Social Basis of Behavior *(2 units)* *
- PSY61402 - Developmental Psychology/ Lifespan Development *(2 units)*
- PSY75500 - Practicum in Professional Psychology *(1 unit)*
- PSY75515 - Practicum Consultation *(1.5 units)*
- PSY75640 - Ethics and Law *(1 unit)*
- PSY79111 - PsyD Proposal Development *(1 unit)*
- Elective *(3 units)*

Academic Year 3 - Semester 1 (13 units)
- PSY61160 - Issues in Chemical Dependency and Treatment *(2 units)*
- PSY75650 - Advanced Ethics and Professional Issues *(2 units)*
- General Elective *(3 units)**
- PSY85120 - Supervision and Consultation *(1 unit)* **
- PSY85130 - Supervision Lab *(1 unit)* **
- PSY85500 - Practicum III *(2 units)*
- PSY85510 - Clinical Consultation Group - Practicum III *(1 unit)*
- PSY89800 - PsyD Clinical Dissertation Group *(1 unit)*

Academic Year 3 - Semester 2 (15 units)
- Clinical Practice/Therapy Elective ^ *(3 units)**
- Clinical Practice/Therapy Elective ^ *(3 units)**
- Multicultural Practice Elective *(3 units)*
- PSY85220 - Professional Development *(2 units)*
- PSY85500 - Practicum III *(2 units)*
- PSY85510 - Clinical Consultation Group - Practicum III *(1 unit)*
- PSY89800 - PsyD Clinical Dissertation Group *(1 unit)*

Academic Year 4 - Semester 1 (11 units)
- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 2 (11 units)
- PSY95320 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 3 (8 units)
- PSY95330 - Full-Time Doctoral Internship in Clinical Psychology *(8 units)*

Notes

*May be taken in Semester 1, 2 or 3

**May be taken in Semester 1 or 2

^Therapy electives:

- PSY75010 - Theory and Practice of Psychotherapy Individual (CBT) *(3 units)*
- PSY75013B - Existential Psychotherapy *(3 units)*
- PSY75013C - Theory and Practice of Psychotherapy: Psychodynamic *(3 units)*
- PSY76043 - Group Psychotherapy *(3 units)*
- PSY75030 - Family Psychotherapy *(3 units)*
- PSY76020 - Theory and Practice of Psychotherapy: Child *(3 units)*

Doctor of Psychology in Clinical Psychology (San Francisco)

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 42.2801

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 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 practicum 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 an emphasis 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 for students to indicate their preference to be in a track during the application process, either on the application form, or after the interview when the student has had a chance to learn more about the tracks. After being accepted into the program, students will be asked to apply to the track of 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 want to be proficient in working with children, adolescents, couples, families, and community systems. In the Child and Family Track, the student takes special sections of required courses that have more lecture material, clinical examples and homework related to children and families, yet still receive all the information on working with adults. The ability to work with diverse family constellations and demographics is emphasized.

Applicants interested in being considered for the PsyD Child and Family Track should indicate their interest at the time of application but need to apply to the C/FT after admission by writing a brief statement of interest and completing a short application. If accepted into the track the student can then be registered into the correct section of multi-section courses. Students in the C/FT track must choose a dissertation topic related to children and/or family systems for their dissertations. 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.

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, hospitals, primary care settings, behavioral health, pain management clinics, and/or agencies serving specific populations with chronic illnesses or disabilities. Even so, students on the track will gain an appreciation of Integrated Health Psychology as a holistic approach, rather than just a workplace or setting. Students will have an opportunity to learn to approach the person as a whole (mind/body) in the context of socio-cultural and socio-political structures (individual health beliefs, social-determinants of health, family, community, societal influences).

Students interested in Integrated Health Psychology are introduced to this emerging field which addresses the important psychological, behavioral, and social concomitants of physical symptoms, as well as the mind-body connection in mental health. Faculty have interests in health across the lifespan; ethical issues in medical and mental health care and policy; positive aging; health care disparities; stress management; mindfulness; substance abuse; children, parents and families with disabilities; collaboration with medical professionals; models of disability; telehealth and digital health applications; 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 and will be asked to write a brief statement of interest and complete a short application. Students admitted into the Integrated Health Track must choose a topic related to integrated health psychology for their dissertation. 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 PsyD Doctoral Program in Clinical Psychology at CSPP-Alliant in San Francisco Bay Campus prepares students to function as multifaceted clinical psychologists in the professional practice of clinical psychology, emphasizing clinical skills and the application of research knowledge in a wide range of settings. The overarching philosophy of the practitioner as a local clinical scientist is to focus on empirically derived knowledge and applies it to individuals, families, groups, and local communities.

Program Aims
1. Train students to become clinical health services psychologists who bring critical thinking and active problem-solving skills to bear on human problems.
2. Train students who can intervene effectively, using multiple methods of evidence-based assessment and interventions with diverse populations, in many settings across the health spectrum, and in changing and evolving contexts.
3. Graduate students with the attitudes, knowledge, and skills to work professionally in a multicultural society.

The program's aims are supported by the development of nine profession-wide competencies and four areas of discipline specific knowledge as delineated by the Commission on Accreditation of the American Psychological Association.

Profession-Wide Competencies

Competency I: Research

Students must demonstrate the integration of science and practice. Individuals who successfully complete programs accredited in Health Service Psychology (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 organizational, local, state, regional, and federal levels; and
    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 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. 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. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. 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.
5. Interpret assessment results, following current research and professional standards and 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.
6. 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.
2. Demonstrate the ability to integrate supervisor feedback into professional practice.

Competency IX: Consultation and interprofessional/interdisciplinary 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.

Students:

1. Demonstrate knowledge and respect for the roles and perspectives of other professions.
2. Demonstrates knowledge of consultation models and practices.

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 PsyD program is a practitioner program training local clinical scientists and was initiated at the San Francisco campus starting Fall 1991, after moving from Alameda. The aims of the program are to (1) train students to become clinical health services psychologists who bring critical thinking and active problem-solving skills to bear on human problems, (2) train students who can intervene effectively, using multiple methods of evidence-based assessment and interventions with diverse populations, in many settings across the health spectrum, and in changing and evolving contexts, and (3) graduate students with the attitudes, knowledge, and skills to work professionally in a multicultural society. Our training 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 (G1, G2, G3, and G4), including at least one summer. However, students may extend their time over five years, which CAN allow students to do a supplemental practicum to gain additional hours and be more competitive when applying to internship (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, suicide risk and assessment which may not occur within the program requirements. In addition to renewal fees, continuing education is also required to maintain the license.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for more information.

For further information on licensure in California 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 three years of practicum (G1-G3) and one full-time internship (G4). 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 and 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, located in the city of Emeryville, CA, 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 practicum trainee (G1-G3) or intern (G4), the site where the student is placed or matched, and the Office of Professional Training (OPT) 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 written evaluations from supervisors twice a year. This is another opportunity to receive feedback about meeting obligations and these evaluations are also shared with OPT.

After three years of practicum placements, students on the four-year plan begin the required doctoral internship in the fourth year. One-year, full-time 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 member 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 only eligible for financial aid and/or part of the visa-qualifying courses (for our international students) if students use their elective units for supplemental practicum. Therefore, students receiving financial aid who are considering supplemental practicum are advised to plan their course sequence accordingly and discuss this option with the academic advisor.

Research Training

All students complete a clinical dissertation, which 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 (and/or 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 multimedia psychoeducation; 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); or conduct a content analysis of a biography, to name just a few options. 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 G2 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 (one of whom must also be a core faculty member). There are two major milestones in the dissertation process. First, the student develops and successfully proposes the dissertation project to the committee. 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. Second is the successful defense of the dissertation project. 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 Fall of the G2 year, pass proposal orals in the Spring of the G2 year, complete the dissertation in the third or fourth year, and go to internship in the fourth year. Following a successful Dissertation defense, the student must submit the final document to the library to ensure adherence to Alliant formatting standards. The Dissertation is not considered complete until it is cleared by the library

which means that students need to remain enrolled in a dissertation course until this final step has concluded. Many students are still working on the dissertation in the fourth year, but dissertation 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 a dissertation course (or dissertation extension) until the project is completed. 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 (dissertation extension) may be eligible for financial aid (see the Enrollment Policies - Dissertation Continuous Registration section for further information and limits).
In order to apply to internship, students must be Advanced to Candidacy and successfully propose their dissertation project.

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, students that are not ready to begin the dissertation process may elect to wait until their third year to begin the dissertation process.

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. Passage of the Statistics Diagnostic Exam (taken during orientation or prior) or Four-Saturday 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.
2. Preliminary Examinations (Passing both exams is required for Advancement to Candidacy):
    a. Assessment Preliminary Examination taken approximately six weeks at the end of the second year, following completion of Psychological Assessment I, II and III sequence.
    b. Clinical and Ethical Preliminary Examination taken at end of second year (approximately six weeks).
3. Advancement to Candidacy is required before applying to internship.
4. Clinical Proficiency Progress Review (CPPR), taken at the end of the third year, must be passed before graduation.
5. Personal growth and professional training psychotherapy requirement: 15 hours of personal psychotherapy with a doctoral level licensed clinician is required before graduation.
6. 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 "B-" 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:

- PSY65280 - Observation and Interviewing *(3 units)*- C/FT designated section
- PSY65120 - Psychological Assessment I: Cognitive *(3 units)*‖ PSY65120A - Psychological Assessment II: Personality *(3 units)*- C/FT designated section
- PSY65230 - Advanced Psychopathology *(3 units)*- C/FT designated section
- PSY75212 - Psychological Assessment III: Integration *(2 units)*- C/FT designated section
- PSY75053 - Clinical and Ethical Issues *(3 units)*‖ PSY75063 - Clinical and Ethical Issues *(3 units)*- C/FT designated section
- PSY75040 - Theory and Technique of Clinical Practice *(3 units)*- required (the second option may be in either CBT or Psychodynamic theory)
- PSY85310 - Advanced Clinical Seminar *(3 units)*‖ PSY85323 - Advanced Clinical Seminar *(3 units)*- C/FT designated section if offered
- PSY85533A-O- PSY85593 Advanced Clinical Skills: Advanced Clinical Skills in either Child Therapy or Couples required *(3 units)*
- PSY75272 - PsyD Practicum II *(2 units)*‖ PSY75282 - PsyD Practicum II *(2 units)* or PSY85372 - PsyD Practicum III *(2 units)*‖ PSY85382 - PsyD. Practicum III *(2 units)*- Recommended: Child/Family setting involving families, children, or adolescents (which meets one of the breadth requirements for practica).
- PSY70030 - PsyD Research Proposal Design *(3 units)*‖ PSY70040 - PsyD Research Proposal Design *(3 units)* and PSY89130 - PsyD Clinical Dissertation *(3 units)*‖ PSY89143 - PsyD Clinical Dissertation *(3 units)*- the student's clinical dissertation must focus on a topic relevant to children, adolescents, couples, parents, or families.
- Internship - Recommended: a setting where at 50 percent of clients served are children, adolescents, couples 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.

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. IHT approved advanced skills courses include

courses in substance abuse, mindfulness, spirituality, neuropsychology, and/or psychopharmacology.

- PSY65280 - Observation and Interviewing *(3 units)* - IHT designated section
- PSY61070 - Biological Aspects of Behavior *(2 units)*
- PSY75053 - Clinical and Ethical Issues *(3 units)*// PSY75063 - Clinical and Ethical Issues *(3 units)* - IHT designated section if offered
- PSY75040 - Theory and Technique of Clinical Practice *(3 units)* - required (the second option may be in either Family Systems or Psychodynamic theory)
- PSY85533A-O - PSY85593 Advanced Clinical Skills: an IHT approved section* *(3 units)*
- PSY85611 - PSY85660 Consultation: Medical Settings *(2 units)*
- PSY75272 - PsyD Practicum II *(2 units)*// PSY75282 - PsyD Practicum II *(2 units)* or PSY85372 - PsyD Practicum III *(2 units)*// PSY85382 - PsyD. Practicum III *(2 units)* - Recommended: Integrated Health setting such as hospitals, community health clinics, primary care settings
- PSY70030 - PsyD Research Proposal Design *(3 units)*// PSY70040 - PsyD Research Proposal Design *(3 units)* and PSY89130 - PsyD Clinical Dissertation *(3 units)*// PSY89143 - PsyD Clinical Dissertation *(3 units)* - 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., PSY60110 and PSY60120 or PSY61210 and PSY61220) represent year-long courses (Fall/Spring).

Semester Calendar

Academic Year 1 - Semester 1 (12.5 units)

- PSY60110 - PsyD Psychometrics, Statistics and Research Design *(3 units)*
- PSY61210 - Intercultural Awareness Development *(1.5 units)*
- PSY65280 - Observation and Interviewing *(3 units)*
- PSY65410 - First Year Practicum *(1 unit)*
- PSY65430 - Introduction to Professional Psychology *(1 unit)*
- PSY75040 - Theory and Technique of Clinical Practice *(3 units)*

Academic Year 1 - Semester 2 (11.5 units)

- PSY60120 - PsyD Psychometrics, Statistics and Research Design *(3 units)*
- PSY61220 - Intercultural Awareness Development *(1.5 units)*
- PSY65120 - Psychological Assessment I: Cognitive *(3 units)*
- PSY65420 - Practicum I *(1 unit)*
- PSY65440 - Introduction to Professional Psychology *(1 unit)*
- PSY71122 - History & Systems of Psychology *(2 units)*

Academic Year 1 - Additional Courses (5 units)

The following courses can be completed in either Semester 1, Semester 2 or during Summer:

- PSY61092 - Human Development/Lifespan *(2 units)*
- PSY65230 - Advanced Psychopathology *(3 units)*

Academic Year 2 - Semester 1 (11 units)

- PSY65120A - Psychological Assessment II: Personality *(3 units)*
- PSY70030 - PsyD Research Proposal Design *(3 units)*
- PSY75053 - Clinical and Ethical Issues *(3 units)*
- PSY75272 - PsyD Practicum II *(2 units)*

Academic Year 2 - Semester 2 (10 units)

- PSY70040 - PsyD Research Proposal Design *(3 units)*
- PSY75063 - Clinical and Ethical Issues *(3 units)*
- PSY75212 - Psychological Assessment III: Integration *(2 units)*
- PSY75282 - PsyD Practicum II *(2 units)*

Academic Year 2 - Additional Courses (6 units)

The following courses can be completed in either Semester 1 or 2:

- PSY75020 - Sociocultural Diversity *(3 units)*
- PSY75040 - 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:

- PSY61012 - Cognitive & Affective Bases of Behavior *(2 units)*
- PSY61070 - Biological Aspects of Behavior *(2 units)*
- PSY61122 - Social Basis of Behavior *(2 units)*

Academic Year 3 - Semester 1 (10 units)

- PSY85310 - Advanced Clinical Seminar *(3 units)*
- PSY85372 - PsyD Practicum III *(2 units)*
- Supervision (Choice of topics) *(2 units)*. Includes PSY85611, PSY85612, PSY85620, PSY85630, PSY85641, PSY85642, PSY85650, PSY85660
- PSY89130 - PsyD Clinical Dissertation *(3 units)*

Academic Year 3 - Semester 2 (8 units)

- PSY85323 - Advanced Clinical Seminar *(3 units)*
- PSY85382 - PsyD. Practicum III *(2 units)*
- PSY89143 - PsyD Clinical Dissertation *(3 units)*

Academic Year 3 - Additional Courses (8 units)

The following courses can be completed in either Semester 1 or 2:

- Advanced Clinical Skills (Choice of topics) (1-3 units)- total of 6 units required. Includes PSY85013U, PSY85531A-E, PSY85532A-K,

PSY85533A-O, PSY85541A-E, PSY85542A-N, PSY85543A-P, PSY85550, PSY85560, PSY85570, PSY85580, PSY85592, PSY85593

- Consultation (Choice of topics) *(2 units)*. Includes PSY85611, PSY85612, PSY85620, PSY85630, PSY85641, PSY85642, PSY85650, PSY85660

Academic Year 4 - Semester 1 (11 units)
- PSY95310 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 2 (11 units)
- PSY95320 - Full-Time Doctoral Internship in Clinical Psychology *(11 units)*

Academic Year 4 - Semester 3 (8 units)
- PSY95330 - Full-Time 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:

- PSY95610 - Half-Time Predoctoral Internship *(5 units)*
- PSY95620 - Half-Time Predoctoral Internship *(5 units)*
- PSY95630 - Half-Time Predoctoral Internship *(5 units)*
- PSY95640 - Half-Time Predoctoral Internship *(5 units)*
- PSY95650 - Half-Time Predoctoral Internship *(5 units)*
- PSY95660 - Half-Time Predoctoral Internship *(5 units)*

Doctor of Psychology in Marital and Family Therapy (114-unit)

School: California School of Professional Psychology
Modality(ies): On-ground, online
Calendar(s): Semester
CIP Code: 51.1505

Program Description/Overview

The 114-unit Master of Arts (MA) and Doctoral program in Marriage and Family Therapy is a comprehensive, advanced educational path designed for individuals aspiring to become experts and leaders in the field. This rigorous program integrates theoretical knowledge with practical application, offering extensive coursework in systemic therapy, clinical practice, and research methodologies. Students engage in immersive clinical training through supervised internships and practicums, allowing them to develop proficiency in diagnosing and treating a wide range of relational and mental health issues within diverse family systems. Emphasizing a holistic approach, the program includes specialized courses in multicultural competence, ethical practice, and evidence-based treatment modalities. Graduates are well-prepared for California (and select states) licensure and possess the skills necessary to contribute to academic, clinical, and research settings, fostering healthier relationships and communities.

Emphasis/Concentration/Tracks

The Chemical Dependency Concentration

This concentration will prepare students to work with individuals, couples, and families who have experienced addiction. This concentration area includes the 39 units that the California Association for Alcohol/Drug Educators (CAADE) requires for their accredited Chemical Dependency Certificate program. Students who select this concentration will receive this certificate upon their completion of the master's program, which they can include on their resume or CV. Students who choose this Concentration will be prepared to work with families facing addiction, and they will understand the best care clinical practices for treating chemical dependency in the family from a systemic perspective in the current managed care market. Students in this concentration must choose a practicum site that allows them the opportunity to obtain a minimum of 250 hours working with clients who experience addiction (i.e., a residential treatment center or intensive outpatient program). These 250 hours can be included in the total 300 hours required to complete the CFT master's degree.

The Medical Family Therapy (MedFT) Concentration

This concentration will prepare students to work in and with the medical health care system to help individuals, couples, and families struggling with medical issues. Students are taught to work systemically with the complex biological, psychological, relational, social, and spiritual dimensions of health care. They are trained to work with a variety of health care professionals and health care systems using collaborative, multidisciplinary, and multidimensional approaches to treatment. Graduates work in diverse settings including hospitals, clinics, and group and private practices. The curriculum includes three courses, which are to be taken as electives. The complete curriculum is offered online so students in all locations may take the courses. Students may take courses on-ground if offered.

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 Marriage and Family Therapy (must pass both components of Law and Ethics and the Clinical Exam). 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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for information about program availability in their respective state.

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.

The program is also accredited by the International Accreditation Commission for Systemic Therapy Education (IACSTE), which is affiliated with the International Family Therapy Association (IFTA). IACSTE focuses on the development and implementation of quality standards for programs around the world that provide systemic therapy education and training.

Internship, Practicum, and/or Dissertation Information

Practicum: The program includes all of the requirements in the CFT master's program, including passing the MA comprehensive exam. Practicum program requirements are described in the Master of Arts in Marital and Family Therapy program description and in the CFT Master's Level Practicum Clinical Training Manual. The doctoral program requires that students are continuously involved in the practice of couple and family therapy. 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 Alliant.

Three consecutive semesters of practicum are required for a minimum total of 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 4 practicum classes to complete their hours*.

During the program, the student must supplement their academic and clinical work with 100 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 Alliant.

Students who completed a non-COAMFTE accredited MA program need to submit a Request for Waiver of Practicum Hours and

may have some practicum hours/practicum courses to take, which must be taken in place of elective units.

Waiver of Practicum Hours

1. Should transfer students request to waive practicum hours, they must submit a completed Request for Waiver of Practicum Hours form (located on the CFT Student Hub) to the CTC.
2. The decision to waive practicum hours will be based on the completion of this form with necessary documentation attached.
3. Requests for Waiver of Practicum Hours must be submitted prior to matriculation in order for the Student Advisor to create an accurate program plan. Waiver of practicum is not guaranteed.
4. Students are not permitted to enroll beyond 18 doctoral units without first completing the required practicum hours.

Note:

* PSY73690 - Practicum Extension (0 units): If a student has taken three consecutive semesters or 6 consecutive terms of PSY73600, their elective, has 50 or fewer hours to complete the 300-hour requirement and the student, site and CTC believe the remaining hours will be completed in a semester or two terms, then the student can request to be registered for PSY73690 - Practicum Extension (0 units). Students are only permitted to register for one semester or two terms of Practicum Extension.

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, Alliant CFT doctoral students are required to choose two components to complete their pre-degree internship: clinical, teaching, scholarship, supervision, and policy and administration. Each of these options 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 their internship faculty supervisor.

Dissertation: The dissertation is the capstone for the doctoral program. Students will take at least four dissertation classes (PSY 99100, PSY 99110, PSY 99120, PSY 99130), and will meet with the core faculty dissertation chair regularly during these classes in order to complete the dissertation.

Credit Units

Total Credit Units: 114
Total Core Credit Units: 102
Total Elective Credit Units: 12
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 successfully pass the exam.

Doctoral Exam: Students must successfully complete a doctoral exam. Students may begin a doctoral internship before passing the exam. Students are required to attend a mandatory orientation before taking the exam.

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.

Emphasis/Concentration/Track Requirements

Chemical Dependency

This concentration includes the following courses:

- PSY63030 - Group Therapy *(3 units)*
- PSY63100 - MFT Law and Ethics *(3 units)*
- PSY63110 - Introduction to Psychopathology *(3 units)*
- PSY63120 - MFT Theories and Techniques I *(3 units)*
- PSY63220 - MFT Theories and Techniques II *(3 units)*
- PSY63250 - Trauma and Crisis Intervention *(3 units)*
- PSY63260 - Diversity and the Family *(3 units)*
- PSY63600 - Preparing for Community Practice *(3 units)*
- PSY67562 - Psychopharmacology *(2 units)*
- PSY73300 - Chemical Dependency and the Family *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Student must complete at least 30 hours of the required 50 professional development hours in addictions.

Medical Family Therapy

This concentration includes the following courses:

- PSY73410 - Introduction to Medical Family Therapy *(3 units)* *
- PSY73420 - Health and Illness Across the Family Lifespan *(3 units)* *
- PSY73430 - Practice and Research in Medical Family Therapy *(3 units)* *

* Offered online only.

Elective Requirements

Twelve (12) 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.

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (13 units)

- PSY63100 - MFT Law and Ethics *(3 units)*
- PSY63120 - MFT Theories and Techniques I *(3 units)*
- PSY63130 - MFT Techniques Lab I *(1 unit)*
- PSY63260 - Diversity and the Family *(3 units)*
- PSY63173 - Parent-Child Therapy Techniques *(3 units)*

Academic Year 1 - Semester 2 (13 units)
- PSY63110 - Introduction to Psychopathology *(3 units)*
- PSY63220 - MFT Theories and Techniques II *(3 units)*
- PSY63230 - MFT Techniques Lab II *(1 unit)*
- PSY63600 - Preparing for Community Practice *(3 units)*
- PSY73110 - Couples Therapy *(3 units)*

Academic Year 1 - Semester 3 (9 units)
- PSY63030 - Group Therapy *(3 units)*
- PSY63280 - Individual and Family Life Cycle *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

or

- Elective *(3 units)*

Academic Year 2 - Semester 1 (9 units)
- PSY63250 - Trauma and Crisis Intervention *(3 units)*
- PSY73300 - Chemical Dependency and the Family *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Academic Year 2 - Semester 2 (9 units)
- PSY73020 - MFT Research Methods *(3 units)*
- PSY73140 - MFT Assessment *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Academic Year 2 - Semester 3 (7 units)
- PSY67562 - Psychopharmacology *(2 units)*
- PSY73120 - Sex Therapy in Marriage and Family Therapy *(2 units)*
- PSY73600 - MFT Practicum *(3 units)*

or

- Elective *(3 units)*

Academic Year 3 - Semester 1 (10 units)
- PSY60210 - Advanced Statistics I *(3 units)*
- PSY61123 - Social Basis of Behavior *(3 units)*
- PSY93250 - Advanced MFT Research: Qualitative *(3 units)*
- PSY83600 - Advanced Professional Practice *(1 unit)*

Academic Year 3 - Semester 2 (10 units)
- PSY60220 - Advanced Statistics II *(3 units)*
- PSY61050 - Biological Aspects of Behavior *(3 units)*
- PSY93240 - Advanced MFT Research: Quantitative *(3 units)*
- PSY83600 - Advanced Professional Practice *(1 unit)*

Academic Year 3 - Semester 3 (6 units)
- Elective *(3 units)*
- Elective *(3 units)*

Academic Year 4 - Semester 1 (8 units)
- PSY61100 - Personality and Affect *(3 units)*
- PSY83160 - Advanced Family Therapy I *(3 units)*
- PSY99100 - MFT Dissertation I *(1 unit)*
- PSY83600 - Advanced Professional Practice *(1 unit)*

Academic Year 4 - Semester 2 (8 units)
- PSY83110 - Advanced Couples Therapy *(3 units)*
- PSY83170 - Advanced Family Therapy II *(3 units)*
- PSY99110 - MFT Dissertation II *(1 unit)*
- PSY83600 - Advanced Professional Practice *(1 unit)*

Academic Year 4 - Semester 3 (6 units)
- PSY93200 - Supervision in MFT I *(3 units)*
- Elective *(3 units)*

Academic Year 5 - Semester 1 (2 units)
- PSY93601 - Internship Supervision *(1 unit)*
- PSY99120 - MFT Dissertation III *(1 unit)*

Academic Year 5 - Semester 2 (4 units)
- PSY93601 - Internship Supervision *(1 unit)*
- PSY99130 - MFT Dissertation IV *(3 units)*

Doctor of Psychology in Marital and Family Therapy (69-unit)

School: California School of Professional Psychology
Modality(ies): On-ground, online and hybrid
Calendar(s): Semester
CIP Code: 51.1505

Program Description/Overview

The COAMFTE accredited doctoral program in MFT provides advanced training for pursuing a career as a professional marriage and family therapist, faculty, clinical director, researcher, or supervisor. Students receive advanced and intensive theoretical and practical skill-based training to prepare them for their professional careers. 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 marriage and family therapy practice, including a doctoral internship that prepares students for professional careers.

The program requires completion of a minimum of 69 units. Doctoral students may go either full-time or on modified plan in completing the program. The standard graduation program completion time for full-time students is 3 years, and the maximum is 8 years. The standard completion time for modified plan students is 6 years, the maximum completion time is 8 years.

Emphasis/Concentration/Tracks

The Chemical Dependency Concentration

This concentration will prepare students to work with individuals, couples, and families who have experienced addiction. This concentration area includes the 39 units that the California Association for Alcohol/Drug Educators (CAADE) requires for their accredited Chemical Dependency Certificate program. Students who select this concentration will receive this certificate upon their completion of the master's program, which they can include on their resume or CV. Students who choose this Concentration will be prepared to work with families facing addiction, and they will understand the best care clinical practices for treating chemical dependency in the family from a systemic perspective in the current managed care market. Students in this concentration must choose a practicum site that allows them the opportunity to obtain a minimum of 250 hours working with clients who experience addiction (i.e., a residential treatment center or intensive outpatient program). These 250 hours can be included in the total 300 hours required to complete the CFT master's degree.

The Medical Family Therapy (MedFT) Concentration

This concentration will prepare students to work in and with the medical health care system to help individuals, couples, and families struggling with medical issues. Students are taught to work systemically with the complex biological, psychological, relational, social, and spiritual dimensions of health care. They are trained to work with a variety of health care professionals and health care systems using collaborative, multidisciplinary, and multidimensional approaches to treatment. Graduates work in diverse settings including hospitals, clinics, and group and private practices. The curriculum includes three courses, which are to be taken as electives. The complete curriculum is offered online so students in all locations may take the courses. Students may take courses on-ground if offered.

Program Learning Outcomes/Goals

Program Goals (PGs)

- PG 1 Practice: The CFT Program graduate students who are able to deliver CFT professional services competently
- PG 2 Diversity: The CFT Program graduates diverse students prepared to meet the needs of diverse communities.
- PG 3 Community: The CFT Program engages various communities through the application of the knowledge and skills of couple and family therapy.
- PG 4 Scholarship: The CFT Program contributes to both the understanding and creation of couple and family therapy scholarship.

Student Learning Outcomes (SLOs)

- SLO 1 Practice Foundational Knowledge and Skills: Master's and doctoral students comprehend and demonstrate CFT conceptual, perceptual, executive, evaluative, professional, and theoretical skills.
- SLO 2 Diversity Knowledge and Skills: Master's and doctoral students comprehend and demonstrate knowledge of human diversity with a multicultural and international emphasis.
- SLO 3 Community Knowledge and Skills: Master's and doctoral students comprehend and demonstrate knowledge of how to engage community behavioral health care resources.
- SLO 4 Scholarship Foundation Knowledge and Skills: Master's and doctoral students demonstrate a basic knowledge of CFT research methodologies and scholarship.
- SLO 5 Practice Supervision Knowledge and Skills: Doctoral students comprehend models and methods of CFT supervision.
- SLO 6 Practice Specific Knowledge and Skill: Doctoral students articulate and demonstrate the application of a personal CFT model of therapy.
- SLO 7 Scholarship Application Knowledge and Skills: Doctoral students demonstrate the ability to understand and apply CFT research methods.

Training Model

The program is offered in Irvine, Los Angeles, Sacramento, San Diego, and online and leads to a Doctor of Psychology in Marital and Family Therapy degree. The program is based on the scholar-practitioner model and provides an integrative approach to the major systemic theories and interventions. Students are trained to work with individuals, couples, and families from a systemic perspective and serve as faculty, clinical directors, supervisors, and researchers.

Professional Behavior Expectations/ Ethical Guidelines

AAMFT Code of Ethics

Licensure

The 69-unit CFT doctoral program provides academic training for licensure in California for licensure in California for those who already have a master's degree in MFT from other states and who would like to obtain their LMFT licensure in California while earning a doctoral 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 Law and ethics and Clinical. 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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for information about program availability in their respective state.

For further information on licensure in California contact:

Board of Behavioral Sciences
1625 N Market Blvd., #S200
Sacramento, CA 95834
BBS Main Phone Line: (916) 574-7830
BBS Email: BBS.info@dca.ca.gov

General Questions and Information Only:
https://www.bbs.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.

The program is also accredited by the International Accreditation Commission for Systemic Therapy Education (IACSTE), which is affiliated with the International Family Therapy

Association (IFTA). IACSTE focuses on the development and implementation of quality standards for programs around the world that provide systemic therapy education and training.

Internship, Practicum, and/or Dissertation Information

Practicum: The program includes the clinical requirements to bring students up the COAMFTE foundational training standards. This includes needing to passing the MA comprehensive exam (except if the student is currently licensed as an MFT). 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.

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 Alliant.

Students who completed a non-COAMFTE accredited MA program need to submit a Request for Waiver of Practicum Hours and may have some practicum hours/practicum courses to take, which must be taken in place of elective units.

Waiver of Practicum Hours

1. Should transfer students request to waive practicum hours, they must submit a completed Request for Waiver of Practicum Hours form (located on the CFT Student Hub) to the CTC.
2. The decision to waive practicum hours will be based on the completion of this form with necessary documentation attached.
3. Doctoral students who are either licensed MFTs or who have obtained master's degrees from ALLIANT or other COAMFTE approved programs will not be required to do a practicum if their experience is evaluated to be equivalent to the practicum experience. Students will need to confirm with CTC and Branch Director the number of remaining units to be completed if a waiver of hours is granted.
4. Requests for Waiver of Practicum Hours must be submitted prior to matriculation in order for the Student Advisor to create an accurate program plan. No more than 18 doctoral units may be completed prior to the practicum hours being completed.

Internship: To prepare doctoral level couple and family therapists to perform different professional and academic functions competently in their future workplace, and to comply with COAMFTE accreditation requirements, students are required to choose two components and have to complete their pre-degree internship in two semesters. Student can only choose a maximum of two core faculty supervisors. Each of the following option is 50% of the total internship. The internship must be a minimum of 9 months. This means all students must be registered for internship for Fall and Spring Semester. In some circumstances, a student may choose to also do internship during the summer. In this case, students should be aware that they will need to register for at least 3 semesters, and they must ensure that their faculty internship supervisor is available during the Summer. Students must be registered in internship until they have completed all internship requirements.

Dissertation: the dissertation is the capstone for the doctoral program. Students should start the dissertation sequence of classes either concurrently or after completion of the advanced research methods courses. Student who do not finish the dissertation after taking PSY99130 will go into dissertation extension: PSY99800 - MFT Dissertation Extension.

Credit Units

Total Credit Units: 69
Total Core Credit Units: 60
Total Elective Credit Units: 9
Total Concentration Credit Units: N/A

Credit for Previous Work

1. Students must possess a master's degree in MFT/CFT to enroll into the 69-unit PsyD in MFT program.
2. Students who completed a degree in a related field, such as Clinical Counseling or Social work, will likely need to enroll in the 114-unit PsyD in MFT. Students may be approved for up to 30 units of transfer credit.
3. Students who completed a non-COAMFTE accredited master's program need to submit a Request for Waiver of Practicum Hours. Approval is not guaranteed; students may be required to enroll in practicum courses and complete the required practicum hours in place of elective units.
4. Students who completed the MA in MFT program at Alliant will be able to get credit for all classes taken in the master's program that are required in the doctoral program, making their 69-unit program only 54 units.
5. Students who have completed a master's degree in MFT at another institution may be able to transfer up to 12 units into the doctoral program, reducing the total from 69 to as low as 57 units.

Degree Requirements

Doctoral students must successfully complete the MA Comprehensive examination to receive their degree. Doctoral students who completed a comprehensive exam as part of a COAMFTE accredited master's program or are licensed MFTs are not required to take the test.

1. Incoming PsyD students with a MA degree from COAMFTE-accredited programs are not required to take our MA Comprehensive Exam.
2. Incoming PsyD students with a MA degree from non-COAMFTE accredited programs who are not licensed in the field of MFT are required to take and pass our MA Comprehensive Exam at the end of their first semester or the first semester after finishing required masters level classes.

Doctoral Exam: During the third year of the doctoral program, students take the doctoral

exam. Once the student successfully passes the doctoral exam and defend the dissertation proposal the student is "Advanced to Candidacy." Student must successfully pass the doctoral exam in order to defend their dissertation.

Emphasis/Concentration/Track Requirements

Chemical Dependency

This concentration includes the following courses:

- PSY63030 - Group Therapy *(3 units)*
- PSY63100 - MFT Law and Ethics *(3 units)*
- PSY63110 - Introduction to Psychopathology *(3 units)*
- PSY63120 - MFT Theories and Techniques I *(3 units)*
- PSY63220 - MFT Theories and Techniques II *(3 units)*
- PSY63250 - Trauma and Crisis Intervention *(3 units)*
- PSY63260 - Diversity and the Family *(3 units)*
- PSY63600 - Preparing for Community Practice *(3 units)*
- PSY67560 - Psychopharmacology *(3 units)*
- PSY73300 - Chemical Dependency and the Family *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Student must complete at least 30 hours of the required 50 professional development hours in addictions.

Medical Family Therapy

This concentration includes the following courses:

- PSY73410 - Introduction to Medical Family Therapy *(3 units)* *
- PSY73420 - Health and Illness Across the Family Lifespan *(3 units)* *
- PSY73430 - Practice and Research in Medical Family Therapy *(3 units)* *

* Offered online only.

Elective Requirements

Nine elective units are required for completion of the program. The classes must be taken at Alliant International University or must have been transferred in at the beginning of the program. Students may take their elective classes either on-ground or online. However, they must take courses that are on the 15-week semester schedule. Elective courses (on-ground or online) must be pre-approved by the Branch Director or the Student Advisor.

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (16 units)

- PSY60210 - Advanced Statistics I *(3 units)*
- PSY61123 - Social Basis of Behavior *(3 units)*
- PSY63100 - MFT Law and Ethics *(3 units)* *
- PSY73110 - Couples Therapy *(3 units)* *
- PSY83600 - Advanced Professional Practice *(1 unit)*
- PSY93250 - Advanced MFT Research: Qualitative *(3 units)*

Academic Year 1 - Semester 2 (13 units)

- PSY60220 - Advanced Statistics II *(3 units)*
- PSY61050 - Biological Aspects of Behavior *(3 units)*
- PSY73300 - Chemical Dependency and the Family *(3 units)* *
- PSY83600 - Advanced Professional Practice *(1 unit)*
- PSY93240 - Advanced MFT Research: Quantitative *(3 units)*

Academic Year 1 - Semester 3 (6 units)

- PSY67560 - Psychopharmacology *(3 units)* *
- Elective *(3 units)*

Academic Year 2 - Semester 1 (11 units)

- PSY61100 - Personality and Affect *(3 units)*
- PSY63250 - Trauma and Crisis Intervention *(3 units)* *
- PSY83160 - Advanced Family Therapy I *(3 units)*
- PSY83600 - Advanced Professional Practice *(1 unit)*
- PSY99100 - MFT Dissertation I *(1 unit)*

Academic Year 2 - Semester 2 (8 units)

- PSY83110 - Advanced Couples Therapy *(3 units)*
- PSY83170 - Advanced Family Therapy II *(3 units)*
- PSY83600 - Advanced Professional Practice *(1 unit)*
- PSY99110 - MFT Dissertation II *(1 unit)*

Academic Year 2 - Semester 3 (6 units)

- PSY93200 - Supervision in MFT I *(3 units)*
- Elective *(3 units)*

Academic Year 3 - Semester 1 (5 units)

- PSY93601 - Internship Supervision *(1 unit)*
- PSY99120 - MFT Dissertation III *(1 unit)*
- Elective *(3 units)*

Academic Year 3 - Semester 2 (4 units)

- PSY93601 - Internship Supervision *(1 unit)*
- PSY99130 - MFT Dissertation IV *(3 units)*

Notes

*Students who have earned their master's degrees in other states and plan to be licensed in the state of California are urged to take these classes as soon as possible.

Doctor of Psychology in Organization Development

School: California School of Professional Psychology
Modality(ies): On-ground
Calendar(s): 8-week term
CIP Code: 52.1003

Program Description/Overview

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 emphasizes the need for combining theory, research, and practice. In this scholar-practitioner oriented program, students build knowledge and skills to assist individuals, groups/teams, and organizations to achieve their goals and increase their effectiveness and viability that can be applied immediately in the workplace. The practice of Organizational Development

(OD) focuses on individual development, 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 body of knowledge and practice regarding systems change that benefits individuals, groups and 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 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. Completing organizational projects as part of field placement requirements
3. Building multicultural and global awareness and
4. Completing a traditional dissertation or an applied dissertation project

The ideal student attributes are:

1. Adults with work experience
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 creating and managing effective and efficient change processes
5. Aspire to make a positive difference in the world

This program is a three-year post-master's executive format 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 busy lives, families, and work responsibilities. The intensive executive weekend format schedule (Friday evening, Saturday, and Sunday once a month) makes it possible for students to attend from locations in the greater San Joaquin Valley, throughout California, and throughout the Unites States and other countries because of the proximity of the airport, hotels, and train service.

All online Organizational Psychology programs are accepting applications. Please be aware, however, that on-ground Organizational Psychology programs are not accepting applications.

Emphasis/Concentration/Tracks

Organizational Change and Sustainability

Program Learning Outcomes/Goals

Organizational Psychology students will be able to:

1. Describe and explain Organizational Psychology principles, concepts, models, theories, and methods.
2. Apply psychology concepts, models, theories, and methods to organizational practice and research.
3. Summarize and critically evaluate the literature on topics in organizational psychology.
4. Apply knowledge of ethical and legal behavior to situations in organizational psychology.
5. Demonstrate a positive, pro-active, and non-judgmental attitude towards diverse cultural and international identities and in interpersonal and professional interactions.
6. Plan and deliver culturally competent professional services in respective areas to diverse populations.
7. Produce plans, analyses and presentations relevant to leading, consulting to, and developing people in organizations.

Training Model

Field Work Experience

As part of the scholar-practitioner 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 Experience

The Applied Dissertation Research Project requirement for the program requires the use of organizational psychology concepts and practices in the scholarly research of some aspect in the field of organizational psychology. Similarly, a scholarly applied dissertation project may involve the study or research needed to develop a project relevant to individuals, groups or organizations that

will add to an organization's effectiveness, create new organizational practices, or provide new knowledge to the field of Organization Development. Both qualitative and quantitative methodologies can be used for dissertations.

International/Multicultural Experience
There is an emphasis on core courses designed to focus on multiculturalism, diversity and inclusion, global and international OD. In addition, ethics, diversity, multicultural, and international aspects are integrated in most of the course content during the program.

Internship, Practicum, and/or Dissertation Information

Field Experience
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 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: 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 essays comprehensively test a student's ability to organize a body of knowledge upon demand. Successful completion of the requirement 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)
- ORG74050 - Sustainability and Organizational Systems *(3 units)*
- ORG85050 - Organizational Engagement *(2 units)*
- ORG85150 - Globalization and International Organization Development *(3 units)*
- ORG75400 - Managing Transitions: Individual and Organizational *(2 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (4 units)
- ORG73500 - Organization Theory and Systems *(3 units)*
- ORG94101 - Field Placement in Organizational Studies *(1 unit)*

Term 2 (4 units)
- ORG77100 - Organizational Ethics and Social Responsibility *(3 units)*
- ORG94101 - Field Placement in Organizational Studies *(1 unit)*

Term 3 (3 units)
- ORG73300 - Cultural Diversity in Organizations *(3 units)*

Term 4 (3 units)
- ORG60120 - Research Design *(3 units)*

Term 5 (4 units)
- ORG75250 - Organizational Change and Development *(3 units)*
- ORG94101 - Field Placement in Organizational Studies *(1 unit)*

Term 6 (4 units)
- ORG75030 - Leadership *(3 units)*
- ORG94101 - Field Placement in Organizational Studies *(1 unit)*

Term 7 (4 units)
- ORG65100 - Introduction to Organizational Psychology *(3 units)*
- ORG99211 - Applied Dissertation Study *(1 unit)*

Term 8 (4 units)
- ORG88003 - Advanced Seminar in Organizational Studies: *(3 units)*
- ORG99211 - Applied Dissertation Study *(1 unit)*

Term 9 (3 units)
- ORG82250 - Strategic Human Resource Management *(3 units)*

Term 10 (3 units)
- ORG60310 - Qualitative Research Methods *(3 units)*

Term 11 (5 units)
- ORG88002 - Advanced Seminar in Organizational Studies: *(2 units)*
- ORG85150 - Globalization and International Organization Development *(3 units)*

Term 12 (3 units)
- ORG74080 - Conflict Management *(3 units)*

Term 13 (4 units)
- ORG76100 - Organizational Consulting Skills Development *(3 units)*
- ORG99211 - Applied Dissertation Study *(1 unit)*

Term 14 (4 units)
- ORG76700 - Coaching and Mentoring Skill Development *(3 units)*
- ORG99211 - Applied Dissertation Study *(1 unit)*

Term 15 (3 units)
- ORG74050 - Sustainability and Organizational Systems *(3 units)*

Term 16 (3 units)
- ORG72350 - Principles and Practice of Consultation *(2 units)*
- ORG99221 - Applied Dissertation Study *(1 unit)*

Term 17 (4 units)
- ORG75400 - Managing Transitions: Individual and Organizational *(2 units)*
- ORG85050 - Organizational Engagement *(2 units)*

Term 18 (4 units)
- ORG64100 - Group Processes and Team Interventions *(3 units)*
- ORG99221 - Applied Dissertation Study *(1 unit)*

Doctoral Respecialization Certificate in Clinical Psychology

School: California School of Professional Psychology
Calendar(s): Semester
CIP Code: 42.2801

Program Description/Overview

The Doctoral Respecialization Program in Clinical Psychology (DRP) is housed in the Clinical PsyD. program, and 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 and meet the requirements for licensure.

The DRP curriculum includes both academic work and clinical training experiences (20-24 hours per week) appropriate for licensure. The program is completed in three full-time years. The DPR is a total of 85 units: this includes 43 units of course work and 42 units of postdoctoral clinical experience (two years of practicum experience, and one year of full-time internship). At completion of the program students may have the full 3,000 hours necessary to be license eligible.

Every effort is made to ensure that training obligations 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). After gaining a placement in the first year and having the name of the supervisor, the student must apply to the Board of Psychology to become a Psychology Associate. At that point clinical hours start to count towards the 3,000 needed to be eligible for licensure in California.

Some students in the DRP may wish t o gain optional teaching experience. Opportunities may include teaching one session of an ongoing class or providing a one-day workshop. Details would be worked out with, and supervised by, the advisor.

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 associate with the California Board of Psychology once 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.

Degree Requirements

An additional requirement is successful completion of the Clinical Proficiency Progress Review (CPPR), a written and oral examination of clinical skills based on a case seen by the student. This is usually taken at the end of the second year of courses.

Curriculum Plan

The Doctoral Respecialization Program (DRP) requires 85 units taken at Alliant (43 in coursework and 42 in post-doctoral clinical units) and takes three years. All courses must be completed within 7 years of starting the DRP unless otherwise agreed to in writing with the DRP coordinator. DRP students must maintain a Grade Point Average of 3.0 ("B") or higher at all times to remain in the program. One or more letter grades below "B" or a grade of "no credit" will be cause for probation or dismissal from the program. All of the university's policies related to conduct and academic performance apply to DRP students (see catalog).

Courses may be waived based on prior coursework and/or experience.

Section A: Coursework Requirements

Clinical Sequence (35 units)
- PSY61210 - Intercultural Awareness Development *(1.5 units)*
- PSY61220 - Intercultural Awareness Development *(1.5 units)*
- PSY65280 - Observation and Interviewing *(3 units)*
- PSY65230 - Advanced Psychopathology *(3 units)*
- PSY75040 - Theory and Technique of Clinical Practice *(3 units)* (choice of CBT, Family Systems, Psychodynamic)
- PSY75040 - Theory and Technique of Clinical Practice *(3 units)* (different orientation from previous section taken)
- PSY75053 - Clinical and Ethical Issues *(3 units)*
- PSY75063 - Clinical and Ethical Issues *(3 units)*
- PSY85310 - Advanced Clinical Seminar *(3 units)*
- PSY85323 - Advanced Clinical Seminar *(3 units)*
- PSY85533A-O - PSY85593 Advanced Clinical Skills *(3 units)*
- PSY85533A-O - PSY85593 Advanced Clinical Skills *(3 units)*
- PSY85642 - Supervision *(2 units)*

Assessment Sequence (8 units)
- PSY65120 - Psychological Assessment I: Cognitive *(3 units)*

- PSY65120A - Psychological Assessment II: Personality *(3 units)*
- PSY75212 - Psychological Assessment III: Integration *(2 units)*

Section B: Optional Coursework Requirements

In addition to the courses taken in DRP, the Board of Psychology requires additional coursework in continuing education. These are not required to complete the DRP and may be taken at any time prior to applying for licensure. There are varying number of hours required for each CE course and may be taken at any approved site offering continuing education units. As of 2024 there are six required CE courses:

- Alcohol/Chemical Dependency Detection and Treatment (15 hours)
- Child Abuse Assessment and Reporting (7 hours)
- Human Sexuality (10 hours)
- Spousal or Partner Abuse Assessment, Detection, and Intervention Strategies (15 hours)
- Aging and Long Term Care (no number of hours specified)
- Suicide Risk Assessment and Intervention (no number of hours specified)

Section C: Postdoctoral Internship Hours (42 units)

DRP students must be registered psychological assistants with the California Board of Psychology (BOP) prior to beginning a practicum/internship at their field placements in order for these hours of supervised professional experience to count toward licensure. The Board of Psychology in California requires 3,000 such hours for licensure. It is the student's sole responsibility to contact the BOP, determine her/his eligibility to be a registered psychological assistant, and get the psychological assistantship at the field placement site registered in writing with the BOP before beginning the field placement.

- PSY96050 - Post Doctoral Clinical Training I *(3 units)* (Postdoc Practicum)
- PSY96060 - Post Doctoral Clinical Training I *(3 units)* (Postdoc Practicum)
- PSY96153 - Post-doctoral Clinical Training II *(3 units)* (Postdoc Practicum)
- PSY96163 - Post-doctoral Clinical Training II *(3 units)* (Postdoc Practicum)
- PSY95410 - DRP Clinical Training IIIa *(11 units)*
- PSY95420 - DRP Clinical Training IIIb *(11 units)*
- PSY95430 - DRP Clinical Training IIIc *(8 units)*

Section D: Other Requirements

CPPR exam: Passage of Clinical Proficiency Progress Review (CPPR), a written and oral case exam, near the end of the year during which the student completes PSY85310/ PSY85323.

Section E: Recommendations

- 15 hours of personal psychotherapy completed within a 15-month period
- Conference attendance, 6 hours total

E-Learning Instructional Design Certificate

School: California School of Forensic Studies, California School of Education, California School of Management & Leadership and California School of Professional Psychology
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.0501

Program Description/Overview

The E-Learning Instructional Design Certificate will be offered as a CE certificate through the Department of Online Learning. It is a post-baccalaureate certificate designed to provide individuals with the opportunity to learn how to create and implement effective learning experiences on digital platforms through an understanding of instructional design principles and technology.

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.

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)

- ELR60350 - Instructional Design and Technology: Learning Theories & Models *(3 units)*

Term 2 (3 units)

- ELR61120 - Instructional Design: Media and Technology *(3 units)*

Term 3 (3 units)

- ELR62410 - Instructional Design Evaluation *(3 units)*

Master of Arts in Clinical Counseling

School: California School of Professional Psychology
Modality(ies): On-ground, online
Calendar(s): 8-week term
CIP Code: 42.2803

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.

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 and clinical hours 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 core competency areas of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards as well as the Professional Practice Competencies of Alliant-IMPACT.

1. Professional Identity, Values and Dispositions: Students will demonstrate an understanding of the counseling profession, the role and function of counselors in multiple settings and professional organizations. Students will demonstrate behavior and dispositions that reflect the values and attitudes of counseling.
2. Counseling Skills and helping relationships: Students will demonstrate their ability to use intentional counseling skills while maintaining empathic, nonjudgmental, and professional dispositions. Students will display knowledge of counseling skills and can effectively integrate and apply counseling techniques
3. Lifespan Development: Students will demonstrate an understanding in applying theory and research in the needs of others at all development levels and assist in their emotional growth and development.
4. Career Development: Students will demonstrate an understanding and application of the career development process over the life span, career decision making process, assessment and sources of information used to provide career counseling.
5. Group Counseling: Students will display knowledge and understanding of theories and principles of group dynamics and can facilitate group process using methods and skills in a group experience.
6. Assessment: Students will demonstrate knowledge of selecting, administering, and interpreting assessment instruments and testing techniques in counseling. including individual and group approaches to assessment and evaluation.
7. Multicultural Counseling: Students will demonstrate an understanding of issues and trends in a multicultural and diverse society and its intersectionality as it pertains to their own experience, the counseling profession and the clients they serve.
8. Principles of the diagnostic process: Students will demonstrate proficiency using diagnostic tool to identify the etiology, prevention and treatment of mental disorders, co-occurring disorders and differential diagnoses.
9. Counseling Research Methods and Program Evaluation: Students will demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to advance counseling practice.

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 self-care.

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 California Board of Behavioral Science.

2. Students are expected to demonstrate consistent depth of curiosity and a driving desire to learn more about the complexities of the human condition 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. Students are expected 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. Students 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) Multicultural Counseling and Counseling Skills and Techniques with Lab.

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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for information about program availability in their respective state.

For further information on licensure in California 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

Notice for International Applicants

While we welcome international students into our Master of Arts in Clinical Counseling program, it is important to note that due to their visa status international students will likely be unable to obtain certification/licensure in the U.S. post degree completion.

The California Board of Behavioral Sciences (https://www.bbs.ca.gov/applicants/lpcc.html) requires that Licensed Professional Clinical Counselor applicants complete post-graduate supervised hours over 104 weeks (2 years). For students on F-1 visas, U.S. law only permits one (1) year of Optional Practical Training post-graduation for qualifying students in this program. Therefore, international students will likely be unable to complete the hours required to apply for licensure in California. International applicants interested in obtaining licensure outside of California should review the certification/licensure requirements of those other states.

It may be possible for international students to use training received in this program towards certification/licensure in their respective home countries, but our program is tailored to U.S. requirements. Alliant highly recommends that international applicants wishing to become certified/licensed in their home country review the certification/licensure requirements in their home country.

Programmatic Accreditation

The curriculum incorporates the educational requirements set out by the California Board of Behavioral Sciences and the Council for Accreditation of Counseling and Related Educational 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 at least 2 terms) and internship (600 hours over 3 terms), beginning at the end of their first year of coursework. Students will collaborate with the 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 practicum and 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 client counseling 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 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.

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.

The program offers the following 2 credit electives:

- COU67310 - Counseling Emergency Responders *(2 units)*
- PSY66380 - Grief and Loss in Clinical Counseling *(2 units)*
- COU67860 - Motivational Interviewing *(2 units)*
- COU67550 - Play Therapy and Expressive Arts in Clinical Counseling *(2 units)*

Curriculum Plan

8-Week Calendar (On-ground)

Term 1 (6 units)
- COU67150 - Counseling Theories *(3 units)*
- COU67260 - Professional Counseling Orientation, Law and Ethics *(3 units)*

Term 2 (6 units)
- COU67130 - Counseling Skills and Techniques (with required Lab) *(3 units)*
- COU67240 - Multicultural Counseling and Techniques *(3 units)*

Term 3 (6 units)
- COU67300 - Career Development Theories and Techniques *(3 units)*
- COU67270 - Lifespan Development *(3 units)*

Term 4 (6 units)
- COU67330 - Group Counseling Theories and Techniques (with required Lab) *(3 units)*
- COU67290 - Chemical Dependence and Addiction Issues *(3 units)*

Term 5 (5.5 units)
- COU67320 - Sexuality and Sex Therapy *(2 units)*
- COU67340B - Clinical Counseling Practicum I *(0.5 units)*
- COU67350 - Psychopathology, Diagnosis and Treatment Planning *(3 units)*

Term 6 (5.5 units)
- COU67340C - Clinical Counseling Practicum II *(0.5 units)*
- COU67400 - Psychopharmacology *(3 units)*
- Elective *(2 units)*

Term 7 (5 units)
- COU67390 - Counseling Research Methods and Program Evaluation *(3 units)*
- COU67430C - Clinical Counseling Internship *(2 units)*

Term 8 (5 units)
- COU67380 - Assessment in Clinical Counseling *(3 units)*
- COU67430D - Clinical Counseling Internship *(2 units)*

Term 9 (5 units)
- COU67430E - Clinical Counseling Internship *(2 units)*
- COU67410 - Clinical Mental Health Counseling *(3 units)*

Term 10 (5 units)
- COU67370 - Couple and Family Counseling *(3 units)*
- Elective *(2 units)*

Term 11 (5 units)
- COU67360 - Crisis, Trauma and Emergency Response Issues in Counseling *(3 units)*
- Elective *(2 units)*

8-Week Calendar (Online)

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

The online program includes two residencies. Residencies will be held in California and are part of the indicated terms.

Term 1 (6 units)
- COU67150 - Counseling Theories *(3 units)*
- COU67260 - Professional Counseling Orientation, Law and Ethics *(3 units)*

Term 2 (5 units)
- Elective *(2 units)*
- COU67390 - Counseling Research Methods and Program Evaluation *(3 units)*

Term 3 (6 units)
- COU67380 - Assessment in Clinical Counseling *(3 units)*
- COU67350 - Psychopathology, Diagnosis and Treatment Planning *(3 units)*

Term 4 (6 units)
Includes residency.
- COU67130 - Counseling Skills and Techniques (with required Lab) *(3 units)*
- COU67240 - Multicultural Counseling and Techniques *(3 units)*

Term 5 (6.5 units)
- COU67290 - Chemical Dependence and Addiction Issues *(3 units)*
- COU67410 - Clinical Mental Health Counseling *(3 units)*
- COU67340B - Clinical Counseling Practicum I *(0.5 units)*

Term 6 (6.5 units)
- COU67400 - Psychopharmacology *(3 units)*
- COU67270 - Lifespan Development *(3 units)*
- COU67340C - Clinical Counseling Practicum II *(0.5 units)*

Term 7 (3 units)
- COU67300 - Career Development Theories and Techniques *(3 units)*

Term 8 (6 units)
Includes residency.
- COU67330 - Group Counseling Theories and Techniques (with required Lab) *(3 units)*
- COU67360 - Crisis, Trauma and Emergency Response Issues in Counseling *(3 units)*

Term 9 (7 units)
- COU67320 - Sexuality and Sex Therapy *(2 units)*
- COU67370 - Couple and Family Counseling *(3 units)*
- COU67430C - Clinical Counseling Internship *(2 units)*

Term 10 (4 units)
- COU67430D - Clinical Counseling Internship *(2 units)*
- Elective *(2 units)*

Term 11 (4 units)
- COU67430E - Clinical Counseling Internship *(2 units)*
- Elective *(2 units)*

Master of Arts in Marital and Family Therapy

School: California School of Professional Psychology
Modality(ies): On-ground, online
Calendar(s): Semester
CIP Code: 51.1505

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.

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 part of the PsyD in MFT program. Students who complete the MA 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.

Emphasis/Concentration/Tracks

Chemical Dependency
The Chemical Dependency Concentration will prepare students to work with individuals, couples, and families who have experienced addiction.

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

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.

Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for information about program availability in their respective state.

For further information on licensure in California 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

AMFTRB
1843 Austin Bluffs Parkway
Colorado Springs, CO 80918
https://amftrb.org/

Programmatic Accreditation

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

International Accreditation Commission for Systemic Therapy Education (IACSTE), which is affiliated with the International Family Therapy Association (IFTA).

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 300 client contact hours, at least 150 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 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 4 practicum classes to complete their hours*.

During the program, the student must supplement their 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 Alliant.

Note: * PSY73690 - Practicum Extension (0 units): If a student has taken three consecutive semesters or 6 consecutive terms of PSY73600, their elective, has 50 or fewer hours to complete the 300-hour requirement and the student, site and CTC believe the remaining hours will be completed in a semester or two terms, then the student can request to be registered for PSY73690 - Practicum Extension (0 units). Students are only permitted to register for one semester or two terms of 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. Students on modified schedule 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 their 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.

Emphasis/Concentration/ Track Requirements

Chemical Dependency

The Chemical Dependency Concentration will prepare students to work with individuals, couples, and families who have experienced addiction. This concentration area includes the 39 units that the California Association for Alcohol/Drug Educators (CAADE) requires for their accredited Chemical Dependency Certificate program. Students who select this concentration will receive this certificate upon their completion of the master's program,

which they can include on their resume or CV. Students who choose this Concentration will be prepared to work with families facing addiction, and they will understand the best care clinical practices for treating chemical dependency in the family from a systemic perspective in the current managed care market. Students in this concentration must choose a practicum site that allows them the opportunity to obtain a minimum of 250 hours working with clients who experience addiction (i.e., a residential treatment center or intensive outpatient program). These 250 hours can be included in the total 300 hours required to complete the CFT master's degree.

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)

- PSY63100 - MFT Law and Ethics *(3 units)*
- PSY63120 - MFT Theories and Techniques I *(3 units)*
- PSY63130 - MFT Techniques Lab I *(1 unit)*
- PSY63260 - Diversity and the Family *(3 units)*
- PSY63173 - Parent-Child Therapy Techniques *(3 units)*

Academic Year 1 - Semester 2 (13 units)

- PSY63110 - Introduction to Psychopathology *(3 units)*
- PSY63220 - MFT Theories and Techniques II *(3 units)*
- PSY63230 - MFT Techniques Lab II *(1 unit)*
- PSY63600 - Preparing for Community Practice *(3 units)*
- PSY73110 - Couples Therapy *(3 units)*

Academic Year 1 - Semester 3 (9 units)

- PSY63030 - Group Therapy *(3 units)*
- PSY63280 - Individual and Family Life Cycle *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

or

- Elective *(3 units)*

Academic Year 2 - Semester 1 (9 units)

- PSY63250 - Trauma and Crisis Intervention *(3 units)*
- PSY73300 - Chemical Dependency and the Family *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Academic Year 2 - Semester 2 (9 units)

- PSY73020 - MFT Research Methods *(3 units)*
- PSY73140 - MFT Assessment *(3 units)*
- PSY73600 - MFT Practicum *(3 units)*

Academic Year 2 - Semester 3 (7 units)

- PSY67562 - Psychopharmacology *(2 units)*
- PSY73120 - Sex Therapy in Marriage and Family Therapy *(2 units)*
- PSY73600 - MFT Practicum *(3 units)*

or

- Elective *(3 units)*

Master of Arts in Marriage, Couple, and Family Counseling

School: California School of Professional Psychology
Modality(ies): On-ground, online
Calendar(s): 8-week term
CIP Code: 42.2803

Program Description/Overview

In addition to the Master of Arts in Clinical Counseling MACC Program, the Master of Arts in Marriage, Couple, and Family Counseling program is designed for students who are preparing to specialize as marriage, couple, and family counselors. Graduates are expected to possess the knowledge and skills necessary to address a wide variety of issues in the context of relationships and families. This graduate level counselor education program curriculum will meet all the academic course work requirements and clinical hours required for mental health state professional licensing purposes.

This additional academic program offering is pending approval from the Council for Accreditation of Counseling and Related Educational Programs -CACREP.

This program is not accepting students in Fall 2024.

Program Learning Outcomes/Goals

In addition to the nine (9) PLOs as listed in the Master of Arts in Clinical Counseling MACC Program, the Master of Arts in Marriage, Couple, and Family Counseling program adds an additional Program learning outcome which integrates the core competency areas of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards as well as the Professional Practice Competencies of Alliant-IMPACT.

* PLO 10: Marriage, Couple, and Family Counseling: Students are expected to possess the knowledge and skills necessary to address a wide variety of issues in the context of relationships and families.

Internship, Practicum, and/or Dissertation Information

In addition to the Practicum and Internship requirements listed for the Master of Arts in Clinical Counseling MACC Program, students seeking the Master of Arts in Marriage, Couple, and Family Counseling degree must also document a minimum of 150 hours of face-to-face experience counseling individuals, couples, families, or groups.

There is no Dissertation requirement.

Credit Units

Total Credit Units: 63
Total Core Credit Units: 63
Total Elective Credit Units: N/A
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.

Curriculum Plan

8-Week Calendar

Term 1 (6 units)
- COU67150 - Counseling Theories *(3 units)*
- COU67260 - Professional Counseling Orientation, Law and Ethics *(3 units)*

Term 2 (6 units)
- COU67130 - Counseling Skills and Techniques (with required Lab) *(3 units)*
- COU67240 - Multicultural Counseling and Techniques *(3 units)*

Term 3 (6 units)
- COU67300 - Career Development Theories and Techniques *(3 units)*
- COU67270 - Lifespan Development *(3 units)*

Term 4 (6 units)
- COU67330 - Group Counseling Theories and Techniques (with required Lab) *(3 units)*
- COU67290 - Chemical Dependence and Addiction Issues *(3 units)*

Term 5 (5.5 units)
- COU67320 - Sexuality and Sex Therapy *(2 units)*
- COU67340B - Clinical Counseling Practicum I *(0.5 units)*
- COU67350 - Psychopathology, Diagnosis and Treatment Planning *(3 units)*

Term 6 (6.5 units)
- COU67340C - Clinical Counseling Practicum II *(0.5 units)*
- COU67400 - Psychopharmacology *(3 units)*
- COU67370 - Couple and Family Counseling *(3 units)*

Term 7 (5 units)
- COU67390 - Counseling Research Methods and Program Evaluation *(3 units)*
- COU67430C - Clinical Counseling Internship *(2 units)*

Term 8 (5 units)
- COU67380 - Assessment in Clinical Counseling *(3 units)*
- COU67430D - Clinical Counseling Internship *(2 units)*

Term 9 (5 units)
- COU67430E - Clinical Counseling Internship *(2 units)*
- COU67410 - Clinical Mental Health Counseling *(3 units)*

Term 10 (6 units)
- COU68100 - Marriage, Couple, and Family Counseling *(3 units)*
- COU68200 - Child and Adolescent Counseling *(3 units)*

Term 11 (6 units)
- COU67360 - Crisis, Trauma and Emergency Response Issues in Counseling *(3 units)*
- COU68300 - Consultation in Counseling *(3 units)*

Master of Arts in Organizational Leadership

School: California School of Professional Psychology
Modality(ies): on-ground, online, and hybrid
Calendar(s): 8-week term
CIP Code: 52.1003

Program Description/Overview

Leadership for an inclusive world:

The master's degree in organizational leadership provides a foundation to become an effective leader, develop other leaders, and provide strategic support for leaders in diverse organizations and communities. Students develop skills in strategic thinking and complex problem-solving, cultural competence and team dynamics, informed by foundational knowledge in psychology, leadership and other social sciences. As organizations and communities become increasingly diverse and global, students learn how to become strategic and inclusive leaders who have the capacity to transform organizations and build an inclusive world.

The master's program is designed to be completed in one year with two courses per term and is available in a hybrid format in San Diego and Los Angeles with one class taken each term online and the second course on-campus or hybrid, or in executive format (Friday-Sunday) once per month in Fresno, and asynchronously online. These schedules allow working students to attend school while maintaining their work commitments. Students enrolled in programs with a synchronous component have the opportunity to interact, engage, and build their professional networks. The entirely online (asynchronous) program provides a structured format with built-in flexibility to engage in individual and group learning activities and to complete course assignments and submit by the established due dates.

This program is intended for students who wish to work in leadership positions across a variety of functions and sectors, to lead organizational change, or to support the development of leaders within their organizations and communities. The program is also appropriate for people who are in leadership positions and aim to deepen their skills for inclusive leadership and leading positive change. This degree can also lead to the post-master's PhD degree in Industrial-Organizational Psychology or the post-master's PsyD degree in Organizational Development program, each of which help prepare students for consulting careers and more specialized or more diverse careers.

Applicants must choose to apply to either the master's degree in organizational leadership or the master's degree in organizational psychology. There is no option to apply for both. Either degree provides a doorway to the post-master's degrees - the PhD degree in Industrial-Organizational Psychology or the PsyD degree in Organizational Development, each of which help prepare students for consulting careers and more specialized or more diverse careers.

Program Learning Outcomes/Goals

1. Describe and apply leadership and organizational psychology principles, concepts, models, theories, and methods.

2. Describe and apply ethical and legal principles relevant to leadership in organizations.
3. Demonstrate a positive, pro-active, and inclusive attitude towards diverse cultures and identities.
4. Design culturally competent leadership approaches, interventions and programs for diverse populations.
5. Analyze data, evaluate results and communicate findings using applied research methods.
6. Describe and apply concepts and methods for leading and working effectively in teams.

Training Model

Students learn theories and analyze cases in the classroom and gain hands-on experience through class projects outside the classroom. Coursework provides progressive learning integrating advanced critical thinking, skill development, and experiential learning. The program includes an internship option.

Diversity and inclusion, ethical practices, as well as proficiency in business concepts are integrated across courses as cross-cutting competencies. Integrating competency development across courses prepares graduates to be leaders and professionals in organizations.

Professional Behavior Expectations/ Ethical Guidelines

As professionals-in-training, students in the program are required, in addition to all university-wide conduct requirements, to comply with the ethics code of the American Psychological Association and be familiar with professional guidelines and standards appropriate for practitioners in a business setting.

Internship, Practicum, and/or Dissertation information

Internship Option

The Capstone Project course enables students to apply organizational leadership and organizational psychology competencies to prepare for practical experience in a practice area of their choosing and in a way that aligns with the stage in their career.

One option enables students to take on an internship. The availability of an internship outside of California is based on the state in which the student is located and requires prior approval.

The other options are virtual, practical projects or virtual, applied research projects. A virtual project in a company could include writing up a past project from the student's experience as a case and conducting a reanalysis of the case based on theories, principles and methods from coursework and proposing a better solution than was previously implemented.

Credit Units

Total Credit Units: 33
Total Core Credit Units: 33
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan

8-Week Calendar

Term 1 (6 units)
- ORG62010 - Leadership *(3 units)*
- ORG62210 - Influence and Conflict Management Skills *(3 units)*

Term 2 (6 units)
- ORG62030 - Coaching and Mentoring *(3 units)*
- ORG62220 - Leading Teams in a Virtual World *(3 units)*

Term 3 (6 units)
- ORG62040 - Ethics and Diversity in Organizations *(3 units)*
- ORG62050 - Organizational Change and Development *(3 units)*

Term 4 (6 units)
- ORG62060 - Applied Research *(3 units)*
- ORG62230 - Strategic Leadership and Decision-Making *(3 units)*

Term 5 (6 units)
- ORG62080 - Motivation, Employee Engagement, and Retention *(3 units)*
- ORG62240 - Leadership Seminar *(3 units)*

Term 6 (3 units)
- ORG62090 - Capstone Project *(3 units)*

Master of Arts in Organizational Psychology

School: California School of Professional Psychology
Modality(ies): Online, hybrid
Calendar(s): 8-week term
CIP Code: 52.1003

Program Description/Overview

This program prepares students with a foundation for a variety of careers on the human side of organizations by combining organizational psychology and organization development theories, concepts and methods with a practical focus. Careers include jobs in organizational leadership, talent management, organization development, training and development, human resources, diversity and inclusion, and related practice areas. This degree prepares students for work in all kinds of organizations, including corporations, government, and not-for-profits. The program provides a pathway to the PsyD. in Organization Development in Fresno and the Ph.D. in Industrial and Organizational Psychology in Los Angeles and Online, each of which prepares students for consulting careers and more specialized or more diverse careers.

The master's program is to be completed full-time in one year. Two courses are normally taken each term for full-time. The program may be taken with one course per term, which extends the duration of the program. Courses are offered on weekday evenings and some weekends in Los Angeles and in executive format (Friday - Sunday) once per month in Fresno.

The Hybrid M.A. in Organizational Psychology program offers one class on-campus and one class online each week during an 8-week term.

The online (asynchronous) M.A. in Organizational Psychology program allows students to engage in structured learning at their own pace.

Students enrolled in both on-campus and online courses can interact and engage with peers and professors, building their professional networks. All of these allow working students to attend school while maintaining their work commitments.

All online Organizational Psychology programs are accepting applications. Please be aware, however, that on-ground Organizational Psychology programs are not accepting applications.

Program Learning Outcomes/Goals

1: Describe and apply organizational psychology principles, concepts, models, theories, and/or methods.

2: Describe and apply ethical and legal principles to situations in organizational psychology.

3: Demonstrate a positive, pro-active, and non-judgmental attitude towards diverse cultures and identities.

4: Design culturally competent professional services in respective areas for diverse populations.

5: Analyze data, evaluate results and communicate findings using applied research methods.

6: Work effectively in teams and apply team-building concepts.

Training Model

Students learn theories and cases in the classroom and gain hands-on experience through class projects. Coursework prepares students to critically evaluate evidence-based principles of the discipline and integrate these principles into the management and development of human talent in work environments. Coursework provides progressive learning integrating advanced critical thinking, evaluation of research-based models, technical skill development, and applied learning techniques.

Multicultural and diversity issues, ethical practices, as well as proficiency in business concepts are integrated across courses as cross-cutting competencies. Integrating competency development across courses prepares graduates to provide professional-level services in organizations.

Professional Behavior Expectations/ Ethical Guidelines

As professionals-in-training, students in the program are required, in addition to all university-wide conduct requirements, to comply with the ethics code of the American Psychological Association and be familiar with professional guidelines and standards appropriate for practitioners in a business setting.

Internship, Practicum, and/or Dissertation Information

The Capstone Project course enables students to apply organizational psychology competencies to prepare for practical experience in a practice area of their choosing and in a way that aligns with the stage in their career.

One option enables students to take on an internship. The availability of an internship outside of California is based on the state in which the student is located and requires prior approval. The other options are virtual, practical projects or virtual, applied research projects. A virtual project in a company could include writing up a past project from the student's experience as a case and conducting a reanalysis of the case based on theories, principles and methods from coursework and proposing a better solution than was previously implemented.

Credit Units

Total Credit Units: 33
Total Core Credit Units: 33
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan

8-Week Calendar

Term 1 (6 units)

- ORG62000 - Organizational Psychology *(3 units)*
- ORG62010 - Leadership *(3 units)*

Term 2 (6 units)

- ORG62020 - Team Facilitation *(3 units)*
- ORG62030 - Coaching and Mentoring *(3 units)*

Term 3 (6 units)

- ORG62040 - Ethics and Diversity in Organizations *(3 units)*
- ORG62050 - Organizational Change and Development *(3 units)*

Term 4 (6 units)

- ORG62060 - Applied Research *(3 units)*
- ORG62070 - Talent Management *(3 units)*

Term 5 (6 units)

- ORG62080 - Motivation, Employee Engagement, and Retention *(3 units)*
- ORG62090 - Capstone Project *(3 units)*

Term 6 (3 units)

- ORG62100 - Talent Development *(3 units)*

Master of Science in Clinical Psychopharmacology

School: California School of Professional Psychology
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 42.2709

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 400 hours of classes. 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 using state of the art, real-time software. Classes are live. Students participate in classes from their own computer. The online platform provides opportunities for study sessions, chats, discussion assignments, sharing of references and related readings, and many other learning resources.

Program Learning Outcomes/Goals

On completion of this program:

1. Students will have a basic understanding of the scientific foundations of psychopharmacology.
2. Students will have a basic understanding of the clinical applications of psychopharmacology.
3. Students will have a basic understanding of research and legal/ethical issues related to the practice of psychopharmacology.
4. Students will 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).
5. Students will have sufficient knowledge of psychoactive medications to judge which patients are likely to benefit from pharmacotherapy, and the appropriate medication regimen.
6. Students will understand contraindications and risks of psychoactive medication, including in special populations (e.g., age, gender, ethnicity, medical diagnosis).
7. Students will be able to use resources to obtain up to-date evidence-based information on specific medications and treatment guidelines.

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: 30
Total Core Credit Units: 30
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

Students will complete an 80-hour Practicum in Clinical Psychopharmacology. The site and supervisor for the Practicum will have to be preapproved by the MSCP Program Director. To be eligible to graduate, students will also pass a Capstone examination.

Curriculum Plan

8-Week Calendar

Term 1 (3 units)
- PPH77000 - Clinical Biochemistry, Methodology and Research *(3 units)*

Term 2 (3 units)
- PPH77010 - Neuroscientific Basis of Psychopharmacology I: Neurophysiology, Neuroimaging, & Neuroanatomy *(3 units)*

Term 3 (3 units)
- PPH77020 - Neuroscientific Basis of Psychopharmacology II: Neurochemistry, Neuropathology *(3 units)*

Term 4 (3 units)
- PPH77030 - Clinical Medicine I: Pathophysiology *(3 units)*

Term 5 (3 units)
- PPH77040 - Clinical Medicine II: Pathophysiology and Physical Assessment *(3 units)*

Term 6 (3 units)
- PPH77050 - Clinical Pharmacology *(3 units)*

Term 7 (3 units)
- PPH77060 - Advanced RxP *(3 units)*

Term 8 (3 units)
- PPH77170 - Special Populations I *(3 units)*

Term 9 (3 units)
- PPH77180 - Special Populations II *(3 units)*

Term 10 (3 units)
- PPH77210 - Applied Pharmacotherapeutics *(3 units)*

Master of Social Work

School: California School of Professional Psychology
Modality(ies): Online
Calendar(s): Semester, trimester
CIP Code: 44.0701

Program Description/Overview

This program prepares students for a career in advanced social work. The program promotes the integration of classroom learning with real-world experiences in practicum settings to equip graduates for the tasks and responsibilities encountered in professional social work practice.

The program uses an advanced generalist model to prepare students for social work practice with diverse populations across the micro-mezzo-macro continuum.

Effective Fall Semester 2024, Alliant International University will not be accepting applications for admission or admitting new students to the semester calendar curriculum version.

Program Learning Outcomes/Goals

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities

7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Professional Behavior Expectations/ Ethical Guidelines

Students admitted to the Alliant MSW program must adhere to the Alliant International University Student Code of Conduct and the National Association of Social Workers (NASW) Code of Ethics. The NASW Code can be found here: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.

Licensure

Students successfully completing the program's degree requirements can apply for licensure through the Association of Social Work Boards (ASWB). ASWB is the nonprofit organization composed of the social work regulatory boards and colleges of all 50 U.S. states, the District of Columbia, the U.S. Virgin Islands, Guam, the Northern Mariana Islands, and all 10 Canadian provinces. They are the only nonprofit organization dedicated to social work regulation. Students considering or planning to apply for licensure in states other than California are required to contact the University Admissions Office for information about program availability in their respective state.

Programmatic Accreditation

This program is currently seeking accreditation from the Council on Social Work Education (CSWE).

Internship, Practicum, and/or Dissertation Information

Alliant's MSW Field Education Program will connect the theoretical and conceptual contributions of the classroom with the practice setting via 1) the learning contract/practicum education evaluation tool, 2) practicum seminar, 3) practicum visits and 4) assignments. These structured practicum learning activities foster implementation of evidence-informed practice and are reviewed in sequential order below.

The MSW learning contract/practicum education evaluation tool provides each practicum student and agency with 9 competencies, 31 foundational behaviors, and 18 specialized behaviors to be demonstrated during the practicum experience. This instrument structures the practicum expectations and learning experience for the student, the agency practicum supervisor, and practicum instructor. The completion of this document is collaborative in nature between the student, the agency practicum supervisor, and the practicum instructor. The document is used to direct the student's learning throughout the entire practicum placement. Use of the learning contract assists in connecting theoretical and conceptual constructs with practice, fostering the implementation of evidence-informed practice. Reflections on the practicum experience and the demonstration of these competencies and behaviors are captured from students both in the classroom and via Canvas.

The practicum seminar is held in conjunction with the student's practicum courses, SWK60070, SWK70070, and SWK70075. In the practicum seminar, students and their practicum seminar instructor meet to discuss various topics, such as students' practicum experiences, theoretical perspectives used in the practicum, supervisory relationships, professional values and ethics, and self-care. Students will use peer support and consultation to help facilitate these discussions. The practicum seminar instructor facilitates discussions to connect classroom education with what each student is experiencing in the practicum placement and how it relates to the core competencies. For example, assessment, ethical and professional behavior, engagement, social justice, policy, and evidence-informed practice move from abstract concepts to actual practice.

Credit Units

Total Credit Units: 60
Total Core Credit Units: 54
Total Elective Credit Units: 6

Elective Requirements

Students are required to complete 6 units of electives over the course of the program. Current elective offerings include:

- SWK60400 - Management and Organizational Development for Social Workers *(3 units)*
- SWK60500 - Social Work in Health Care *(3 units)*
- SWK60300 - Forensic Social Work *(3 units)*
- SWK60600 - Social Work and Aging *(3 units)*

Curriculum Plan

Semester Calendar

Effective Fall Semester 2024, Alliant International University will not be accepting applications for admission or admitting new students to the semester calendar curriculum version.

Academic Year 1 - Semester 1 (9 units)

- SWK60010 - Science of Social Work *(3 units)*
- SWK60020 - Human Behavior and the Social Environment *(3 units)*
- SWK60030 - Public Welfare Policy *(3 units)*

Academic Year 1 - Semester 2 (9 units)

- SWK60050 - Foundation of Social Work Practice I *(3 units)*
- SWK60070 - Field Seminar and Practicum I *(3 units)*
- SWK60200 - Social Work Intervention with Substance-Related Disorders & Addiction *(3 units)*

Academic Year 1 - Semester 3 (9 units)

- SWK60060 - Foundation of Social Work Research *(3 units)*
- SWK60040 - Social Justice and Inclusive Social Work Practice *(3 units)*
- SWK60055 - Foundation of Social Work Practice II *(3 units)*

Academic Year 1 (3 units)

The following course can be taken in Fall or Spring semester:

- Elective *(3 units)*

Academic Year 2 - Semester 1 (9 units)
- SWK70010 - Assessment and Diagnosis of Mental Health Conditions *(3 units)*
- SWK70200 - Crisis and Trauma in Social Work *(3 units)*
- SWK70050 - Advanced Social Work Practice III *(3 units)*

Academic Year 2 - Semester 2 (9 units)
- SWK70030 - Advanced Social Policy and Social Justice *(3 units)*
- SWK70055 - Advanced Social Work Practice IV *(3 units)*
- SWK70070 - Field Seminar and Practicum II *(3 units)*

Academic Year 2 - Semester 3 (9 units)
- SWK70060 - Advanced Social Work Research *(3 units)*
- SWK70080 - Integrative Seminar *(3 units)*
- SWK70075 - Field Seminar and Practicum III *(3 units)*

Academic Year 2 *(3 units)*
The following course can be taken in Fall or Spring semester:

- Elective *(3 units)*

Trimester Calendar

Academic Year 1 - Trimester 1 (9 units)
- SWK60010 - Science of Social Work *(3 units)*
- SWK60020 - Human Behavior and the Social Environment *(3 units)*
- SWK60030 - Public Welfare Policy *(3 units)*

Academic Year 1 - Trimester 2 (9 units)
- SWK60050 - Foundation of Social Work Practice I *(3 units)*
- SWK60070 - Field Seminar and Practicum I *(3 units)*
- SWK60200 - Social Work Intervention with Substance-Related Disorders & Addiction *(3 units)*

Academic Year 1 - Trimester 3 (9 units)
- SWK60060 - Foundation of Social Work Research *(3 units)*
- SWK60040 - Social Justice and Inclusive Social Work Practice *(3 units)*
- SWK60055 - Foundation of Social Work Practice II *(3 units)*

Academic Year 1 (3 units)
The following course can be taken in Fall or Spring trimester:

- Elective *(3 units)*

Academic Year 2 - Trimester 1 (9 units)
- SWK70010 - Assessment and Diagnosis of Mental Health Conditions *(3 units)*
- SWK70200 - Crisis and Trauma in Social Work *(3 units)*
- SWK70050 - Advanced Social Work Practice III *(3 units)*

Academic Year 2 - Trimester 2 (9 units)
- SWK70030 - Advanced Social Policy and Social Justice *(3 units)*
- SWK70055 - Advanced Social Work Practice IV *(3 units)*
- SWK70070 - Field Seminar and Practicum II *(3 units)*

Academic Year 2 - Trimester 3 (9 units)
- SWK70060 - Advanced Social Work Research *(3 units)*
- SWK70080 - Integrative Seminar *(3 units)*
- SWK70075 - Field Seminar and Practicum III *(3 units)*

Academic Year 2 (3 units)
The following course can be taken in Fall or Spring trimester:

- Elective *(3 units)*

CALIFORNIA SCHOOL OF EDUCATION

Administrative Services Credential

School: California School of Education
Modality(ies): Online, hybrid
Calendar(s): 8-week term
CIP Code: 13.0499

Program Description/Overview

This credential-only program prepares practicing educators for leadership within a K-12 educational setting leading to a preliminary ASC credential. The program emphasizes the development of knowledge, skills, and dispositions characteristic of effective and innovative administrative leaders inclusive of the capacity for problem solving, conflict resolution, and working with diverse individuals, families, and communities. Practical situations in educational settings are thematically integrated with theory in all aspects of the curriculum.

Program Learning Outcomes/Goals

This program equips students with the skills to facilitate school-level and systemic change; create and sustain a culture of innovation and collaboration; successfully lead curriculum development; interpret and use data to support student success; provide effective feedback, support and evaluation for teachers; build a community network of support for students and schools; and ensure equitable and excellent educational opportunities and support for all students.

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.

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 (6 units)
- ELM78100 - Educational Leadership *(3 units)*
- ELM78600 - Assessment and Accountability *(3 units)*

Term 2 (6 units)
- ELM78200 - School Law and Ethics *(3 units)*

- ELM78300 - Management of Human Resources *(3 units)*

Term 3 (6 units)
- ELM78400 - Instructional Leadership for Student Learning *(3 units)*
- ELM78500 - School, Family and Community Relations *(3 units)*

Term 4 (6 units)
- ELM78700 - School Finance and Plant Operations *(3 units)*
- ELM79910A - Research Seminar & Field Experience *(3 units)*

Term 5 (3 units)
- ELM79910B - Research Seminar & Field Experience *(3 units)*

Term 6 (3 units)
- ELM79910C - Research Seminar & Field Experience *(3 units)*

Bilingual Authorization

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.0201

Program Description/Overview

This program provides teacher candidates with the history of the use of languages other than English in California schools. Candidates develop an understanding of the theoretical underpinnings of educational practices related to bilingual education. Bilingual teacher candidates recognize and teach in various models of bilingual programs, whether they serve students who are learning English, or meeting the needs of English proficient students who are developing proficiency in a second language. Bilingual teachers also serve as resources to enable their students to become productive members of a global society. They also represent a cultural and linguistic bridge that links the bilingual community to the larger society. They understand that their students and parents are valuable linguistic and cultural resources.

Program Learning Outcomes/Goals

PLO 1: Demonstrate professional educator skills and apply critical thinking skills in the context of bilingual educational settings.

PLO 2: Demonstrate competence in interpersonal, oral, written, and technological skills in individual and multicultural team environments.

PLO 3: Demonstrate the ability to collect, analyze, and critically evaluate data as information to arrive at rational pedagogical decisions.

PLO 4: Demonstrate the ability to make ethical and socially responsible decisions in bilingual education scenarios.

Programmatic Accreditation

California Commission on Teacher Credentialing

Internship, Practicum, and/or Dissertation information

Concurrent bilingual authorization candidates are candidates seeking to earn both a Preliminary teaching credential and a Bilingual Authorization as part of their initial preparation for the credential. Reference the catalog program plan of study for details according to the associated program pathway (i.e. Multiple Subject, Single Subject, or Education Specialist Standard Intern).

Post bilingual candidates are candidates who hold a credential and may already be teaching but are adding a Bilingual Authorization. Candidates who already hold a credential have demonstrated their ability to teach in a non-bilingual setting and typically hold an English Learner Authorization. Additional Fieldwork opportunities for candidates to observe a variety of experiences are embedded within the Culture of Emphasis coursework.

Credit Units

Total Credit Units: 9
Total Core Credit Units: 9
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

Prior to admittance to program, evidence of language competency determined by passing CSET LOTE III (Spanish or Mandarin, as applicable).

At completion of program course work, verification of appropriate CSET: LOTE language examination (Spanish or Mandarin, as applicable).

Curriculum Plan

8-Week Calendar (Concurrent Credential)
Candidates in the Concurrent program format will utilize the following Plan of Study, with courses taken subsequent to their Credential course work.

Concurrent Program- reference the catalog program plan of study for details about Clinical Practice experiences according to the associated program pathway (i.e. Multiple Subject, Single Subject, or Education Specialist Standard Intern).

Term 1 (3 units)
- BLA64000 - Dimensions of Bilingual Education *(3 units)*

Term 2 (3 units)
- BLA64100 - Theory and Method of Bilingual Pedagogy *(3 units)*

Term 3 (3 units)
- BLA64200A - Culture of Emphasis - Spanish *(3 units)*

Or

- BLA64200B - Culture of Emphasis - Mandarin *(3 units)*

8-Week Calendar (Post Credential)
Candidates in the Post Credential program format will utilize the following Plan of Study. This format includes Clinical Practice via differentiation activity (integration).

Term 1 (3 units)
- BLA64000 - Dimensions of Bilingual Education *(3 units)*

Term 2 (3 units)
- BLA64100 - Theory and Method of Bilingual Pedagogy *(3 units)*

Term 3 (3 units)

- BLA64200A - Culture of Emphasis - Spanish *(3 units)*

or

- BLA64200B - Culture of Emphasis - Mandarin *(3 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
CIP Code: 13.1401

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.

Program Learning Outcomes/Goals

1. Candidates will develop competency in the area of language structure and use (phonology, morphology, syntax, discourse, and pragmatics).
2. Candidates will develop competency in area of first and second language development and their relationships to academic achievement. This understanding will encompass areas such as stages of language acquisition, factors affecting language development, and the impact of sociocultural and political factors.
3. Candidates will develop competency in the area of the assessment of English learners, including types of standards-based assessment as well as language and content area assessment.
4. Candidates will develop competency in the area of English language literacy and content development programs.
5. Candidates will develop competency in the area of the approaches and methods utilized in ELD and content area instruction. This includes an understanding of the teaching of English listening, speaking, reading, writing, and grammar, as well as the principles Specially Designed Academic Instruction in English (SDAIE).
6. Candidates will develop competency in the area of cultural concepts and perspectives. Participants will demonstrate knowledge of cross-cultural interaction as well as cultural diversity in California and the United States.
7. Candidates will develop competency in the area of the role of culture in the classroom and school context, and family and community involvement in cultural inclusion.

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)

- CTE74100 - Theory and Method of Second Language Teaching *(3 units)*

Term 2 (3 units)

- CTE70400 - Development of Cross-Cultural Competencies *(3 units)*

Term 3 (3 units)

- CTE74160 - Assessment and Instruction of English Learners *(3 units)*

Term 4 (3 units)

- CTE74210 - Principles of Linguistics *(3 units)*

Doctor of Education in Educational Leadership and Management

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.0406

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.

Emphasis/Concentration/Tracks

This program offers two tracks:

1. TK-12 Leadership
2. Higher Education Leadership

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.

7. Apply educational leadership theory and leadership practice skills to address challenges in Higher Education.

Internship, Practicum, and/or Dissertation Information

The dissertation phase begins after the student has successfully completed all required courses. Students may conduct 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: 46
Total Core Credit Units: 37
Total Elective Credit Units: N/A
Total Concentration Credit Units: 9

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 up to 9 units.

Emphasis/Concentration/Track Requirements

TK-12 Leadership

- ELM88590 - Current Leadership Trends & Issues in TK12 *(3 units)*
- ELM88580 - Governance of Educational Systems *(3 units)*
- ELM88740 - Leadership for the Digital Educator *(3 units)*

Higher Education Leadership

- ELM88110 - Leadership and Change Management *(3 units)*
- ELM88650 - Higher Education Leadership *(3 units)*
- ELM88790 - Academic Support Services *(3 units)*

Curriculum Plan

8-Week Calendar

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

Term 1 (6 units)

- ELM88110 - Leadership and Change Management *(3 units)* -Higher Education Leadership Track

or

- ELM88590 - Current Leadership Trends & Issues in TK12 *(3 units)*- TK-12 Leadership Track
- GSE80300 - Research Design *(3 units)*

Term 2 (6 units)

- ELM88300 - Leadership and Learning Organizations *(3 units)*
- ELM88650 - Higher Education Leadership *(3 units)* -Higher Education Leadership Track

or

- ELM88580 - Governance of Educational Systems *(3 units)*- TK-12 Leadership Track

Term 3 (6 units)

- GSE80330 - Quantitative Research Methods *(3 units)*
- ELM88320 - Law, Ethics and Equity *(3 units)*

Term 4 (6 units)

- ELM88790 - Academic Support Services *(3 units)* -Higher Education Leadership Track

or

- ELM88740 - Leadership for the Digital Educator *(3 units)*- TK-12 Leadership Track
- ELM88720 - Financial and Business Management *(3 units)*

Term 5 (6 units)

- ELM81750 - Integrative Technology Systems *(3 units)*
- GSE80360 - Qualitative Research Methods *(3 units)*

Term 6 (7 units)

- ELM82100 - Foundations in Multicultural and Global Educational Systems *(3 units)*

or

- CCS82100 - Foundations in Multicultural and Global Educational Systems *(3 units)*
- ELM89980 - Special Topics Field Project *(4 units)*

Term 7 (1.5 units)

- GSE99010a - Dissertation Plan *(1.5 units)*

Term 8 (1.5 units)

- GSE99010b - Dissertation Plan *(1.5 units)*

Term 9 (1.5 units)

- GSE99020a - Dissertation Proposal *(1.5 units)*

Term 10 (1.5 units)

- GSE99020b - Dissertation Proposal *(1.5 units)*

Term 11 (1.5 units)

- GSE99200a - Dissertation Preparation *(1.5 units)*

Term 12 (1.5 units)

- GSE99200b - Dissertation Preparation *(1.5 units)*

Doctor of Education in Teaching English to Speakers of Other Languages (TESOL)

School: California School of Education
Modality(ies): On-ground
Calendar(s): Semester
CIP Code: 13.1401

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.

Effective Fall Semester 2022, Alliant International University will not be accepting

applications for admission or admitting new students to this program.

Program Learning Outcomes/Goals

Students in the program will develop competencies in areas related to leadership positions in the field of second language education. Students will advance their knowledge in the areas of language acquisition, applied research, teacher training, and language program operation. Throughout the program, students will demonstrate a commitment to professional development and community engagement.

1. Develop a knowledge base in the structural analysis of language, language development, language acquisition, and language varieties as related to personal, social, and contextual factors; understand and support the role of technology in language acquisition.
2. Apply knowledge of language learning and language use and their connections to biological, psychological, social and cultural factors, and explore how this language learning and use is reflected in language policy and planning.
3. Demonstrate competence in second language pedagogy, curriculum design and development, program administration, and language assessment, and apply this knowledge as they develop training and leadership skills as educators.
4. Engage with the body of TESOL professional literature and conduct field-specific research in furtherance of advancing the knowledge base of the profession.
5. Develop a commitment toward professional engagement, including establishing a relationship with the TESOL professional community; demonstrate a commitment to sustained professional development; competence in scholarly dispositions required of TESOL professionals.

Credit Units

Total Credit Units: 51
Total Core Credit Units: 48
Total Elective Credit Units: 3
Total Concentration Credit Units: N/A

Degree Requirements

A comprehensive exam is required in the student's final semester of course work.

Elective Requirements

The elective requirement may be satisfied with any graduate level course offered at Alliant subject to TESOL Program Director approval.

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (9 units)
- TES84100 - Issues in TESOL Theory and Methodology *(3 units)*
- TES84410 - Design, Development and Evaluation of Programs for Second Language Learners *(3 units)*
- TES84510 - Cultural, Social and Political Issues of Second Language Teaching *(3 units)*

Academic Year 1 - Semester 2 (9 units)
- TES84650 - Second Language Assessment *(3 units)*
- TES84200 - Research in Second Language Acquisition and Applied Linguistics *(3 units)*
- GSE80300 - Research Design *(3 units)*

Academic Year 1 - Semester 3 (9 units)
- TES84450 - TESOL Field Project *(3 units)*
- TES84400 - Second Language Program Administration *(3 units)*
- Elective *(3 units)*

Academic Year 2 - Semester 1 (9 units)
- TES84800 - Seminar: Current Topics in TESOL *(3 units)*
- TES84600 - Sociolinguistics *(3 units)*
- GSE80360 - Qualitative Research Methods *(3 units)*

Academic Year 2 - Semester 2 (9 units)
- GSE80330 - Quantitative Research Methods *(3 units)*
- TES84900 - Advanced Linguistics for TESOL *(3 units)*
- GSE99010 - Dissertation Plan *(3 units)*

Academic Year 2 - Semester 3 (3 units)
- GSE99020 - Dissertation Proposal *(3 units)*

Academic Year 3 - Semester 1 (3 units)
- GSE99200 - Dissertation Preparation *(3 units)*

Doctor of Psychology in Educational Psychology

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 42.2806

Program Description/Overview

This program is designed to provide foundation skills within the domain of applied educational psychology to graduate students who have at least a Master's degree and a license, credential, or certification to practice school psychology in their state. The goal is for these professionals to build upon their existing competencies and proficiencies while developing new areas of knowledge so they can be more effective within the educational environments of school psychologists. The program is offered in an online format for working professionals. It involves coursework, research/applied work (3 signature assignments), and the PsyD project.

Emphasis/Concentration/Tracks

This program offers one track: School Psychology.

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 including: law, ethics and equity, neuropsychology, 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.

Program Outcomes (PO)

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:

PO1: Lead change in educational organizations in a diverse and global society.

PO2: Understand the philosophical and social underpinnings of world educational systems, multiculturalism and futuristic educational trends and developments in the field of educational psychology.

PO3: Evaluate the political, societal, economic, legal and cultural influence on learning organizations as it relates to educational psychology.

PO4: Model personal and professional ethics, integrity, justice and fairness.

PO5: Evaluate and design research that addresses educational issues related to educational psychology.

PO6: Understand professional codes of ethics and legal mandates, as well as wide range of legal issues, such as, statutory, regulatory, and case law which affects the delivery of pupil services, with an emphasis on students with special needs.

Training Model

Areas of study and competencies include:

Professional Skills

Professional skills courses develop applied competencies of educational psychologists working in a school or community setting. These courses include consultation and also law, ethics and equity in educational systems.

Applied Research

As qualitative research skills are developed in the educational 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 educational psychology principles into school 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 educational psychology, including leadership, student and personnel services in 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.

Internship, Practicum, and/or Dissertation Information

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 signature assignments; 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 signature assignments, the student will move to Initial Phase II of the doctoral project seminar to develop their PsyD proposal.

Students 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.

The dissertation phase begins after the student has successfully completed and passed with a grade of B or better on all required courses within the first year and have successfully presented their 3 Signature Assignments in their Project Seminar: Initial Phase 1. If a student makes below a B grade and/or has a cumulative GPA that falls below 3.0, the student will be referred to the Student Evaluation and Review Committee (SERC), which may lead to dismissal. 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: 44
Total Elective Credit Units: N/A
Total Concentration Credit Units: 6

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (6 units)
- EDP80170 - Educational Psychology Practice: Current Trends/Legal Issues in Schools and Child Psychology *(3 units)*
- ELM88300 - Leadership and Learning Organizations *(3 units)* - School Psychology Track

Term 2 (6 units)
- EDP80610 - Multicultural Counseling *(3 units)*
- EDP80550 - Child Neuropsychology *(3 units)*

Term 3 (6 units)
- EDP85180 - Interdisciplinary Group Facilitation *(3 units)*
- EDP85110 - Organizational Psychology and Management in Systems: Consultation *(3 units)*

Term 4 (6 units)
- ELM88320 - Law, Ethics and Equity *(3 units)* - School Psychology Track
- EDP85200 - Advanced Clinical Applications of Neuropsychological Principles *(3 units)*

Term 5 (6 units)
- EDP85570 - Consultation and Program Evaluation *(3 units)*
- EDP85270 - Developmental Psychopathology *(3 units)*

Term 6 (4 units)
- EDP85500 - Research Design *(3 units)*
- EDP99010A - Psy.D. Project: Beginning Phase *(1 unit)*

Term 7 (4 units)
- EDP85250 - Psychopharmacology *(3 units)*
- EDP99010B - PsyD Doctoral Project Seminar: Initial Phase II *(1 unit)*

Term 8 (4 units)
- EDP85130 - Leadership Supervision *(3 units)*
- EDP99020A - PsyD Doctoral Project Seminar Initial Phase III *(1 unit)*

Term 9 (4 units)
- EDP80560 - Provision of Services for Children and Adolescents in Alternative Placement *(3 units)*
- EDP99020B - Psy.D. Project: Intermediate Phase *(1 unit)*

Term 10 (3 units)
- EDP99310 - Professional Roles *(2 units)*
- EDP99030A - Psy.D. Project: Final Phase *(1 unit)*

Term 11 (1 unit)
- EDP99030B - Psy.D. Project: Final Phase *(1 unit)*

E-Learning Instructional Design Certificate

School: California School of Forensic Studies, California School of Education, California School of Management & Leadership and California School of Professional Psychology
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.0501

Program Description/Overview

The E-Learning Instructional Design Certificate will be offered as a CE certificate through the Department of Online Learning. It is a post-baccalaureate certificate designed to provide individuals with the opportunity to learn how to create and implement effective learning experiences on digital platforms through an understanding of instructional design principles and technology.

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.

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)
- ELR60350 - Instructional Design and Technology: Learning Theories & Models *(3 units)*

Term 2 (3 units)
- ELR61120 - Instructional Design: Media and Technology *(3 units)*

Term 3 (3 units)
- ELR62410 - Instructional Design Evaluation *(3 units)*

Education Specialist Degree in School Counseling with an Emphasis on School Based Mental Health with a Pupil Personnel Services Credential

School: California School of Education
Modality(ies): Hybrid
Calendar(s): 8-week term
CIP Code: 13.1101

Program Description/Overview

The mission of Alliant International University is to prepare students for professional careers of service and leadership while promoting the discovery and application of knowledge with the goal of improving the lives of people in diverse cultures and communities around the world. Further, the California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity,

and service to candidates, shared leadership, and the continuous support of the education profession.

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 acquire the Pupil Personnel Services (PPS) credential in school counseling which allows makes them eligible to be employed in California K-12 schools as a school counselor. This program also prepares students to receive advanced training in School Based Mental Health which will give them the proficiency and confidence to provide Educationally Related Mental Health Services and Evaluations in the school or private setting. The program will be of interest to recent college graduates with bachelor's degrees, current educators, school personnel and professionals in other related fields.

Students seeking the education specialist in school counseling with an emphasis in school based mental health and a pupil personnel services (PPS) credential, will receive their master's degree (MAE in School Counseling) and education specialist degree upon completion of the total 70 units.

Program Learning Outcomes/Goals

Program Standards

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 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 assess, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Program Learning Outcomes

1. Through the expression and demonstration of educational systems, theories, standards and state competencies, school counselors utilize these influences to drive the implementation of their school counseling program that impacts every student, is integral to student success, and promotes academic, career, and personal/social development.
2. By providing direct and indirect services to meet students' needs, school counselors utilize counseling theories and concepts for education with career planning and college admissions knowledge to promote a multi-tiered approach to their school counseling program with the foundation that school counseling is a part of a continuum of care that should be available to all students.
3. School counselors possess leadership qualities that lead to the facilitation of advocacy, collaborations, and change through self-evaluation, organization of advisory councils, collection of data, action planning, and program management through the belief of proactive collaboration and the understanding of their critical responsibilities to implement a comprehensive school counseling program.
4. School counselors understand the basic concepts of results-based and data-driven school counseling programs through sampling, methodology, and analysis to provide reports on school profiles and student outcomes.

The program is designed to meet the growing need for school counselors and school based mental health professionals to develop competencies in addressing mental health needs for students in the school community. Coursework in this program will focus on the following:

1. Developing multicultural competencies specific to social/emotional issues, and identify best practice procedures for addressing the myriad of mental health issues for students
2. Understanding the complexities of collaborating with other professionals working in and outside of school systems
3. Assisting in addressing the current critical needs of Crisis intervention, due to critical incidents, suicidality, and substance abuse, in addition to the many dimensions of PTSD that exist in our student population that effect their ability to learn and thrive
4. Developing a variety of intervention skills in order to best meet and address the needs of our school students and the school community.

Professional Organizations for School Counseling and School Psychology indicate that there should be greater access to mental health services, and that these services seek to address a wide spectrum of important issues and conditions, such as trauma and crisis intervention, as well as building such skills as mindfulness and resiliency. With these recommendations in mind, the courses in our program focus on four areas of mental health:

1. Multicultural and diversity issues and understanding Mental Health
2. Professional collaboration with others
3. Crisis response and intervention
4. Intervention

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 and program completion results 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.

Students who desire to pursue licensure as a Licensed Professional Clinical Counselor will be required to seek additional coursework outside of this program. They will also be required to complete additional clinical practice hours and take licensing exams which are outlined in the Board of Behavioral Sciences Handbook which can be found on the California Board of Behavioral Sciences website: https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf.

Programmatic Accreditation

California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information

Students who are seeking the Pupil Personnel Services (PPS) Credential in School Counseling must complete a 100-hour practicum and an 800-hour internship (as detailed in the School Counseling Handbook). 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: 70
Total Core Credit Units: 70
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

1. Applicants for admission to the master's degree program in school counseling will need to have a grade point average of

3.0 on a 4.0 scale in their undergraduate work. Students must also maintain a 3.0 in their studies at Alliant International University. In a competency-based program, a course grade of "B-" is below the threshold for graduate work. Students who receive a B- grade or below and whom have not demonstrated competency in at least one critical are at risk of incurring a GPA below 3.0. Furthermore, students that receive a grade less than "B-" in any required coursework may be required to retake the course. Thus, students receiving a less than or equal to B- grade may 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.

2. A student must be a program completer with a minimum 3.0 overall GPA to be recommended for a preliminary credential.

Curriculum Plan

8-Week Calendar

Term 1 (6 units)
- PPS61160 - Foundations of School Counseling *(3 units)*
- PPS62000 - Child Development & Learning Environments *(3 units)*

Term 2 (8 units)
- PPS60600 - Practicum I *(2 units)* *
- PPS62010 - School Safety & Crisis Prevention *(3 units)*
- PPS62020 - Educational Research for School Counselors, Program Evaluation and Technology *(3 units)*

Term 3 (8 units)
- PPS60610 - Practicum II *(2 units)* *
- PPS62030 - Leadership in Advocacy & Equity *(3 units)*
- PPS62040 - Social Emotional Development *(3 units)*

Term 4 (8 units)
- PPS70200 - Internship or Culminating Field Experience I *(2 units)* *
- PPS62050 - Professionalism, Ethics, and Legal Mandates *(3 units)*
- PPS62060 - Academic, College & Career Readiness *(3 units)*

Term 5 (6 units)
- PPS62070 - Introduction of Individual Counseling Theories *(3 units)*
- PPS62080 - Program Development & Evaluation *(3 units)*

Term 6 (6 units)
- PPS62090 - Group Counseling and Counseling Theories *(3 units)*
- PPS62100 - Student Academic Development *(3 units)*

Term 7 (3 units)
- PPS72150 - Social Emotional and School Based Mental Health Assessment *(3 units)* *

Term 8 (3 units)
- PPS65520 - Psychopathology and Psychopharmacology *(3 units)* *

Term 9 (3 units)
- PPS72200 - Counseling Law and Ethics *(3 units)* *

Term 10 (5 units)
- PPS70210 - Internship or Culminating Field Experience II *(2 units)* *
- PPS72250 - Addictions Counseling *(3 units)*

Term 11 (3 units)
- PPS72300 - Advanced Multicultural Counseling *(3 units)* *

Term 12 (5.5 units)
- PPS70220 - Internship or Culminating Field Experience III *(2.5 units)* *
- PPS72350 - Crisis/Trauma Counseling *(3 units)* *

Term 13 (5.5 units)
- PPS70230 - Internship or Culminating Field Experience IV (2.5 units) *
- PPS72400 - Advanced Counseling/ Therapeutic Techniques *(3 units)*

Note

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

Education Specialist in School Psychology (with Pupil Personnel Services Credential and Emphasis in Applied Behavior Analysis)

School: California School of Education
Modality(ies): Hybrid
Calendar(s): 8-week term
CIP Code: 42.2805

Program Description/Overview

The mission of Alliant International University is to prepare students for professional careers of service and leadership while promoting the discovery and application of knowledge with the goal of improving the lives of people in diverse cultures and communities around the world. Further, The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

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.

The roles of and School Psychologist have expanded and now include additional areas of competencies which require advanced theoretical knowledge and practical competency beyond the Master's degree level. The National Association of School Psychologist (NASP) as well as the California Association of School Psychologist (CASP) have identified Intervention, Counseling, Consultation, Behavior Analysis, Psychometric Evaluation, Organizational Change, Research and Program Evaluation as being critical professional roles. By expanding our programs to include certificates of emphasis in Applied Behavior Analysis, we provide critical additional training that expands our

graduates' skills. Additionally, the attainment of an advance terminal degree along with these added areas of expertise (ABA) positions our graduates as preferred entry level professionals thereby increasing their employability furthering the accomplishment of our university's missions.

The need to discriminate among qualified behavior analyst practitioners has become increasingly apparent as markedly increased levels of funding became available for behavior analytic services (Shook & Favell, 2008). As applied behavioral analysis has grown as a field, the need to protect the public and the profession by developing a credentialing process has become increasingly important.

To meet this need, the Behavior Analyst Certification Board (BACB) certification program was launched in 1998. Consequently, the Behavior Analyst Certification Board (BACB) has developed and is steadily improving standards for who can present themselves to the public as Board Certified Behavior Analyst (BCBA). The BACB certification is intended to provide a) a basic credential that identified a qualified behavior analysis practitioner, b) increase the quality of behavior analysis services, and c) increase the amount of behavior analysis services available.

This program prepares students to gain the Pupil Personnel Services (PPS) credential that allows them to be eligible to assume the role of a school psychologist in California's K-12 schools. The program will be of interest to recent college graduates with bachelor's degrees, current educators, school personnel and professionals in other related fields.

Students seeking the education specialist degree with an emphasis in applied behavior analysis with a pupil personnel services credential in school psychology will receive both a master's degree (MAE in School Psychology) and education specialist degree upon completion of the total 78 units.

Alliant is not accepting enrollment into this program at this time.

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 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 enough 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 assess, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Training Model

This program is offered in hybrid online format with residency requirements and utilizes an apprenticeship model of training. The residency that is embedded in this program is required. The residency is a one-day weekend meeting during each of the individual and group counseling courses and two, two-day weekend meetings during each of the 3 assessment courses. The residencies are held at one of the northern and southern California campuses. In the case of a national emergency or school closures, the residencies will be held virtually.

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 450-hour practicum and 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: 78
Total Core Credit Units: 78
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

1. University Based Comprehensive Exam

   Students must take and pass university comprehensive exam with a grade of 80% or better. If the student fails to pass the comprehensive exam, they will have an opportunity to take and pass an alternative exam. If a student fails the alternative exam, the student may be referred to the Student Evaluation and Review Committee (SERC). A remediation plan will be developed to ensure that the student is able to demonstrate competency in a way that is approved by the Program Director (or equivalent). If the student is unable to demonstrate competency, the student will be referred back to the SERC team and dismissal is among the options that may be considered.
2. National School Psychology Praxis II Exam

   All students are required to take and pass the Praxis 2 exam (a score of 147 is considered "passing") prior to the completion of their internship and submit their scores to the program. Students are responsible for: 1) paying the examination fees, 2) going to the local testing center, 3) taking the exam, and 4) are responsible for forwarding the scores to the School & Educational Psychology Programs. The exam students will need to take is the Praxis Exam: School Psychology (5402).

   If a student does NOT pass the Praxis 2 exam, the student may be required to retake the exam and will be referred to the SERC team and/or undergo an evaluation process prior to exiting the program.

   IMPORTANT: When registering for a test, students are permitted to send four free score reports to agencies or institutions of choice. Students must 1) designate Alliant International University as their institution during the registration processing and 2) designate Alliant as a score recipient during the registration process.
3. Applicants for admission to the master's degree program in school psychology will need to have a grade point average of 3.0 on a 4.0 scale in their undergraduate work. Students must also maintain a 3.0 in their studies at Alliant International University. In a competency-based program, a course grade of "B-" is below the threshold for graduate work. Students who receive a B- grade or below have not demonstrated competency in at least one critical area and are at risk for incurring a GPA below 3.0. Furthermore, students that receive a grade less than "B-" in any required coursework may be required to retake the course; those courses will have clearly stated on the syllabus. Thus, students receiving a less than or equal to B- grade may 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.

4. Pass all sections of the California Basic Educational Skills Test (CBEST)
5. Complete the program exit interview
6. Complete the program exit survey

Curriculum Plan

8-Week Calendar

Term 1 (6 units)
- PPS60090 - Life Span Development *(3 units)*
- PPS60160 - History of School Supportive Services and Social Psychology in Educational Settings *(3 units)*

Term 2 (7 units)
- PPS61010 - Practicum *(1 unit)* *
- PPS60250 - Methodology of Educational Research *(3 units)*
- PPS60310 - Consultation, Program Development, and Evaluation *(3 units)*

Term 3 (4 units)
- PPS61020 - Practicum *(1 unit)* *
- PPS60480 - Case Study Development: Psycho-educational Assessment *(3 units)* *

Term 4 (4 units)
- PPS61030 - Practicum *(1 unit)* *
- PPS60460 - Assessment of Learning Problems and Intervention Strategies *(3 units)* *

Term 5 (7 units)
- PPS61040 - Practicum *(1 unit)* *
- PPS60100 - Multicultural Children, Adolescents and Their Families *(3 units)*
- PPS60240 - Family, School and Community Collaboration *(3 units)*

Term 6 (7 units)
- PPS61050 - Practicum *(1 unit)* *
- PPS65520 - Psychopathology and Psychopharmacology *(3 units)* *
- PPS60290 - Behavior Management in the Classroom *(3 units)* *

Term 7 (4 units)
- PPS61060 - Practicum *(1 unit)* *
- PPS60490 - Atypical Populations, Alternative Eligibility Assessments *(3 units)* *

Term 8 (6 units)
- PPS65700 - Individual Counseling *(3 units)*
- PPS60220 - School Safety, Violence Prevention, Crisis Intervention *(3 units)* *

Term 9 (6 units)
- PPS65800 - Group Counseling, Leadership, and Intervention *(3 units)*
- PPS60140 - Curriculum Instruction and Academic Accommodation and Modification Intervention *(3 units)*

Term 10 (4 units)
- PPS60340 - Professional Roles: Comprehensive Exam *(1 unit)* *
- PPS72450 - Concepts & Principles *(3 units)* *

Term 11 (5 units)
- PPS71010A - Internship *(2 units)* *
- PPS72500 - Research Methods in Applied Behavior Analysis *(3 units)* *

Term 12 (5 units)
- PPS71010B - Internship *(2 units)*
- PPS72550 - Assessment & Intervention in ABA *(3 units)* *

Term 13 (8 units)
- PPS71020A - Internship *(2 units)* *
- PPS72600 - Behavior Management in the Classroom *(3 units)* *
- PPS72650 - Applications of Applied Behavior Analysis *(3 units)* *

Term 14 (5 units)
- PPS71020B - Internship *(2 units)* *
- PPS72700 - Legal and Ethical Considerations for Behavior Analysts *(3 units)* *

Notes

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

Education Specialist in School Psychology (with Pupil Personnel Services Credential and Emphasis in School Based Mental Health)

School: California School of Education
Modality(ies): Hybrid
Calendar(s): 8-week term
CIP Code: 42.2805

Program Description/Overview

The mission of Alliant International University is to prepare students for professional careers of service and leadership while promoting the discovery and application of knowledge with the goal of improving the lives of people in diverse cultures and communities around the world. Further, The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

School Psychologists use their extensive training in both psychology and education, to guide children in overcoming barriers by ensuring that they have access to a safe and healthy learning environment. The core services school psychologists typically provide include:

- Consultation
- Intervention
- Prevention
- Education
- Research and Planning
- Assessment
- Mental Health & General Health

Source: casponline.org

There are many opportunities for School Psychologists to provide services for school districts in capacities which require advanced theoretical knowledge and practical competency beyond the Master's degree level. By expanding our programs to include an emphasis in School Based Mental Health (SBMH), we are adding additional training that

expands our graduates' skills. Additionally, the attainment of an advanced terminal degree along with these added areas of expertise (SBMH) positions our graduates as preferred entry level professionals thereby increasing their employability furthering the accomplishment of our university's mission.

This program prepares students to gain Pupil Personnel Services (PPS) credential that allows them to practice in California's schools. This program also prepares students by giving them skills and confidence to provide Educationally Related Mental Health Services and Evaluations in both the school and private practice setting. The program will be of interest to recent college graduates with bachelor's degrees, current educators, school personnel and professionals in other related fields.

Students seeking the education specialist degree in school psychology with an emphasis in school based mental health with a pupil personnel services credential in school psychology will receive both a master's degree (MAE in School Psychology) and education specialist degree upon completion of the total 78 units.

Program Learning Outcomes/Goals

Coursework for this program assures that each candidate has knowledge and displays leadership in the following School Psychology Performance Expectations (SPPEs):

SPPE 1: Data-based Decision Making and Accountability Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills in the use of psychological and educational assessment, data collection strategies, including state and local accountability systems, and technology resources. Further, they demonstrate the ability to apply their findings to design, implement, and evaluate response to services, programs, and interventions.

SPPE 2: Consultation and Collaboration Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision- making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, monitoring and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic interventions, promoting student engagement and positive school climate.

SPPE 3: Interventions and Instructional Support to Develop Academic Skills Candidates have knowledge of direct interventions that focus on academic interventions for children and families. Candidates have knowledge of psychobiological, cultural, dual language learners and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including students, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support socialization, social-emotional learning, and mental health.

SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning Candidates have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-tiered systems of support to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates in collaboration with others, demonstrate skills to develop and implement practices and strategies, in collaboration with others, to create and maintain effective and supportive learning environments for children and others.

SPPE 6: School-wide Practices to Promote Behavioral and Mental Health Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline

policies to support multi-tiered prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. Candidates, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery

SPPE 7: Family-school Collaboration Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

SPPE 8: Human Diversity Candidates have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity. Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Candidates respect diversity in child development and advocate for social justice and equity in all aspects of service delivery.

SPPE 9: Research and Program Evaluation Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Candidates demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

SPPE 10: Legal, Ethical, and Professional Practice & Disposition Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical and professional practice. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.

The program is designed to meet the growing need for School Psychologists to develop advanced competencies in addressing mental health needs for students in the school community. Coursework in this program focuses on the following:

1. Developing multicultural competencies specific to social/emotional issues, and identify best practice procedures for addressing the myriad of mental health issues for students
2. Understanding the complexities of collaborating with other professionals working in and outside of school systems,
3. Assisting in addressing the current critical needs of crisis intervention, due to critical incidents, suicidality, and substance abuse, in addition to the many dimensions of PTSD that exist in our student population that effect their ability to learn and thrive.
4. Developing a variety of intervention skills in order to best meet and address the needs of our school students and the school community.

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 and program completion results in the recommendation to the California CTC for the PPS Credential in School Psychology. Students interested in this program and working in California preschool to grade 12 school systems should review all CTC requirements as published on their website.

Licensure

Students who desire to pursue licensure as a Licensed Educational Psychologist will be required to take licensing exams after working as a credentialed School Psychologist for a specified number of years. All requirements are outlined in the Board of Behavioral Sciences Handbook which can be found on the California Board of Behavioral Sciences website.

Students who desire to pursue licensure as a Licensed Professional Clinical Counselor will be required to seek additional coursework outside of this program. They will also be required to complete additional clinical practice hours and take licensing exams which are outlined in the Board of Behavioral Sciences Handbook which can be found on the California Board of Behavioral Sciences website.

Programmatic Accreditation

California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information

Students who are seeking the Pupil Personnel Services (PPS) Credential in School Psychology must complete a 450-hour practicum and a 1200-hour internship (as detailed in the School Psychology Handbook). 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: 78
Total Core Credit Units: 78
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

1. Applicants for admission to the master's degree program in school psychology will need to have a grade point average of 3.0 on a 4.0 scale in their undergraduate work. Students must also maintain a 3.0 in their studies at Alliant International University. In a competency-based program, a course grade of "B-" is below the threshold for graduate work. Students who receive a B- grade or below have not demonstrated competency in at least one critical area and are at risk for incurring a GPA below 3.0. Furthermore, students that receive a grade less than "B-" in any required coursework will be required to retake the course. Thus, students receiving a less than or equal to B- grade may 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.
2. A Student must be a program completer with a minimum 3.0 overall GPA to be recommended for a preliminary credential.

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (6 units)
- PPS61170 - Introduction to School Psychology *(3 units)*
- PPS60090 - Life Span Development *(3 units)*

Term 2 (7.5 units)
- PPS60500 - Practicum I *(1.5 units)**
- PPS61200 - Consultation and Collaboration *(3 units)*
- PPS61210 - Research and Program Evaluation *(3 units)*

Term 3 (4.5 units)
- PPS60510 - Practicum II *(1.5 units)**
- PPS61220 - Psychoeducational Assessment *(3 units)*

Term 4 (4.5 units)
- PPS60520 - Practicum III *(1.5 units)**
- PPS60460 - Assessment of Learning Problems and Intervention Strategies *(3 units)*

Term 5 (7.5 units)
- PPS60530 - Practicum IV *(1.5 units)**
- PPS61240 - Human Diversity *(3 units)*
- PPS61250 - Family - School Collaboration *(3 units)*

Term 6 (7.5 units)
- PPS70100 - Internship or Culminating Field Experience I *(1.5 units)**
- PPS61260 - Legal and Ethical Practice *(3 units)*
- PPS61270 - Behavior Management *(3 units)*

Term 7 (4.5 units)
- PPS70110 - Internship or Culminating Field Experience II *(1.5 units)**
- PPS61280 - Atypical Populations *(3 units)*

Term 8 (6 units)
- PPS61290 - Mental Health Services to Develop Social and Life Skills: Individual *(3 units)*
- PPS61300 - School Wide Practices to Promote Behavioral and Mental Health *(3 units)*

Term 9 (6 units)
- PPS61310 - Mental Health Services to Develop Social and Life Skills: Group *(3 units)*
- PPS61320 - Direct and Indirect Services-School Wide Practices to Promote Learning *(3 units)*

Term 10 (3 units)
- PPS72200 - Counseling Law and Ethics *(3 units)**

Term 11 (4.5 units)
- PPS70120 - Internship or Culminating Field Experience III *(1.5 units)**
- PPS72250 - Addictions Counseling *(3 units)*

Term 12 (4.5 units)
- PPS70130 - Internship or Culminating Field Experience IV *(1.5 units)**
- PPS72300 - Advanced Multicultural Counseling *(3 units)**

Term 13 (7.5 units)
- PPS70140 - Internship or Culminating Field Experience V *(1.5 units)**
- PPS72350 - Crisis/Trauma Counseling *(3 units)**
- PPS60450 - Career Counseling *(3 units)**

Term 14 (4.5 units)
- PPS70150 - Internship or Culminating Field Experience VI *(1.5 units)**
- PPS72400 - Advanced Counseling/ Therapeutic Techniques *(3 units)*

Notes

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

English for Speakers of Other Languages

School: California School of Education
Modality(ies): On-ground
Calendar(s): 8-week term
CIP Code: 23.0101

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.

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

- ESL20000A - Low Intermediate Integrated English Skills *(1.5 units)*
- ESL21000A - Low Intermediate Listening and Speaking *(1.5 units)*
- ESL22000A - Low Intermediate Reading and Vocabulary *(1.5 units)*
- ESL23000A - Low Intermediate Writing and Grammar *(1.5 units)*
- ESL30000A - Intermediate Integrated English Skills *(1.5 units)*
- ESL31000A - Intermediate Listening and Speaking *(1.5 units)*
- ESL32000A - Intermediate Reading and Vocabulary *(1.5 units)*
- ESL33000A - Intermediate Writing and Grammar *(1.5 units)*
- ESL40000A - High Intermediate Integrated English Skills *(1.5 units)*
- ESL41000A - High Intermediate Listening and Speaking *(1.5 units)*
- ESL42000A - High Intermediate Reading and Vocabulary *(1.5 units)*
- ESL43000A - High Intermediate Writing and Grammar *(1.5 units)*

Term 2

- ESL20000B - Low Intermediate Integrated English Skills *(1.5 units)*
- ESL21000B - Low Intermediate Listening and Speaking *(1.5 units)*
- ESL22000B - Low Intermediate Integrated English Skills *(1.5 units)*
- ESL23000B - Low Intermediate Writing and Grammar *(1.5 units)*
- ESL30000B - Intermediate Integrated English Skills *(1.5 units)*
- ESL31000B - Intermediate Listening and Speaking *(1.5 units)*
- ESL32000B - Intermediate Reading and Vocabulary *(1.5 units)*
- ESL33000B - Intermediate Writing and Grammar *(1.5 units)*
- ESL40000B - High Intermediate Integrated English Skills *(1.5 units)*
- ESL41000B - High Intermediate Listening and Speaking *(1.5 units)*
- ESL42000B - High Intermediate Reading and Vocabulary *(1.5 units)*
- ESL43000B - High Intermediate Writing and Grammar *(1.5 units)*

Master of Arts in Education-Educational Administration

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.0401

Program Description/Overview

This program prepares practicing educators for leadership within a K-12 educational setting and concurrently with the Administrative Services Credential (ASC). The program emphasizes the development of knowledge, skills, and dispositions characteristic of effective and innovative administrative leaders inclusive of the capacity for problem solving, conflict resolution, and working with diverse individuals, families, and communities. Practical situations in educational settings are thematically integrated with theory in all aspects of the curriculum.

Program Learning Outcomes/Goals

This program equips students with the skills to facilitate school-level and systemic change; create and sustain a culture of innovation and collaboration; successfully lead curriculum development; interpret and use data to support student success; provide effective feedback, support and evaluation for teachers; build a community network of support for students and schools; and ensure equitable and excellent educational opportunities and support for all students.

Credit Units

Total Credit Units: 33
Total Core Credit Units: 33
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan

8-Week Calendar

Term 1 (6 units)

- ELM78100 - Educational Leadership *(3 units)*
- ELM78600 - Assessment and Accountability *(3 units)*

Term 2 (6 units)

- ELM78200 - School Law and Ethics *(3 units)*

- ELM78300 - Management of Human Resources *(3 units)*

Term 3 (6 units)
- ELM78400 - Instructional Leadership for Student Learning *(3 units)*
- ELM78500 - School, Family and Community Relations *(3 units)*

Term 4 (6 units)
- ELM78700 - School Finance and Plant Operations *(3 units)*
- ELM79910A - Research Seminar & Field Experience *(3 units)*

Term 5 (6 units)
- ELM79910B - Research Seminar & Field Experience *(3 units)*
- ELM79910C - Research Seminar & Field Experience *(3 units)*

Term 6 (3 units)
- ELM79910D - Research Seminar & Master's Thesis *(3 units)*

Master of Arts in Education-School Counseling with Pupil Personnel Services Credential

School: California School of Education
Modality(ies): On-ground, hybrid
Calendar(s): 8-week term
CIP Code: 13.1101

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 Pupil Personnel Services (PPS) credential that allows them to eligible to secure employment in California's schools. The program will be of interest to recent college graduates with bachelor's degrees, current educators, school personnel and professionals in other related fields.

Program Learning Outcomes/Goals

Program Standards

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 assess, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Program Learning Outcomes

1. Through the expression and demonstration of educational systems, theories, standards and state competencies, school counselors utilize these influences to drive the implementation of their school counseling program that impacts every student, is integral to student success, and promotes academic, career, and personal/social development.
2. By providing direct and indirect services to meet students' needs, school counselors utilize counseling theories and concepts for education with career planning and college admissions knowledge to promote a multi-tiered approach to their school counseling program with the foundation that school counseling is a part of a continuum of care that should be available to all students.
3. School counselors possess leadership qualities that lead to the facilitation of advocacy, collaborations, and change through self-evaluation, organization of advisory councils, collection of data, action planning, and program management through the belief of proactive collaboration and the understanding of their critical responsibilities to implement a comprehensive school counseling program.
4. School counselors understand the basic concepts of results-based and data-driven school counseling programs through sampling, methodology, and analysis to provide reports on school profiles and student outcomes in comparison with the ASCA National Model believing that school counseling programs should achieve demonstrable results.

Licensure

The program prepares candidates to be eligible for the Pupil Personnel Services (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 100-hour practicum and 800-hour internship (as detailed in the School Counseling Handbook). 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

Applicants for admission to the master's degree program in school psychology will need to have a grade point average of 3.0 on a 4.0 scale in their undergraduate work. Students must also maintain a 3.0 in their studies at Alliant International University.
In a competency-based program, a course grade of "B-" is below the threshold for graduate work. Students who receive a B- grade or below and have not demonstrated competency in at least one critical area and are at risk for incurring a GPA below 3.0. Furthermore, students that receive a grade less than "B-" in any required coursework may be required to retake the course; those courses will have clearly stated on the syllabus. Thus, students receiving a less than or equal to B- grade may 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.

Curriculum Plan

8-Week Calendar

Term 1 (6 units)

- PPS61160 - Foundations of School Counseling *(3 units)* *
- PPS62000 - Child Development & Learning Environments *(3 units)* *

Term 2 (3 units)

- PPS62050 - Professionalism, Ethics, and Legal Mandates *(3 units)*

Term 3 (5 units)
- PPS60600 - Practicum I *(2 units)* *
- PPS62010 - School Safety & Crisis Prevention *(3 units)*

Term 4 (5 units)
- PPS60610 - Practicum II *(2 units)* *
- PPS62030 - Leadership in Advocacy & Equity *(3 units)*

Term 5 (3 units)
- PPS62040 - Social Emotional Development *(3 units)*

Term 6 (3 units)
- PPS62090 - Group Counseling and Counseling Theories *(3 units)*

Term 7 (5 units)
- PPS70200 - Internship or Culminating Field Experience I *(2 units)* *
- PPS62060 - Academic, College & Career Readiness *(3 units)*

Term 8 (5 units)
- PPS70210 - Internship or Culminating Field Experience II *(2 units)* *
- PPS62070 - Introduction of Individual Counseling Theories *(3 units)*

Term 9 (5.5 units)
- PPS70220 - Internship or Culminating Field Experience III (2.5 units) *
- PPS62100 - Student Academic Development *(3 units)*

Term 10 (5.5 units)
- PPS70230 - Internship or Culminating Field Experience IV (2.5 units) *
- PPS62080 - Program Development & Evaluation *(3 units)*

Term 11 (3 units)
- PPS62020 - Educational Research for School Counselors, Program Evaluation and Technology *(3 units)*

Notes

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

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
CIP Code: 42.2805

Program Description/Overview

The mission of Alliant International University is to prepare students for professional careers of service and leadership while promoting the discovery and application of knowledge with the goal of improving the lives of people in diverse cultures and communities around the world. Further, The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

School Psychologists use their extensive training in both psychology and education, to guide children in overcoming barriers by ensuring that they have access to a safe and healthy learning environment. The core services school psychologists typically provide include:

- Consultation
- Intervention
- Prevention
- Education
- Research and Planning
- Assessment
- Mental Health & General Health

Source: casponline.org

This program prepares students to gain the Pupil Personnel Services (PPS) 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 educators, school personnel and professionals from other related fields.

Students seeking the master's degree, plus Pupil Personnel Services (PPS) credential in school psychology, will receive their degree upon completion of the total 60 units. The PPS credential is awarded through the CTC after successful completion of the master's degree including field experience hours.

Program Learning Outcomes/Goals

Coursework for this program assures that each candidate has knowledge and displays leadership in the following School Psychology Performance Expectations (SPPEs):

SPPE 1. Data-Based Decision-Making and Accountability: Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, Candidates demonstrate skills in the use of psychological and educational assessment, data collection strategies, including state and local accountability systems, and technology resources. Further, they demonstrate the ability to apply their findings to design, implement, and evaluate response to services, programs, and interventions.

SPPE 2.Consultation and Collaboration: Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, monitoring and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic interventions, promoting student engagement and positive school climate.

SPPE 3. Intervention and Instructional Support to Develop Academic Skills: Candidates have knowledge of direct interventions that focus on academic interventions for children and families. Candidates have knowledge of psychobiological, cultural, dual language learners and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

SPPE 4. Behavior Interventions and Mental Health Services to Develop Social and Life Skills: Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including students, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support socialization, social-emotional learning, and mental health.

SPPE 5. Direct and Indirect Services - School Wide Practices to Promote Learning: School Psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-tiered systems of support to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates in collaboration with others, demonstrate skills to develop and implement practices and strategies, in collaboration with others, to create and maintain effective and supportive learning environments for children and others.

SPPE 6. School-wide Practices to Promote Behavioral and Mental Health: Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. Candidates, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

SPPE 7. Family-school Collaboration: Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

SPPE 8. Human Diversity: Candidates have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity. Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Candidates respect diversity in child development and advocate for social justice and equity in all aspects of service delivery.

SPPE 9. Research and Program Evaluation: Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Candidates demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

SPPE 10. Legal, Ethical, and Professional Practice & Disposition: Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical and professional practice. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.

Licensure

The program prepares candidates to be eligible for the Pupil Personnel Services (PPS) Credential in School Psychology, approved by the California Commission on Teacher Credentialing (CTC). Graduation from this program results in the recommendation to the California CTC for the PPS Credential in School Psychology. Students interested in this program and working in California preschool to grade 12 school systems should review all CTC requirements as published on their website: https://www.ctc.ca.gov/credentials/req-services.

Students who desire to pursue licensure as a Licensed Educational Psychologist will be required to take licensing exams after working as a credentialed School Psychologist for a specified number of years. All requirements are outlined in the Board of Behavioral Sciences Handbook which can be found on the California Board of Behavioral Sciences website.

Programmatic Accreditation

California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information

Students who are seeking the Pupil Personnel Services (PPS) Credential in School Psychology must complete a 450-hour practicum and 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

Applicants for admission to the master's degree program in school psychology will need to have a grade point average of 3.0 on a 4.0 scale in their undergraduate work. Students must also maintain a 3.0 in their studies at Alliant International University. In a competency-based program, a course grade of "B-" is below the threshold for graduate work. Students who receive a B- grade or below have not demonstrated competency in at least one critical area and are at risk for incurring a GPA below 3.0. Furthermore, students that receive a grade less than "B-" in any required coursework will be required to retake the course. Thus, students receiving a less than or equal to B- grade may 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.

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

Term Calendar

Term 1 (6 units)

- PPS61170 - Introduction to School Psychology *(3 units)*
- PPS60090 - Life Span Development *(3 units)*

Term 2 (7.5 units)

- PPS60500 - Practicum I *(1.5 units)* *
- PPS61200 - Consultation and Collaboration *(3 units)*
- PPS61210 - Research and Program Evaluation *(3 units)*

Term 3 (4.5 units)

- PPS60510 - Practicum II *(1.5 units)* *
- PPS61220 - Psychoeducational Assessment *(3 units)*

Term 4 (4.5 units)

- PPS60520 - Practicum III *(1.5 units)* *
- PPS60460 - Assessment of Learning Problems and Intervention Strategies *(3 units)*

Term 5 (7.5 units)

- PPS60530 - Practicum IV *(1.5 units)* *
- PPS61240 - Human Diversity *(3 units)*
- PPS61250 - Family - School Collaboration *(3 units)*

Term 6 (3 units)

- PPS61270 - Behavior Management *(3 units)*

Term 7 (4.5 units)

- PPS70100 - Internship or Culminating Field Experience I *(1.5 units)* *
- PPS61280 - Atypical Populations *(3 units)*

Term 8 (7.5 units)

- PPS61290 - Mental Health Services to Develop Social and Life Skills: Individual *(3 units)*
- PPS61300 - School Wide Practices to Promote Behavioral and Mental Health *(3 units)*
- PPS70110 - Internship or Culminating Field Experience II *(1.5 units)* *

Term 9 (6 units)

- PPS61310 - Mental Health Services to Develop Social and Life Skills: Group *(3 units)*
- PPS61320 - Direct and Indirect Services-School Wide Practices to Promote Learning *(3 units)*

Term 10 (4.5 units)

- PPS61260 - Legal and Ethical Practice *(3 units)*
- PPS70120 - Internship or Culminating Field Experience III *(1.5 units)* *

Term 11 (1.5 units)

- PPS70130 - Internship or Culminating Field Experience IV *(1.5 units)* *

Term 12 (1.5 units)

- PPS70140 - Internship or Culminating Field Experience V *(1.5 units)* *

Term 13 (1.5 units)

- PPS70150 - Internship or Culminating Field Experience VI *(1.5 units)* *

Notes
*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

Master of Arts in Education - Special Education

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1001

Program Description/Overview

The Master of Arts in Education (MAE): Special Education degree program consists of 10 courses (30 units) that can be completed in less than a calendar year. This rigorous academic program covers the 12 Disability categories listed in the Individuals with Disabilities Education Improvement Act of 2004. Students learn the characteristics of many disabilities, therapeutic interventions, and differentiated instruction to address all students' learning needs. Students learn federal Special Education law that governs K-12 school districts in the United States.

Additionally, students tackle challenging issues facing Education today. The program teaches critical and analytical thinking skills and how to address rhetorical ploys and logical fallacies.

The program addresses ways to address the unique needs of English Language Learners (ELLs) and how to increase learning for this demographic of students.

Additionally, this program teaches how to teach students who learn differently effectively while the affective domain of teaching and learning is also addressed. This program teaches how to develop a classroom culture that is nurturing and emotionally safe, as well as addressing the cognitive and academic development of students.

This graduate degree program teaches instructional strategies for diverse learners, including people with specific learning disabilities, physical disabilities, autism spectrum disorder, mental health conditions, and people whose first language is not English. Differentiated instruction and therapeutic interventions to address people's learning needs are addressed throughout the curriculum. Federal Special Law is taught and the underlying values, beliefs, and professional practices that underlay the law are also covered.

Program Learning Outcomes/Goals

After completing this course of study, students will be able to do the following:

- Describe characteristics of the 12 Disability Categories in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004
- Learn therapeutic interventions to address the learning needs of students with special challenges to overcome
- Learn how to develop lesson and unit plans with differentiated instruction to address to address the learning needs of all students
- Develop a culturally sensitive mind-set and awareness of differences
- Learn and develop analytical and critical thinking skills
- Learn Specially Designed Academic Instruction in English (SDAIE) strategies to address the learning needs of students whose first language is not English
- Learn federal Special Education law and its underlying values, beliefs, and practices.

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 (6 units)
- EDU68130A - Curriculum and Instruction for Students with Mild/Moderate Disabilities *(3 units)*
- EDU68130B - Curriculum and Instruction for Students with Mild/Moderate Disabilities *(3 units)*

Term 2 (6 units)
- EDU68120 - Introduction to Special Education: Mild/Moderate Disabilities *(3 units)*
- EDU76250 - Issues in Education *(3 units)*

Term 3 (6 units)
- EDU68150 - Assessment and Evaluation for Mild/Moderate Disabilities *(3 units)*
- EDU76150 - Special Education Law *(3 units)*

Term 4 (6 units)
- EDU68160 - Positive Behavior Support *(3 units)*
- EDU68620 - Teaching the English Language and Diverse Learner in the Special Education Setting *(3 units)*

Term 5 (6 units)
- TEL71700 - Technology in the Curriculum *(3 units)*
- TES74850 - Research Methods and Seminar *(3 units)*

or

- TES74300 - Techniques of Teaching Reading and Writing to Second Language Learners *(3 units)*

Transfer Option

Students in the Master of Arts in Education-Special Education with Preliminary Education Specialist Instruction Credential program who have completed all of the coursework requirements, except for the four Clinical Practice courses may apply for this stand-alone MAE. Students who exercise this option cannot subsequently transfer back to the MAE with embedded credential program.

Master of Arts in Education - Special Education with Preliminary Education Specialist Instruction Credential

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1001

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 support needs, 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 directly linked to California Commission on Teacher Credentialing (CCTC) Program Standards. Through product and performance assessments linked to the CCTC credentialing standards, Candidates demonstrate measurable proficiency in all areas identified as necessary to be effective Special Education teachers.

After completing this course of study, students will be able to do the following:

1. Describe characteristics of the 12 Disability Categories in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004
2. Learn therapeutic interventions to address the learning needs of students with special challenges to overcome
3. Learn how to develop lesson and unit plans with differentiated instruction to address to address the learning needs of all students
4. Develop a culturally sensitive mind-set and awareness of differences
5. Learn and develop analytical and critical thinking skills
6. Learn Specially Designed Academic Instruction in English (SDAIE) strategies to address the learning needs of students whose first language is not English
7. Learn federal Special Education law and its underlying values, beliefs, and practices.

Licensure

1. Successfully obtain Subject-Matter Competency (SMC).
2. Pass the RICA. (Required to be recommended for a Preliminary Education Specialist Credential, but it is not an admission requirement nor a requirement for an Intern Credential).
3. Pass the edTPA. (Required to be recommended for a Preliminary Education Specialist Credential, but it is not an admission requirement nor 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 guided classroom observations. Clinical Practice III and IV, commonly called "Student Teaching," allows the candidate to slowly take on the roles and responsibilities of a special education Teacher-of-Record (TOR). The teacher candidate collaborates with the Cooperating Teacher and collaborates with other educators, support staff and related service members with the co-planning/co-teaching models.

The Student Teacher Track requires four 8-week terms of Clinical Practice. In Clinical Practice I and II, 200 observation hours per term are required in TK-12 classrooms for observations (as detailed in the Clinical Practice Handbook). For Clinical Practice III and IV, 400 student teaching hours are required. Candidates will participate in full-time "Student Teaching" and stay in their Clinical Practice placement during the same contracted hours required by the employed teachers at the school.

For Clinical Practice III and IV, student teachers may occupy two different placement settings, one for each term. Candidates will obtain 600 field experience hours upon completing the Teacher Education Program.

Attaining a Certificate of Clearance (Background Check) is a prerequisite for enrollment in Clinical Practice courses. See CSOE Program Specific Policies for a detailed list of requirements.

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. See CSOE Program Specific Policies for a detailed list of requirements.

The Intern candidate must be employed with a public school district, public charter school organization or a certified non-public school through the California Department of Education (CDE) identified from the Alliant MOU list. See CSOE Program Specific Policies for a detailed list of requirements for intern eligibility.

All of the hours for Clinical Practice I-IV on the Intern track are done through your contracted teaching position, except for 50 observation hours within a general education setting 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

Curriculum Plan

8-Week Calendar

Student Teacher Track

Term 1 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040B - Special Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (6 units)

- TEL71710 - Educational Technology *(3 units)*
- TCH76860 - Introduction to Research *(3 units)*

Term 3 (4.5 units)

- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62360 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62370 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62380 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (4.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU68880B - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Term 7 (3 units)

- TCH76910 - Research in Action: Communities of Practice *(3 units)*

Intern Teacher Track

Term 1 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040B - Special Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (6 units)

- TEL71710 - Educational Technology *(3 units)*
- TCH76860 - Introduction to Research *(3 units)*

Term 3 (4.5 units)

- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (4.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU68900B - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Term 7 (3 units)

- TCH76910 - Research in Action: Communities of Practice *(3 units)*

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

CIP Code: 13.1399

Program Description/Overview

This program is for those who 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 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 on 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 English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Embed multicultural understanding and support, language literacy, and sociological concepts into their professional practice to create a culturally responsive classroom supporting the diverse student population's learning and advancement.
2. Establish, support, and assure an inclusive and responsive school setting for all students, families, and communities.
3. Embed action research methods in their professional practice applying informed evaluation of professional literature to their practice.
4. 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.

5. 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.
6. Consistently integrate informed methods and practices of technology into their professional learning community and practice.

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 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 and 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 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.

Licensure

The following exam must be passed before a student can begin coursework as an ECO candidate:

1. Assessment of Professional Knowledge (APK): Elementary
2. CSETs
3. edTPAs

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. 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 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 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- TEL71710 - Educational Technology *(3 units)*

Term 2 (4.5 units)

- EDU62460 - Clinical Practice I: Planning *(1.5 units)*
- TCH76220 - Critical Thinking for Teachers *(3 units)*

Term 3 (4.5 units)

- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*
- TCH76860 - Introduction to Research *(3 units)*

Term 4 (1.5 units)

- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 5 (1.5 units)

- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Term 6 (1.5 units)

- TCH76910 - Research in Action: Communities of Practice *(3 units)*

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
CIP Code: 13.1299

Program Description/Overview

This program is for those who prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained TK-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 TK schools. Intern teachers serve as 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 enroll in the Master of Arts in Education (MAE) Program and the Credentialing Program must meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Embed multicultural understanding and support, language literacy, and sociological concepts into their professional practice to create culturally responsive classroom classrooms to support the diverse student population's learning and advancement.
2. Establish, support, and assure an inclusive and responsive school setting for all students, families, and communities.
3. Embed action research methods in their professional practice and apply informed evaluation of professional literature to their practice.
4. 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.
5. 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.
6. Consistently integrate informed methods and practices of technology into their professional learning community and practice.

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 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

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 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

Curriculum Plan

8-Week Calendar

Term 1 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (6 units)

- TEL71710 - Educational Technology *(3 units)*
- TCH76220 - Critical Thinking for Teachers *(3 units)*

Term 3 (4.5 units)

- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (4.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Term 7 (6 units)

- EDU62340 - Content Knowledge and Instructional Practice V: Math Pedagogy and 21st Century Approaches *(3 units)*
- TCH76860 - Introduction to Research *(3 units)*

Term 8 (3 units)

- TCH76910 - Research in Action: Communities of Practice *(3 units)*

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

CIP Code: 13.1299

Program Description/Overview

This program is for those who prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained TK-12 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are 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 enroll in the Master of Arts in Education (MAE) Program and the Credentialing Program must meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Embed multicultural understanding and support, language literacy, and sociological concepts into their professional practice to create a culturally responsive classroom supporting the diverse student population's learning and advancement.
2. Establish, support, and assure an inclusive and responsive school setting for all students, families, and communities.
3. Embed action research methods in their professional practice applying informed evaluation of professional literature to their practice.
4. 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.
5. 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.
6. Consistently integrate informed methods and practices of technology into their professional learning community and practice.

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 of unpaid teaching placement 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

Students in the Multiple Subject credential program must meet CBEST/BSR (Basic Skills Requirement), CSET/SMC (Subject Matter Competency), and RICA pursuant to the Commission on Teacher Credentialing.

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 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 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (6 units)

- TEL71710 - Educational Technology *(3 units)*
- TCH76220 - Critical Thinking for Teachers *(3 units)*

Term 3 (4.5 units)

- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62360 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62370 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62380 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (5.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62390 - Clinical Practice IV: Reflection and Professional Responsibility *(2.5 units)*

Term 7 (3 units)

- TCH76860 - Introduction to Research *(3 units)*

Term 8 (3 units)

- TCH76910 - Research in Action: Communities of Practice *(3 units)*

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
CIP Code: 13.1399

Program Description/Overview

This program is for candidates who want to specialize in 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.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who enroll in the Master of Arts in Education (MAE) Program and the Credentialing Program must meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Embed multicultural understanding and support, language literacy, and sociological concepts into their professional practice to create a culturally responsive classroom supporting the diverse student population's learning and advancement.

2. Establish, support, and assure an inclusive and responsive school setting for all students, families, and communities.
3. Embed action research methods in their professional practice applying informed evaluation of professional literature to their practice.
4. 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.
5. 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.
6. Consistently integrate informed methods and practices of technology into their professional learning community and practice.

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 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

The following exam must be passed before a student can begin coursework as an ECO candidate:

1. Assessment of Professional Knowledge (APK): Secondary
2. Meet CSET/SMC (Subject Matter Competency)
3. Pass TPAs pursuant to the Commission on Teacher Credentialing

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 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 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- TEL71710 - Educational Technology *(3 units)*

Term 2 (4.5 units)

- EDU62460 - Clinical Practice I: Planning *(1.5 units)*
- TCH76220 - Critical Thinking for Teachers *(3 units)*

Term 3 (4.5 units)

- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*
- TCH76860 - Introduction to Research *(3 units)*

Term 4 (1.5 units)

- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 5 (1.5 units)

- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Term 6 (3 units)

- TCH76910 - Research in Action: Communities of Practice *(3 units)*

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
CIP Code: 13.1299

Program Description/Overview

This program is for candidates who want to specialize in 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 enroll in the Master of Arts in Education (MAE) Program and the Credentialing Program must meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Embed multicultural understanding and support, language literacy, and sociological concepts into their professional practice to create a culturally responsive classroom supporting the diverse student population's learning and advancement.
2. Establish, support, and assure an inclusive and responsive school setting for all students, families, and communities.
3. Embed action research methods in their professional practice and applying informed evaluation of professional literature to their practice.
4. 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.
5. 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.
6. Consistently integrate informed methods and practices of technology into their professional learning community and practice.

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 towards their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

1. TPAs pursuant to the Commission on Teacher Credentialing

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 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

Curriculum Plan

8-Week Calendar

Term 1 (6 units)
- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (6 units)
- TEL71710 - Educational Technology *(3 units)*
- TCH76220 - Critical Thinking for Teachers *(3 units)*

Term 3 (4.5 units)
- EDU62280 - Content Knowledge and Instructional Practice I: Secondary Methods *(3 units)*
- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)
- EDU62120B - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)
- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (4.5 units)
- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Term 7 (6 units)
- EDU62340 - Content Knowledge and Instructional Practice V: Math Pedagogy and 21st Century Approaches *(3 units)*
- TCH76860 - Introduction to Research *(3 units)*

Term 8 (3 units)
- TCH76910 - Research in Action: Communities of Practice *(3 units)*

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
CIP Code: 13.1299

Program Description/Overview

This program is for candidates who want to specialize in 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 enroll in the Master of Arts in Education (MAE) Program and the Credentialing Program must meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Embed multicultural understanding and support, language literacy, and sociological concepts into their professional practice to create a culturally responsive classroom supporting the diverse student population's learning and advancement.
2. Establish, support, and assure an inclusive and responsive school setting for all students, families, and communities.
3. Embed action research methods in their professional practice applying informed evaluation of professional literature to their practice.
4. 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.
5. 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.
6. Consistently integrate informed methods and practices of technology into their professional learning community and practice.

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, including 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 in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

Students in the Single Subject credential program must meet CSET/SMC (Subject Matter Competency) and pass TPAs pursuant to the Commission on Teacher Credentialing before being recommended for a preliminary credential.

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 (6 units)
- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (6 units)
- TEL71710 - Educational Technology *(3 units)*
- TCH76220 - Critical Thinking for Teachers *(3 units)*

Term 3 (4.5 units)
- EDU62280 - Content Knowledge and Instructional Practice I: Secondary Methods *(3 units)*
- EDU62360 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)
- EDU62120B - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62370 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)
- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62380 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (5.5 units)
- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62390 - Clinical Practice IV: Reflection and Professional Responsibility (2.5 units)

Term 7 (3 units)
- TCH76860 - Introduction to Research *(3 units)*

Term 8 (3 units)
- TCH76910 - Research in Action: Communities of Practice *(3 units)*

Preliminary Education Specialist Instruction Credential: Mild/Moderate Disabilities

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1001

Program Description/Overview

This program prepares you to become a special education teacher in California in TK-12 classrooms and 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 support needs, 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 directly linked to California Commission on Teacher Credentialing (CCTC) Program Standards. Through product and performance assessments linked to the CCTC credentialing standards, Candidates demonstrate measurable proficiency in all areas identified as necessary to be effective Special Education teachers.

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Use multiple methods of assessment and data sources in making educational decisions.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities.
6. Use foundational knowledge of the field and its professional, ethical principles and practice standards to inform special education practice, engage in lifelong learning, and advance the profession.
7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across various learning experiences.

Licensure

1. Successfully obtain Subject-Matter Competency (SMC). (Required for Clinical Practice III and IV for student teaching candidates or for Clinical Practice I for intern candidates to earn an Intern Credential. SMC is 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 nor a requirement for an Intern Credential).
3. Pass the edTPA. (Required to be recommended for a Preliminary Education Specialist Credential, but it is not an admission requirement nor 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 guided classroom observations. Clinical Practice III and IV, commonly called "Student Teaching," allows the candidate to slowly take on the roles and responsibilities of a special education Teacher-of-Record (TOR). The teacher candidate collaborates with the Cooperating Teacher and collaborates with other educators, support staff, and related service members with the co-planning/co-teaching models.

The Student Teacher Track requires four 8-week terms of Clinical Practice. In Clinical Practice I and II, 200 observation hours per term are required in TK-12 classrooms for observations (as detailed in the Clinical Practice Handbook). For Clinical Practice III and IV, 400 student teaching hours are required. Candidates will participate in full-time "Student Teaching" and stay in their Clinical Practice placement during the same contracted hours required by the employed teachers at the school.

For Clinical Practice III and IV, student teachers may occupy two different placement settings, one for each term. Candidates will obtain 600 field experience hours upon completing the Teacher Education Program.

Attaining a Certificate of Clearance (Background Check) is a prerequisite to enrolling in Clinical Practice courses. See CSOE Program Specific Policies for a detailed list of requirements.

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. See CSOE Program Specific Policies for a detailed list of requirements.

The Intern candidate must be employed with a public school district, public charter school organization or a certified non-public school through the California Department of Education (CDE) identified from the Alliant MOU list. See CSOE Program Specific Policies for a detailed list of requirements.

Credit Units

Total Credit Units: 27
Total Core Credit Units: 27
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Curriculum Plan

8-Week Calendar

Student Teacher Track

Term 1 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040B - Special Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (7.5 units)

- TEL71710 - Educational Technology *(3 units)*
- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62360 - Clinical Practice I: Planning *(1.5 units)*

Term 3 (4.5 units)
- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62370 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 4 (4.5 units)
- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62380 - Clinical Practice III: Assessment *(1.5 units)*

Term 5 (4.5 units)
- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU68880B - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Intern Teacher Track

Term 1 (6 units)
- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040B - Special Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (7.5 units)
- TEL71710 - Educational Technology *(3 units)*
- EDU62460 - Clinical Practice I: Planning *(1.5 units)*
- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*

Term 3 (4.5 units)
- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 4 (4.5 units)
- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 5 (4.5 units)
- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU68900B - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Preliminary Multiple Subject Teaching Credential: Early Completion Intern Option

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1599

Program Description/Overview

This program is for those who prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained Pre-K/TK-8 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are typically found in elementary and pre-K/T-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 on 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 English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on effective practice for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

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 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

The following exam must be passed before a student can begin coursework as an ECO candidate:

1. Assessment of Professional Knowledge (APK): Elementary
2. Meet CSET/SMC (Subject Matter Competency)
3. Pass TPAs pursuant to the Commission on Teacher Credentialing

The following exams must be passed before a student can be recommended for a Preliminary credential:

1. Pass RICA pursuant to the Commission on Teacher Credentialing

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 have two terms of student teaching or four terms of internship.

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 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- TEL71710 - Educational Technology *(3 units)*

Term 2 (1.5 units)

- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 3 (1.5 units)

- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 4 (1.5 units)

- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 5 (1.5 units)

- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Preliminary Multiple Subject Teaching Credential: Standard Internship Option

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1206

Program Description/Overview

This program is for those who prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained Pre-K/TK-8 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/TK schools. Intern teachers serve as 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 enroll in the Master of Arts in Education (MAE) Program and the Credentialing Program must meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).

4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on effective practice for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

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 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

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 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

Curriculum Plan

8-Week Calendar

Term 1 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (6 units)

- TEL71710 - Educational Technology *(3 units)*
- EDU62340 - Content Knowledge and Instructional Practice V: Math Pedagogy and 21st Century Approaches *(3 units)*

Term 3 (4.5 units)

- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (4.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Preliminary Multiple Subject Teaching Credential: Student Teaching Option

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1206

Program Description/Overview

This program is for those who prepare to serve as elementary school educators in general education. The program prepares you to become a teacher in any self-contained Pre-K/TK-8 classroom within California, offering instruction in multiple subjects as you provide a well-rounded and comprehensive education. Self-contained classrooms are typically found in elementary and pre-K/T-K schools.

Application for California Teaching or Administrative Services credentials or authorizations are made through the university's Credential Analyst. Candidates who enroll in the Master of Arts in Education (MAE) Program and the Credentialing Program must meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on effective practice for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

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, including 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

Students in the Multiple Subject credential program must meet CBEST/BSR (Basic Skills Requirement), CSET/SMC (Subject Matter Competency), and RICA pursuant to the Commission on Teacher Credentialing.

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 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 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (3 units)

- TEL71710 - Educational Technology *(3 units)*

Term 3 (4.5 units)

- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62360 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62370 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62380 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (5.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62390 - Clinical Practice IV: Reflection and Professional Responsibility (2.5 units)

Preliminary Multiple Subjects Teaching Credential Standard Intern with Education Specialist Credential

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

CIP Code: 13.1299

Program Description/Overview

This program is for teacher candidates wanting to prepare for a teaching career to become a teacher in any general education self-contained classroom within California, offering instruction in multiple subjects and for candidates who wish to integrate a cohort model and provides a curriculum that addresses the needs of learners with exceptionalities. Multiple-Subject teachers typically pursue careers within California's Pre-K/TK-8 grade schools and will also serve as resources to enable their students to become productive members of a global society. This program represents an integrated learning environment that links learners with exceptional needs to the larger society and enables candidates to earn an Education Specialist Credential. The program curriculum addresses the needs of California's exceptional learners. In addition, candidates will develop an understanding of the theoretical underpinnings and pedagogical practices of both general and special education.

Candidates who enroll in a dual credentialing program are required to meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on High Leverage Practices for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

Students will be able to meet the CCTC Universal 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

Dual Program Certification Learning Outcomes/Goals

1. Demonstrate professional educator skills and apply critical thinking skills in the context of inclusive learning environments.
2. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
3. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become

active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

4. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
5. Use multiple methods of assessment and data sources in making educational decisions.
6. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities.
7. Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
8. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Students will be able to meet the CCTC Mild/ Moderate 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

Standard Intern candidates will complete guided observations during their Early Field Experience and conduct their Co-Teaching, Co-Planning, Beginning Hands-on Immersed, and Solo Teaching supervised by the District Support Provider during their Standard Intern Clinical Practice Field Experience. This takes place over four 8-week terms.

Candidates will complete an additional 400 hours (two 8-week Clinical Practice courses) in an Education Specialist learning environment (Co-Teaching, Special Education Self-contained, Resource, etc.) and 6 additional formal observations (3 in each Education Specialist Clinical Practice course) while supporting learners with exceptionalities.

Students will be able to meet the CCTC Mild/ Moderate 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

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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

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 have two terms of Standard Intern 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

Curriculum Plan

8-Week Calendar

Term 1 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (6 units)

- TEL71710 - Educational Technology *(3 units)*
- EDU62340 - Content Knowledge and Instructional Practice V: Math Pedagogy and 21st Century Approaches *(3 units)*

Term 3 (4.5 units)

- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (4.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Preliminary Multiple Subjects Teaching Credential Student Teaching with Education Specialist Credential

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1299

Program Description/Overview

This program is for teacher candidates wanting to prepare for a teaching career to become a teacher in any general education self-contained classroom within California, offering instruction in multiple subjects and for candidates who wish to integrate a cohort model and provides a curriculum that addresses the needs of learners with exceptionalities. Multiple-subject teachers typically pursue careers within California's Pre-K/TK-8 grade schools and will also serve as resources to enable their students to become productive members of a global society. This program represents an integrated learning environment that links learners with exceptional needs to the larger society and enables candidates to earn an Education Specialist Credential. The program curriculum addresses the needs of California's exceptional learners. In addition, candidates will develop an understanding of the theoretical underpinnings and pedagogical practices of both general and special education.

Candidates who enroll in a dual credentialing program are required to meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on High Leverage Practices for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

Students will be able to meet the CCTC Universal 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

Dual Program Certification Learning Outcomes/Goals

1. Demonstrate professional educator skills and apply critical thinking skills in the context of inclusive learning environments.
2. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
3. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
4. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
5. Use multiple methods of assessment and data sources in making educational decisions.

6. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities.
7. Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
8. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Students will be able to meet the CCTC Mild/ Moderate 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 Teacher candidates will complete their Co-Teaching, Co-Planning, Beginning Hands-on Immersed, and Solo Teaching supervised by the Education Specialist Cooperating Teacher during their additional Student Teaching Clinical Practice Field Experience. This takes place over two 8-week terms.

Candidates will complete an additional 400 hours (two 8-week Clinical Practice courses) in an Education Specialist learning environment (Co-Teaching, Special Education Self-contained, Resource, etc.) and 6 additional formal observations (3 in each Education Specialist Clinical Practice course) while supporting learners with exceptionalities.

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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

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 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 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*

Term 2 (3 units)

- TEL71710 - Educational Technology *(3 units)*

Term 3 (4.5 units)

- EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods *(3 units)*
- EDU62360 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62370 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62380 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (5.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62390 - Clinical Practice IV: Reflection and Professional Responsibility *(2.5 units)*

Preliminary Single Subject Teaching Credential Standard Intern Option with Preliminary Education Specialist Credential

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1399

Program Description/Overview

This program is for teacher candidates wanting to prepare for a teaching career to become a teacher in any general education self-contained classroom within California, offering instruction in specific subjects and for candidates who wish to integrate a cohort model and provides a curriculum that addresses the needs of learners with exceptionalities. Single-Subject teachers typically pursue careers within California's Pre-K/TK-8 grade schools and will also serve as resources to enable their students to become productive members of a global society. This program represents an integrated learning environment that links learners with exceptional needs to the larger society and enables candidates to earn an Education Specialist Credential. The program curriculum addresses the needs of California's exceptional learners. In addition, candidates will develop an understanding of the theoretical underpinnings and pedagogical practices of both general and special education.

Candidates who enroll in a dual credentialing program are required to meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on High Leverage Practices for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

Students will be able to meet the CCTC Universal 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

Dual Program Certification Learning Outcomes/Goals

1. Demonstrate professional educator skills and apply critical thinking skills in the context of inclusive learning environments.
2. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
3. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
4. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
5. Use multiple methods of assessment and data sources in making educational decisions.
6. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities.
7. Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
8. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Students will be able to meet the CCTC Mild/Moderate 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

Standard Intern candidates will complete guided observations during their Early Field Experience and conduct their Co-Teaching, Co-Planning, Beginning Hands-on Immersed, and Solo Teaching supervised by the District Support Provider during their Standard Intern Clinical Practice Field Experience. This takes place over four 8-week terms.

Candidates will complete an additional 400 hours (two 8-week Clinical Practice courses) in an Education Specialist learning environment (Co-Teaching, Special Education Self-contained, Resource, etc.) and 6 additional formal observations (3 in each Education Specialist Clinical Practice course) while supporting learners with exceptionalities.

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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

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 have two terms of Standard Intern 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

Curriculum Plan

8-Week Calendar

Term 1 (3 units)

- EDU62030 - Professional Learning and Practice *(3 units)*

Term 2 (6 units)

- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*
- TEL71710 - Educational Technology *(3 units)*

Term 3 (4.5 units)

- EDU62280 - Content Knowledge and Instructional Practice I: Secondary Methods *(3 units)*
- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120B - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (7.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62340 - Content Knowledge and Instructional Practice V: Math Pedagogy and 21st Century Approaches *(3 units)*
- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Preliminary Single Subject Teaching Credential Student Teaching Option with Preliminary Education Specialist Credential

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1399

Program Description/Overview

This program is for teacher candidates wanting to prepare for a teaching career to become a teacher in any general education self-contained classroom within California, offering instruction in single subjects and for candidates who wish to integrate a cohort model and provides a curriculum that addresses the needs of learners with exceptionalities. Single-subject teachers typically pursue careers within California's 6-12th grade schools and will also serve as resources to enable their students to become productive members of a global society. This program represents an integrated learning environment that links learners with exceptional needs to the larger society and enables candidates to earn an Education Specialist Credential. The program curriculum addresses the needs of California's exceptional learners. In addition, candidates will develop an understanding of the theoretical underpinnings and pedagogical practices of both general and special education.

Candidates who enroll in a dual credentialing program are required to meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on High Leverage Practices for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

Students will be able to meet the CCTC Universal 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

Dual Program Certification Learning Outcomes/Goals

1. Demonstrate professional educator skills and apply critical thinking skills in the context of inclusive learning environments.
2. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
3. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
4. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
5. Use multiple methods of assessment and data sources in making educational decisions.
6. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities.
7. Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
8. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Students will be able to meet the CCTC Mild/ Moderate 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 Teacher candidates will complete guided observations during their Early Field Experience and conduct their Co-Teaching, Co-Planning, Beginning Hands-on Immersed and Solo Teaching supervised by the Cooperating Teacher during their Student Teaching Clinical Practice Field Experience. This takes place over four 8-week terms.

Candidates will complete an additional 400 hours (two 8-week Clinical Practice courses) in an Education Specialist learning environment (Co-Teaching, Special Education Self-contained, Resource, etc.) and 6 additional formal observations (3 in each Education Specialist Clinical Practice course) while supporting learners with exceptionalities.

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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

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 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)

- EDU62030 - Professional Learning and Practice *(3 units)*

Term 2 (6 units)

- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*
- TEL71710 - Educational Technology *(3 units)*

Term 3 (4.5 units)

- EDU62280 - Content Knowledge and Instructional Practice I: Secondary Methods *(3 units)*
- EDU62360 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120B - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62370 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62380 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (5.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62390 - Clinical Practice IV: Reflection and Professional Responsibility (2.5 units)

Preliminary Single Subject Teaching Credential: Early Completion Option

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1399

Program Description/Overview

This program is for candidates who want to specialize in 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 on 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 English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on effective practice for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

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 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

The following exam must be passed before a student can begin coursework as an ECO candidate:

1. Assessment of Professional Knowledge (APK): Secondary
2. Meet CSET/SMC (Subject Matter Competency) CSETs
3. Pass TPAs pursuant to the Commission on Teacher Credentialing

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 have two terms of student teaching or four terms of internship.

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 (6 units)

- EDU62030 - Professional Learning and Practice *(3 units)*
- TEL71710 - Educational Technology *(3 units)*

Term 2 (1.5 units)

- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 3 (1.5 units)

- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 4 (1.5 units)

- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 5 (1.5 units)

- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Single Subject Teaching Credential: Standard Internship Option

School: California School of Education

Modality(ies): Online

Calendar(s): 8-week term

CIP Code: 13.1399

Program Description/Overview

This program is for candidates who want to specialize in 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 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 enroll in the Master of Arts in Education (MAE) Program and the Credentialing Program must meet admissions standards and requirements for both tracks. All credential programs receive English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on effective practice for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

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 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

1. Pass TPAs pursuant to the Commission on Teacher Credentialing

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 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

Curriculum Plan

8-Week Calendar

Term 1 (3 units)

- EDU62030 - Professional Learning and Practice *(3 units)*

Term 2 (6 units)

- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*
- TEL71710 - Educational Technology *(3 units)*

Term 3 (4.5 units)

- EDU62280 - Content Knowledge and Instructional Practice I: Secondary Methods *(3 units)*
- EDU62460 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120B - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62470 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62480 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (7.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62340 - Content Knowledge and Instructional Practice V: Math Pedagogy and 21st Century Approaches *(3 units)*
- EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility *(1.5 units)*

Preliminary Single Subject Teaching Credential: Student Teaching Option

School: California School of Education
Modality(ies): Online
Calendar(s): 8-week term
CIP Code: 13.1399

Program Description/Overview

This program is for candidates who want to specialize in 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 English Learner authorization embedded within the credential program.

Program Learning Outcomes/Goals

The program will support students to:

1. Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).
2. Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.
3. Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know the content, critically evaluate the literature on effective practice).
4. Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development, and learning).
5. Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate the literature on effective practice for use in a self-contained classroom).
6. Engages in ongoing professional development and works respectfully and collaboratively with colleagues and the community to ensure quality instructional programs and stewardship of public schools.

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, including 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 and their colleagues.
3. Establish professional learning goals and make progress in improving their practice

by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and 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.

Licensure

CSET/SMC (Subject Matter Competency) must be met before a student can be recommended for an Intern credential.

The following exams must be passed before a student can be recommended for a Preliminary credential pursuant to the Commission on Teacher Credentialing:

1. Pass TPAs pursuant to the Commission on Teacher Credentialing

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)

- EDU62030 - Professional Learning and Practice *(3 units)*

Term 2 (6 units)

- EDU62040A - Educational Foundations: The Learner and the Learning Environment *(3 units)*
- TEL71710 - Educational Technology *(3 units)*

Term 3 (4.5 units)

- EDU62280 - Content Knowledge and Instructional Practice I: Secondary Methods *(3 units)*
- EDU62360 - Clinical Practice I: Planning *(1.5 units)*

Term 4 (4.5 units)

- EDU62120B - Content Knowledge & Instructional Practice II: Literacy Pedagogy *(3 units)*
- EDU62370 - Clinical Practice II: Teaching and Learning *(1.5 units)*

Term 5 (4.5 units)

- EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners *(3 units)*
- EDU62380 - Clinical Practice III: Assessment *(1.5 units)*

Term 6 (5.5 units)

- EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning *(3 units)*
- EDU62390 - Clinical Practice IV: Reflection and Professional Responsibility (2.5 units)

Pupil Personnel Services Credential: School Counseling

School: California School of Education
Modality(ies): Hybrid
Calendar(s): 8-week term
CIP Code: 13.1101

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 Pupil Personnel Services (PPS) credential that allows them to be eligible to secure employment in California's K-12 schools as a school counselor.

Students in the Pupil Personnel Services (PPS) Credential Program have the option for earning a master's degree. Students seeking the master's degree after enrollment in the PPS only program will be required to inform Alliant and formally change their program of choice no later than the start of their final term of required courses. A program change cannot occur during the final term or during Advanced Clinical Practice Supervision.

Program Learning Outcomes/Goals

Program Standards

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.

Program Learning Outcomes

1. Through the expression and demonstration of educational systems, theories, standards and state competencies, school counselors utilize these influences to drive the implementation of their school counseling program that impacts every student, is integral to student success, and promotes academic, career, and personal/social development.
2. By providing direct and indirect services to meet students' needs, school counselors utilize counseling theories and concepts for education with career planning and college admissions knowledge to promote a multi-tiered approach to their school counseling program with the foundation that school counseling is a part of a continuum of care that should be available to all students.
3. School counselors possess leadership qualities that lead to the facilitation of advocacy, collaborations, and change through self-evaluation, organization of advisory councils, collection of data, action planning, and program management through the belief of proactive collaboration and the understanding of their critical responsibilities to implement a comprehensive school counseling program.
4. School counselors understand the basic concepts of results-based and data-driven school counseling programs through sampling, methodology, and analysis to provide reports on school profiles and student outcomes in comparison with the ASCA National Model believing that school counseling programs should achieve demonstrable results.

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 100-hour practicum and 800-hour internship (as detailed in the School Counseling Handbook). 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

Curriculum Plan

8-Week Calendar

Term 1 (6 units)

- PPS61160 - Foundations of School Counseling *(3 units)*
- PPS62000 - Child Development & Learning Environments *(3 units)*

Term 2 (3 units)

- PPS62050 - Professionalism, Ethics, and Legal Mandates *(3 units)*

Term 3 (5 units)

- PPS60600 - Practicum I *(2 units)* *
- PPS62010 - School Safety & Crisis Prevention *(3 units)*

Term 4 (5 units)

- PPS60610 - Practicum II *(2 units)* *
- PPS62030 - Leadership in Advocacy & Equity *(3 units)*

Term 5 (3 units)

- PPS62040 - Social Emotional Development *(3 units)*

Term 6 (3 units)

- PPS62090 - Group Counseling and Counseling Theories *(3 units)*

Term 7 (5 units)

- PPS70200 - Internship or Culminating Field Experience I *(2 units)* *
- PPS62060 - Academic, College & Career Readiness *(3 units)*

Term 8 (5 units)

- PPS70210 - Internship or Culminating Field Experience II *(2 units)* *
- PPS62070 - Introduction of Individual Counseling Theories *(3 units)*

Term 9 (5.5 units)

- PPS70220 - Internship or Culminating Field Experience III (2.5 units) *
- PPS62100 - Student Academic Development *(3 units)*

Term 10 (5.5 units)

- PPS70230 - Internship or Culminating Field Experience IV (2.5 units) *
- PPS62080 - Program Development & Evaluation *(3 units)*

Term 11 (3 units)

- PPS62020 - Educational Research for School Counselors, Program Evaluation and Technology *(3 units)*

Notes

*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
CIP Code: 42.2805

Program Description/Overview

The mission of Alliant International University is to prepare students for professional careers of service and leadership while promoting the discovery and application of knowledge with the goal of improving the lives of people in diverse cultures and communities around the world. Further, the California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

School Psychologists use their extensive training in both psychology and education, to guide children in overcoming barriers by ensuring that they have access to a safe and healthy learning environment. The core services school psychologists typically provide include:

- Consultation
- Intervention
- Prevention
- Education
- Research and Planning
- Assessment
- Mental Health & General Health

Source: casponline.org

This program prepares students to gain the Pupil Personnel Services (PPS) credential that allows them to eligible to practice in California's K-12 schools as a school psychologist.

Students in the Pupil Personnel Services (PPS) Credential Program have the option of earning a master's degree. Students seeking the master's degree after enrollment in the PPS only program will be required to inform Alliant and formally change their program of choice no later than the start of their first term of required courses. A program change cannot occur after the first term.

Program Learning Outcomes/Goals

Coursework for this program assures that each candidate has knowledge and displays leadership in the following School Psychology Performance Expectations (SPPEs):

SPPE 1: Data-based Decision Making and Accountability Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills in the use of psychological and educational assessment, data collection

strategies, including state and local accountability systems, and technology resources. Further, they demonstrate the ability to apply their findings to design, implement, and evaluate response to services, programs, and interventions.

SPPE 2: Consultation and Collaboration Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision- making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, monitoring and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic interventions, promoting student engagement and positive school climate.

SPPE 3: Interventions and Instructional Support to Develop Academic Skills Candidates have knowledge of direct interventions that focus on academic interventions for children and families. Candidates have knowledge of psychobiological, cultural, dual language learners and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including students, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support socialization, social-emotional learning, and mental health.

SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning Candidates have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-tiered systems of support to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates in collaboration with others, demonstrate skills to develop and implement practices and strategies, in collaboration with others, to create and maintain effective and supportive learning environments for children and others.

SPPE 6: School-wide Practices to Promote Behavioral and Mental Health Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. Candidates, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery

SPPE 7: Family-school Collaboration Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

SPPE 8: Human Diversity Candidates have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity. Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Candidates respect diversity in child development and advocate for social justice and equity in all aspects of service delivery.

SPPE 9: Research and Program Evaluation Candidates have core foundational knowledge and experiences to implement practices and strategies in research and

program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Candidates demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

SPPE 10: Legal, Ethical, and Professional Practice & Disposition Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical and professional practice. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.

Programmatic Accreditation

California Commission on Teacher Credentialing (CCTC)

Internship, Practicum, and/or Dissertation Information

Students who are seeking the Pupil Personnel Services (PPS) Credential in School Psychology must complete a 450-hour practicum and a 1200-hour internship (as detailed in the School Psychology Handbook). 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

Curriculum Plan

Term Calendar

Term 1 (6 units)
- PPS61170 - Introduction to School Psychology *(3 units)*
- PPS60090 - Life Span Development *(3 units)*

Term 2 (7.5 units)
- PPS60500 - Practicum I *(1.5 units)* *
- PPS61200 - Consultation and Collaboration *(3 units)*
- PPS61210 - Research and Program Evaluation *(3 units)*

Term 3 (4.5 units)
- PPS60510 - Practicum II *(1.5 units)* *
- PPS61220 - Psychoeducational Assessment *(3 units)*

Term 4 (4.5 units)
- PPS60520 - Practicum III *(1.5 units)* *
- PPS60460 - Assessment of Learning Problems and Intervention Strategies *(3 units)*

Term 5 (7.5 units)
- PPS60530 - Practicum IV *(1.5 units)* *
- PPS61240 - Human Diversity *(3 units)*
- PPS61250 - Family - School Collaboration *(3 units)*

Term 6 (3 units)
- PPS61270 - Behavior Management *(3 units)*

Term 7 (4.5 units)
- PPS70100 - Internship or Culminating Field Experience I *(1.5 units)* *
- PPS61280 - Atypical Populations *(3 units)*

Term 8 (7.5 units)
- PPS61290 - Mental Health Services to Develop Social and Life Skills: Individual *(3 units)*
- PPS61300 - School Wide Practices to Promote Behavioral and Mental Health *(3 units)*
- PPS70110 - Internship or Culminating Field Experience II *(1.5 units)* *

Term 9 (6 units)
- PPS61310 - Mental Health Services to Develop Social and Life Skills: Group *(3 units)*
- PPS61320 - Direct and Indirect Services-School Wide Practices to Promote Learning *(3 units)*

Term 10 (4.5 units)
- PPS61260 - Legal and Ethical Practice *(3 units)*
- PPS70120 - Internship or Culminating Field Experience III *(1.5 units)* *

Term 11 (1.5 units)
- PPS70130 - Internship or Culminating Field Experience IV *(1.5 units)* *

Term 12 (1.5 units)
- PPS70140 - Internship or Culminating Field Experience V *(1.5 units)* *

Term 13 (1.5 units)
- PPS70150 - Internship or Culminating Field Experience VI *(1.5 units)* *

Notes

*The courses indicated are core curriculum, assessment and/or internship courses not eligible for transfer credit.

SAN FRANCISCO LAW SCHOOL

Juris Doctorate

Modality(ies): Online
Calendar(s): Semester
CIP Code: 22.0101

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 program currently consists of 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 them for the competent and ethical practice of law.

Effective Fall Semester 2024, Alliant International University will not be accepting applications for admission or admitting new students to this program.

Program Learning Outcomes/Goals

San Francisco Law School has four learning outcomes: Doctrinal Knowledge, Professional Analysis, Communication Skills and Professional Responsibility.

1. Doctrinal Knowledge: Students will master knowledge and understanding of pertinent principles and theories of the law, their relationships, and limitations.
2. Professional Analytics: (aka Thinking Like a Lawyer) Students will analyze the legal rules and principles applicable to a problem and formulate legal theories; Students will apply problem solving skills to diagnose a legal problem, generate alternative solutions, and develop a plan of action.
3. Communication Skills: (oral and written) Students will communicate effectively, whether advocating, advising a client, eliciting information, or effectuating a legal transaction.
4. Professional Responsibility: Students will have knowledge and understanding of established standards related to a lawyer's professional conduct including the ability to recognize and resolve ethical issues and multicultural issues arising in practical situations.

Programmatic Accreditation

San Francisco Law School is a Registered Unaccredited Law School with the State Bar of California.

The method of instruction at this law school for the Juris Doctorate (J.D.) degree program is principally by technological means including interactive classes.

Students enrolled in the J.D. degree program at this law school who successfully complete the first-year law study must pass the First-Year Law Students' Examination required by Business and Professions Code §6060(h) and Title 4, Division 1, Chapter 1 Rule 4.3(l) of the Rules of The State Bar of California as part of the requirements to qualify to take the California Bar Examination. A student who passes the First-Year Law Students' Examination within three (3) administrations of the examination after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A student who does not pass the examination within three (3) administrations of the examination after first becoming eligible to take it must be promptly disqualified from the law school's J.D. degree program.
If the dismissed student subsequently passes the examination, the student is eligible to reenrollment in this law school's J.D. degree program, but will receive credit for only one year of legal study.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or to satisfy the requirements for admission to practice in jurisdictions other than California. A student intending to seek admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

Credit Units

Total Credit Units: 87
Total Core Credit Units: 81
Total Elective Credit Units: 6
Total Concentration Credit Units: N/A

Elective Requirements

Elective courses are offered throughout the year in a variety of subjects. Six (6) units of elective courses are required to meet the 87-unit graduation requirement. Elective courses are offered from time to time based on student interest and instructor availability. Following are examples of elective courses that may be offered:

- LAW70041 - Mediation II *(1 unit)*
- LAW70140 - Consumer Credit Protection *(1 unit)*
- LAW70170 - E-Discovery *(2 units)*
- LAW70185 - Secured Transactions *(1 unit)*
- LAW70190 - Elder Law *(1 unit)*
- LAW70195 - Mock Trial Court Competition *(2 units)*
- LAW70200 - Elimination of Bias *(1 unit)*
- LAW70210 - Entertainment Law *(1 unit)*
- LAW70221 - Entertainment Law II *(1 unit)*
- LAW70230 - Employment Law *(1 unit)*
- LAW70281 - Immigration Law *(2 units)*
- LAW70292 - Administrative Law *(2 units)*
- LAW70310 - Intellectual Property *(1 unit)*
- LAW70340 - Disability Law *(2 units)*
- LAW70360 - Law Practice Management *(1 unit)*
- LAW70410 - Bankruptcy Law *(1 unit)*
- LAW70430 - Advanced Criminal Law *(1 unit)*
- LAW70440 - Mediation *(1 unit)*
- LAW70450 - Moot Court Competition *(3 units)*
- LAW70462 - Contracts Drafting *(2 units)*

Curriculum Plan

Semester Calendar

Academic Year 1 - Semester 1 (11 units)

- LAW60011 - Torts 1 *(2 units)*
- LAW60031 - Criminal Law 1 *(2 units)*
- LAW60020 - Contracts 1 *(3 units)*
- LAW60073 - Legal Research and Writing I w/Lab *(4 units)*

Academic Year 1 - Semester 2 (11 units)

- LAW60012 - Torts 2 *(2 units)*
- LAW60032 - Criminal Law 2 *(2 units)*
- LAW60021 - Contracts 2 *(3 units)*
- LAW60074 - Legal Research and Writing II w/Lab *(4 units)*

Academic Year 1 - Semester 3 (3 units)

- LAW60070 - Introduction to Analytical Skills I *(1 unit)*
- Elective *(2 units)*

Academic Year 2 - Semester 1 (10 units)

- LAW80000 - Criminal Procedure *(3 units)*
- LAW70000 - Civil Procedure 1 *(2 units)*
- LAW70020 - Real Property 1 *(3 units)*
- LAW70050 - Analytical Skills I *(2 units)*

Academic Year 2 - Semester 2 (9 units)

- LAW80030 - Professional Responsibility *(2 units)*
- LAW70001 - Civil Procedure 2 *(2 units)*
- LAW70021 - Real Property 2 *(3 units)*

- LAW70060 - Criminal/Civil Litigation *(2 units)*

Academic Year 2 - Semester 3 (3 units)
- LAW70070 - Introduction to Analytical Skills II *(1 unit)*
- Elective *(2 units)*

Academic Year 3 - Semester 1 (10 units)
- LAW70030 - Constitutional Law 1 *(3 units)*
- LAW80051 - Evidence 1 *(3 units)*
- LAW80011 - Corporations 1 *(2 units)*
- LAW80060 - Analytical Skills II *(2 units)*

Academic Year 3 - Semester 2 (9 units)
- LAW70031 - Constitutional Law 2 *(3 units)*
- LAW80052 - Evidence 2 *(2 units)*
- LAW80012 - Corporations 2 *(2 units)*
- LAW80070 - Appellate Litigation *(2 units)*

Academic Year 3 - Semester 3 (5 units)
- LAW80080 - Introduction to Analytical Skills III *(1 unit)*
- LAW80040 - Community Property *(2 units)*
- Elective *(2 units)*

Academic Year 4 - Semester 1 (9 units)
- LAW90002 - Judicial Decision Making *(2 units)*
- LAW90040 - Commercial Law *(2 units)*
- LAW90050 - Analytical Skills III *(2 units)*
- LAW80023 - Wills and Trusts *(3 units)*

Academic Year 4 - Semester 2 (7 units)
- LAW70110 - Bar Study Preparation *(2 units)*
- LAW90060 - Analytical Skills IV *(2 units)*
- LAW90030 - Remedies *(3 units)*

UNDERGRADUATE PROGRAMS

Bachelor of Science in Business Administration

Modality(ies): Hybrid, on-ground
Calendar(s): 8-week term
CIP Code: 52.0201

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 business management related courses, and 60 units of upper division program courses.

Effective August Term 2023, Alliant International University will not be accepting applications for admission or admitting new students to this program.

Emphasis/Concentration/Tracks

Students who would like to do a specialization can choose one of the available concentration tracks:

1. Accounting and Finance
2. Digital Marketing
3. Hospitality Management
4. Information Systems and Technology Management
5. Internet of Things (IoT)

Fast Track Program

In the Fast Track program, upper division undergraduate students will begin completing courses in the graduate curriculum. Students are able to take up to three (9 units) bridge courses (masters level MBA, MS in Data Analytics, or MS in Healthcare Analytics) as part of their bachelor program. If students complete the bridge courses with a B or above grade, they can transfer these courses into their graduate program if they enroll in the graduate program at Alliant International University.

The following Fast Tracks are available for this program:

1. MBA
2. MS Data Analytics
3. MS Health Care Analytics

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.

Programmatic Accreditation

The BS in Business Administration program is accredited by Accreditation Council for Business Schools and Programs (ACBSP), which is a globally recognized accreditation body for business and management area programs.

Internship, Practicum, and/or Dissertation Information

Students are required to participate in the internship series as part of their experiential learning within the program. The Internship is designed to develop professional practice related skills in student's program expertise through a variety of work experiences which could involve independently conducted professional projects or an internship. This is designed to provide students with in-depth, supervised practical learning experiences. The internship option is available to international students after one (1) academic year in the program. As a result, international students planning to take internship courses should contact the International Students Office for details and specialized requirements.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 99
Total Elective Credit Units: 3-21*
Total Concentration Credit Units: 9*
*Students can take up to 9 units of master's level courses (fast track courses) as part of the program. Fast track courses that are completed with B or above can be transferred into the master's program, should the student decide to continue their graduate education at Alliant. Students who choose not to complete Fast Track can take 9 units of business elective courses instead. In addition, students who choose not to complete a concentration can take 9 units of business elective courses instead.

Prerequisite Courses

The courses below are prerequisites for the major:

- BUS20100 - Business Mathematics *(3 units)*
- BUS20150 - Introduction to Business *(3 units)*
- BUS20200 - Introduction to Business Communications *(3 units)*
- BUS20300 - Business Law *(3 units)*

Emphasis/Concentration/Track Requirements

Concentration Options

Accounting and Finance

- ACT40200 - Intermediate Financial Accounting I *(3 units)*
- FIN40600 - Advanced Financial Accounting *(3 units)*
- BUS49030 - Applied Practice I *(1.5 units)*
- BUS49040 - Applied Practice II *(1.5 units)*

Digital Marketing

- MKT40250 - Digital Marketing *(3 units)*
- MKT40350 - Social Media and Mobile Marketing *(3 units)*
- BUS49030 - Applied Practice I *(1.5 units)*
- BUS49040 - Applied Practice II *(1.5 units)*

Hospitality Management

- HMG40200 - Hotel Operations and Management *(3 units)*
- HMG40300 - Kitchen Systems Management: Production and Purchasing *(3 units)*
- BUS49030 - Applied Practice I *(1.5 units)*
- BUS49040 - Applied Practice II *(1.5 units)*

Information Systems and Technology Management

- IST40300 - Database Management Systems *(3 units)*
- IST40450 - Data Analytics *(3 units)*
- BUS49030 - Applied Practice I *(1.5 units)*
- BUS49040 - Applied Practice II *(1.5 units)*

Internet of Things

- IST40550 - Business Applications and Trends: An Exploration into the Internet of Things *(3 units)*
- IST40950 - Cloud Computing *(3 units)*
- IST41000 - Wireless Sensor Network Principles *(3 units)*

Fast Track Options

MBA

- MKT60000 - International Marketing Management *(3 units)*
- BUS60200 - Strategic Management *(3 units)*
- BUS60600 - Organizational Behavior and Global Leadership *(3 units)*

MS Data Analytics

- DAT50000 - Essentials of Informatics Using Python *(3 units)*
- DAT50050 - Basic Applied Statistics *(3 units)*
- MGT60150 - Management & Marketing Models for Managerial Decision Making *(3 units)*

MS Healthcare Analytics

- DAT50000 - Essentials of Informatics Using Python *(3 units)*
- DAT50050 - Basic Applied Statistics *(3 units)*
- HCM60100 - Healthcare Systems, Services, and Infrastructure - A Global Perspective *(3 units)*

Elective Requirements

Students can choose between 3 units - 21 units of business elective courses from the list below based on their concentration and fast track preferences. Your academic advisor will guide you in this process.

- ACT40200 - Intermediate Financial Accounting I *(3 units)*
- FIN40600 - Advanced Financial Accounting *(3 units)*
- IST40300 - Database Management Systems *(3 units)*
- IST40450 - Data Analytics *(3 units)*
- MKT40250 - Digital Marketing *(3 units)*
- MKT40350 - Social Media and Mobile Marketing *(3 units)*
- HMG40100 - Introduction to Hospitality Management *(3 units)*
- HMG40200 - Hotel Operations and Management *(3 units)*
- PMI40200 - Project Planning, Scheduling, and Staffing *(3 units)*
- PMI40300 - Controlling Project Costs and Risks *(3 units)*
- BUS49030 - Applied Practice I *(1.5 units)*
- BUS49040 - Applied Practice II *(1.5 units)*

Curriculum Plan

The following curriculum plan is a sample and serves only as a general guide. Curriculum plans and course sequence are subject to variation depending on a student's start term. Students must complete all coursework required for their program as set forth in their individual master plan of study.

8-Week Calendar

Term 1 (7 units)
- HUM10200 - University Success *(4 units)*
- ENG11060 - Composition I *(3 units)*

Term 2 (6 units)
- MTH10200 - Math Concepts *(3 units)*
- ENG22060 - Composition II *(3 units)*

Term 3 (7 units)
- NSC12600 - Introduction to Biology *(3 units)*
- NSC12610 - Introduction to Biology Lab *(1 unit)*
- SPN10000 - Beginning Spanish I *(3 units)*

Term 4 (9 units)
- SPN10010 - Beginning Spanish II *(3 units)*
- GMP15000 - Intercultural Communication *(3 units)*
- ENG11200 - College Critical Thinking *(3 units)*

Term 5 (6 units)
- PSY11010 - Introduction to Psychology *(3 units)*
- BUS20100 - Business Mathematics *(3 units)*

Term 6 (9 units)
- SOC22010 - Introduction to Sociology *(3 units)*
- POL22010 - Introduction to Political Science *(3 units)*
- BUS20150 - Introduction to Business *(3 units)*

Term 7 (7 units)
- BUS20200 - Introduction to Business Communications *(3 units)*
- NSC22160 - Introduction to Earth Sciences *(4 units)*

Term 8 (9 units)
- FAR10000 - Introduction to the Arts *(3 units)*
- HIS10500 - World History: A Comparative Study *(3 units)*
- BUS20300 - Business Law *(3 units)*

Term 9 (6 units)
- ACT30150 - Financial Accounting *(3 units)*
- BUS30000 - Advanced Business Communication *(3 units)*

Term 10 (9 units)
- ECO30000 - Principles of Economics *(3 units)*
- MKT30100 - Principles of Marketing *(3 units)*
- IST30200 - Information and Technology Management *(3 units)*

Term 11 (6 units)
- ACT30000 - Managerial Accounting *(3 units)*
- MGT30100 - Overview of Management Practices *(3 units)*

Term 12 (9 units)
- FIN30100 - Principles of Finance *(3 units)*
- BUS40800 - Research Methods *(3 units)*
- BUS30200 - Production and Operations Management *(3 units)*

Term 13 (7.5 units)
- PMI40100 - Project Management Essentials *(3 units)*
- Fast Track Course 1 or Elective *(3 units)*
- BUS49010 - Internship I *(1.5 units)*

Term 14 (7.5 units)
- Concentration Course 1 or Elective *(3 units)*
- Fast Track Course 2 or Elective *(3 units)*
- BUS49020 - Internship II *(1.5 units)*

Term 15 (7.5 - 9 units)
- Concentration Course 2 or Elective *(3 units)*
- Fast Track Course 3 or Elective *(3 units)*
- Concentration Course 3 - BUS49030 or Internet of Things concentration course *(1.5 units - 3 units)* or Elective *(1.5 units -3 units)*

Term 16 (6 - 7.5 units)
- BUS49900 - Capstone and Project Management *(3 units)*
- Elective *(3 units)*
- Concentration Course 4 - BUS49040 (for non Internet of Things concentrations only) or Elective *(1.5 units)*

SCHOOL OF NURSING AND HEALTH SCIENCES

Bachelor of Science in Nursing

Modality(ies): Hybrid
Calendar(s): Trimester
CIP Code: 51.3801

Program Description/Overview

Graduates from the Bachelor of Science in Nursing (BSN) program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and are prepared to enter professional nursing practice in a variety of healthcare settings. The BSN curriculum is 120 credits, including 73 nursing credits and 47 general education credits. Nursing credits consist of 690 didactic hours (46 credits), 270 skill laboratory hours (9 credits), and 810 clinical hours (18 credits). Of the 1,770 total nursing hours, 72.8% are taught in person, or 1,290 hours. As a cohort-based program, the Core Nursing program will be taught in six trimesters following two trimesters of pre-nursing general education courses. Students will be admitted three times a year, in September, January, and May starting in 2025. The first cohort of students is projected to start in January 2024 and complete the program in December 2025.

Program Learning Outcomes/Goals

SLO #1 Applies concepts from nursing and other disciplines to form the foundation of professional nursing practice to provide care for individuals, families, populations, and systems.

SLO #2 Utilize sound clinical judgment to provide person-centered care that promotes health, prevents disease, and coordinates care.

SLO #3 Demonstrate principles of cultural sensitivity and inclusivity to promote patient safety and quality in collaboration with the interprofessional team.

SLO #4 Examine current evidence and innovative technologies to foster knowledge acquisition and strengthen clinical judgment.

SLO #5 Interpret the impact of social, political, economic, and technological trends on nursing practice to provide high-quality, cost-effective care across the continuum of care.

SLO #6 Apply professional values, legal requirements, and ethical principles to foster professional growth through a spirit of inquiry.

Professional Behavior Expectations/ Ethical Guidelines

Students will be expected to adhere to the American Nurses Association Code of Ethics.

Licensure

Students successfully completing all degree requirements for Alliant's BSN program are eligible to apply for the National Council Licensure Exam (NCLEX-RN) through the Arizona Board of Nursing or other selected state board of nursing. Students considering or planning to apply for licensure in states other than Arizona are required to contact the University Admissions Office for more information.

Programmatic Accreditation

Alliant will apply for Commission for Collegiate Nursing Education programmatic accreditation after students have completed at least two trimesters in the program.

Internship, Practicum, and/or Dissertation Information

The BSN program has 810 clinical hours, including 180 precepted hours.

Credit Units

Total Credit Units: 120
Total Core Credit Units: 120
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

Students will take standardized exams during the clinical courses in preparation for the National Council Licensure Exam (NCLEX-RN). These exams are integrated into the curriculum. In the last trimester students will take a NCLEX readiness exam.

Curriculum Plan

Trimester Calendar

Academic Year 1 - Trimester 1 (15 units)

- ENG11060 - Composition I *(3 units)*
- MTH11090 - College Algebra *(3 units)*
- PSY11010 - Introduction to Psychology *(3 units)*
- HUM11000 - Introduction to Humanities *(3 units)*
- BIO15000 - Introduction to General, Organic, and Biological Chemistry *(3 units)*

Academic Year 1 - Trimester 2 (16 units)

- ENG22060 - Composition II *(3 units)*
- POL22010 - Introduction to Political Science *(3 units)*
- BIO25025 - Anatomy and Physiology I *(4 units)*
- PSY20105 - Human Growth and Development *(3 units)*
- SOC22010 - Introduction to Sociology *(3 units)*

Academic Year 1 - Trimester 3 (15 units)

- BIO25035 - Anatomy and Physiology II *(4 units)*
- NUR20000 - Introduction to Professional Nursing *(3 units)*
- NUR20040 - Health Assessment *(3 units)*
- NUR20040L - Health Assessment Lab *(1 unit)*
- BIO25065 - Introduction to Microbiology *(4 units)*

Academic Year 2 - Trimester 1 (15 units)

- NUR20020 - Pathophysiology *(3 units)*
- NUR20030 - Fundamentals of Professional Nursing Practice *(3 units)*
- NUR20030C - Fundamentals of Professional Nursing Practice Clinical *(2 units)*
- NUR20030L - Fundamentals of Professional Nursing Practice Lab *(2 units)*
- NUR20010 - Healthcare Informatics and Technologies *(3 units)*
- NSC21000 - Nutrition for Health and Wellness *(2 units)*

Academic Year 2 - Trimester 2 (17 units)

- NUR30010 - Care of Adults I *(3 units)*
- NUR30010C - Care of Adults I Clinical *(4 units)*
- NUR30010L - Care of Adults I Lab *(1 unit)*
- NUR20050 - Pharmacology *(4 units)*
- NUR20060 - Nursing Care of Older Adults *(2 units)*
- MTH30005 - Introduction to Statistics *(3 units)*

Academic Year 2 - Trimester 3 (14 units)

- NUR40010 - Care of Adults II *(3 units)*
- NUR40010C - Care of Adults II Clinical *(3 units)*
- NUR40010L - Care of Adults II Lab *(1 unit)*
- GMP15000 - Intercultural Communication *(3 units)*
- NUR30020 - Mental Health Nursing *(3 units)*
- NUR30020C - Mental Health Nursing Clinical *(1 unit)*

Academic Year 3 - Trimester 1 (14 units)

- NUR30030 - Evidence-Based Practice *(3 units)*
- NUR40020 - Community Health Nursing *(2 units)*
- NUR40020C - Community Health Nursing Clinical *(2 units)*
- NUR30040 - Nursing Care of Women, Children, and Families *(5 units)*
- NUR30040C - Nursing Care of Women, Children, and Families Clinical *(2 units)*

Academic Year 3 - Trimester 2 (14 units)

- NUR40100C - Professional Nursing Practicum Clinical *(4 units)*
- NUR40100L - Professional Nursing Practicum Lab *(1 unit)*
- NUR40030 - Nursing Leadership and Management *(3 units)*
- NUR40090 - Knowledge Integration for Professional Nursing Practice Capstone *(3 units)*
- NUR40040 - Healthcare Systems and Policy *(3 units)*

Notes

Below are elective credits available to students if needed to fulfill 120 required credits:

- NUR10010 - Medical Terminology I *(1 unit)*
- NUR10015 - Medical Terminology II *(1 unit)*

Master of Science in Nursing, Direct Entry

School: School of Nursing and Health Sciences
Modality(ies): Hybrid
Calendar(s): Trimester
CIP Code: 51.3801

Program Description/Overview

The Master of Science in Nursing, Direct Entry (MSN-DE) program is designed for individuals who have a bachelor's degree in a discipline other than nursing and are interested in transitioning to a career in nursing. The curriculum builds upon knowledge and skills from other disciplines and prepares the graduate to enter professional nursing practice in a variety of healthcare settings. Graduates from the MSN-DE program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The MSN-DE Curriculum Plan is 78 credits. Credits consist of 795 didactic hours (53 credits), 210 skill laboratory hours (7 credits), and 810 clinical hours (18 credits). Of the 1,815 total hours, 71% are taught in person, or 1,290 hours. As a cohort-based program, the program will be taught in six trimesters over 24 months; students will be admitted three times a year, in September, January, and May starting in 2025. The first cohort of students is projected to start in September 2023 and complete the program in August 2025.

Program Learning Outcomes/Goals

SLO #1 Synthesize concepts from nursing and other disciplines to form the foundation of professional nursing practice to provide care for individuals, families, populations, and systems.

SLO #2 Utilize sound clinical judgment to provide person-centered care that promotes health, prevents disease, and coordinates care.

SLO #3 Integrate principles of cultural sensitivity and inclusivity to promote patient safety and quality in collaboration with the interprofessional team.

SLO #4 Appraise current evidence and innovative technologies to foster knowledge synthesis and strengthen clinical judgment.

SLO #5 Examine the impact of social, political, economic, and technological trends on nursing practice to provide high-quality, cost-effective care across the continuum of care.

SLO #6 Incorporate professional values, legal requirements, and ethical principles to foster professional growth through a spirit of inquiry.

Professional Behavior Expectations/ Ethical Guidelines

Students will be expected to adhere to the American Nurses Association Code of Ethics.

Licensure

Students successfully completing all degree requirements for Alliant's MSN-DE program are eligible to apply for the National Council Licensure Exam (NCLEX-RN) through the Arizona Board of Nursing or other selected state boards of nursing. Students considering or planning to apply for licensure in states other than Arizona are required to contact the University Admissions Office for more information.

Programmatic Accreditation

Alliant will apply for Commission for Collegiate Nursing Education programmatic accreditation after students have completed at least two trimesters in the program.

Internship, Practicum, and/or Dissertation Information

The MSN-DE program has 810 clinical hours, including 180 precepted hours.

Credit Units

Total Credit Units: 78
Total Core Credit Units: 78
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

Students will take standardized exams during the clinical courses in preparation for the National Council Licensure Exam (NCLEX-RN). These exams are integrated into the curriculum. In the last trimester students will take a NCLEX readiness exam.

Prerequisite Courses

Completion of the following courses with a grade of "C" or better at the undergraduate or graduate level of education within seven years of entry to the program:

- Human Anatomy and Physiology I and II - 8 credits
- Microbiology - 4 credits
- Statistics - 3 credits
- Developmental/Lifespan Psychology - 3 credits

Curriculum Plan

Trimester Calendar

Academic Year 1 - Trimester 1 (13 units)

- NUR50010 - Foundations of Human Pathophysiology *(3 units)*
- NUR50000 - Introduction to Professional Nursing *(3 units)*
- NUR60010 - Health Promotion and Disease Prevention across the Globe *(3 units)*
- NUR50020 - Health and Physical Assessment *(3 units)*
- NUR50020L - Health and Physical Assessment Lab *(1 unit)*

Academic Year 1 - Trimester 2 (14 units)

- NUR50030 - Fundamentals of Professional Nursing Practice *(3 units)*
- NUR50030C - Fundamentals of Professional Nursing Practice Clinical *(2 units)*
- NUR50030L - Fundamentals of Professional Nursing Practice Lab *(2 units)*
- NUR50040 - Foundations of Pharmacology *(5 units)*
- NSC50010 - Nutrition for Health and Wellness *(2 units)*

Academic Year 1 - Trimester 3 (13 units)

- NUR50060 - Nursing Care Management: Adults and Older Adults I *(3 units)*
- NUR50060C - Nursing Care Management: Adults & Older Adults I Clinical *(3 units)*
- NUR50060L - Nursing Care Management: Adults & Older Adults I Lab *(1 unit)*
- NUR50070 - Psychiatric/Mental Health Nursing *(3 units)*

- NUR50070C - Psychiatric/Mental Health Nursing Clinical *(1 unit)*
- NUR50080 - Nursing Care of Older Adults *(2 units)*

Academic Year 2 - Trimester 1 (14 units)
- NUR60060 - Nursing Care Management: Adults and Older Adults II *(3 units)*
- NUR60060C - Nursing Care Management: Adults and Older Adults II Clinical *(4 units)*
- NUR60060L - Nursing Care Management: Adults and Older Adults II Lab *(1 unit)*
- NUR60000 - Leadership in Complex Healthcare Systems *(3 units)*
- NUR60050 - Scholarship & Evidence-Based Practice *(3 units)*

Academic Year 2 - Trimester 2 (13 units)
- NUR60020 - Population and Community Nursing Care *(2 units)*
- NUR60020C - Population and Community Nursing Care Clinical *(2 units)*
- NUR60030 - Nursing Care of Women, Children, and Families *(4 units)*
- NUR60030C - Nursing Care Management: Women, Children, and Families Clinical *(2 units)*
- NUR60040 - Technology and Informatics lfor Systems Leadership *(3 units)*

Academic Year 2 - Trimester 3 (11 units)
- NUR60100C - Professional Nursing Practice Practicum *(4 units)*
- NUR60100L - Professional Nursing Practice Practicum Lab *(1 unit)*
- NUR60090 - Knowledge Synthesis for Professional Practice Capstone *(3 units)*
- NUR60080 - U.S. Health Policy and Politics *(3 units)*

Master of Science in Nursing, Nurse Executive

School: School of Nursing and Health Sciences
Modality(ies): Online
Calendar(s): Trimester
CIP Code: 51.3801

Program Description/Overview

The program is designed for individuals who have a bachelor's degree in nursing and are interested in pursuing a graduate nursing specialty track that prepares them for nursing leadership roles. The curriculum is aligned with the American Association of Colleges of Nursing (AACN) New Essentials for Advanced-Level Nursing Education (AACN, 2021) and the American Organization of Nurse Leaders (AONL) Nurse Leader Competencies.

The curriculum plan is 36 credits. Credits consist of 450 didactic hours (30 credits) and 500 clinical practice experience hours, which includes completion of a systems leadership project and immersion with a nursing leader (6 credits). As a cohort-based program, the program will be taught in six trimesters over 24 months; students will be admitted three times a year, in September, January, and May starting in 2024.

Program Learning Outcomes/Goals

SLO #1 Synthesize concepts from nursing and other disciplines to establish a foundation of advanced nursing practice while fostering a strong professional nursing identity.

SLO #2 Translate nursing science through scholarship and evidence-based practice utilizing information systems and technologies to promote safe, effective, ethical, and person-centered quality healthcare.

SLO #3 Demonstrate effective communication and relationship management skills to foster interprofessional collaboration, healthy work environments and build strong partnerships within the institution, profession, and community.

SLO#4 Critically analyze the complex influence of sociocultural, political, economic, and technological trends on health policy, reimbursement, and the healthcare delivery system in relation to access, cost, quality, and barriers to care.

SLO#5 Utilize business, finance, and advanced nursing and healthcare leadership principles to formulate strategies to advance strategic priorities across the micro, meso, and macro systems levels.

Professional Behavior Expectations/ Ethical Guidelines

Students must adhere to the American Nurses Association Code of Ethics.

Licensure

Students successfully completing all degree requirements for the program are prepared to apply for certification as a Certified Nurse Manager and Leader (CNML) or Certified Executive Nursing Practice (CENP) through AONL or Nurse Executive (NE-BC) or Nurse Executive Advanced (NEA-BC) board certification through the American Nurses Credentialing Center. Requirements vary, and students should contact the certifying agencies for further information.

Internship, Practicum, and/or Dissertation Information

The MSN Nurse Executive program includes 500 clinical practice experience hours, which includes completion of a systems leadership project and immersion with a nursing leader, which students may complete at their institution or other approved location.

Credit Units

Total Credit Units: 36
Total Core Credit Units: 36
Total Elective Credit Units: N/A
Total Concentration Credit Units: N/A

Degree Requirements

Successful completion of all course and clinical practice experience requirements.

Curriculum Plan

Trimester Calendar

Academic Year 1 - Trimester 1 (6 units)
- NUR60110 - Foundations for Advanced Nursing Practice *(3 units)*
- NUR60015 - Health Promotion & Disease Prevention Across the Globe *(3 units)*

Academic Year 1 - Trimester 2 (6 units)
- NUR60120 - Principles and Foundations of Epidemiology and Biostatistics *(3 units)*
- NUR60005 - Leadership in Complex Healthcare Systems *(3 units)*

Academic Year 1 - Trimester 3 (6 units)

- NUR60055 - Scholarship & Evidence-Based Practice *(3 units) & (50 CPE hours)*
- NUR60045 - Technology and Informatics for Systems Leadership *(3 units)*

Academic Year 2 - Trimester 1 (6 units)

- NUR70010 - Healthcare Finance and Program Design *(3 units)*
- NUR70020 - Advanced Seminar: Promoting Health Equity through Communication & Interprofessional Collaboration *(3 units)*
- NUR70061 - Capstone Experience I *(1 unit) & (150 CPE hours)*

Academic Year 2 - Trimester 2 (6 units)

- NUR60085 - U.S. Health Policy and Politics *(3 units)*
- NUR70030 - Advanced Seminar: Principles of Patient Safety and Quality Improvement *(2 units)*
- NUR70062 - Capstone Experience II *(1 unit) & (150 CPE hours)*

Academic Year 2 - Trimester 3 (6 units)

- NUR70050 - U.S. Healthcare Delivery System and Health Equity
- NUR70040 - Advanced Seminar: Nursing Workforce *(2 units)*
- NUR70063 - Capstone Experience III *(1 unit) & (150 CPE hours)*

SCHOOLS

CALIFORNIA SCHOOL OF EDUCATION

The California School of Education (CSOE) at Alliant International University offers programs for preparing leaders in education to meet the needs within the communities they are currently serving or globally while influencing social change. CSOE is committed to providing and promoting quality, equitable education. CSOE's holistic vision of excellence values diversity and promotes inclusivity.

CSOE offers credential and certificate programs approved by the California Commission on Teacher Credentialing (CTC) and Arizona Department of Education (School of Education - SOE). At CSOE, academic programs and experienced faculty demonstrate the qualities necessary for preparing candidates to make a lasting difference through teaching, counseling, leadership, administration, management, and community work. The programs provide access for preparing leaders in the field of education.

Information about the CSOE programs can be found in the Programs section of the catalog.

CALIFORNIA SCHOOL OF FORENSIC STUDIES

The California School of Forensic Studies (CSFS) at Alliant International University is dedicated to graduating rigorously educated and trained professionals who impact society, public opinion, and policy by applying forensic behavioral science to prevent, investigate, and mitigate conflict and violence.

CSFS programs share a common approach to education and training: effectively adapting theoretical principles to real-world situations, and supporting students to strengthen their professional identities as an ethical, effective, and compassionate forensic practitioners.

Information about the CSFS programs can be found in the Programs section of the catalog.

CALIFORNIA SCHOOL OF MANAGEMENT & LEADERSHIP

The mission of California School of Management & Leadership (CSML) is to prepare individuals for professional careers of the future in business, information systems & technology, digital business disciplines, leadership, and management. We develop intellectually engaged, culturally sensitive, and globally aware leaders who recognize economic opportunities and work towards equitable economic empowerment at all levels of society. As scholars and professional practitioners, we prepare our students to address challenges with integrity and compassion.

CSML is a different kind of management school. It combines experiential learning and practical training with multidisciplinary approaches, models and theories to help students gain the skills needed to help contemporary organizations identify and address modern problems. CSML weaves technology and quantitative aspects with the richness and diversity of Business and Management when training students in its programs. CSML trains through a global perspective to prepare its graduates for career success.

Since we believe it is so important to teach management in a broad economic and social context, we have broadened our mission. In CSML programs, we are moving business education from a focus on wealth-creation toward an emphasis on economic empowerment for the communities served while solving problems in the local and global contexts. We encourage students to explore ideas across boundaries - international, disciplinary, and even mindsets - and to collaborate in applying what they have learned in real-world and client projects.

CSML's ConsultEX program is designed to provide students with Practical Training opportunities and applied experience in real-world projects. CSML programs require Practical Training throughout the program starting from Day1. Students work on client projects or applied projects which allow them to gain valuable skills. The program is lead by faculty experts with several years of experience who guide and advise students. It is a highly collaborative environments with work in teams to build professionalism, work discipline, teamwork and communication skills. We have a rich international tradition with students from over 100 countries studying with us in CSML and its predecessor, US International University (USIU). CSML students are made up of diverse backgrounds and nationalities, and this adds value to our School, to the provided education, and to our widely located alumni network in many ways.

Our students benefit from close interaction with a faculty characterized by professional and business experience as well as academic credentials. They participate in classes that emphasize an applied approach to professional preparation.

CSML programs deliver courses in an 8-week duration. Most programs feature executive evening courses meeting one evening a week for our graduate business programs. We also offer weekend courses with "blended" learning communities in some of our program cohorts (further details in catalog).

Information about the CSML programs can be found in the Programs section of the catalog.

CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY

The mission of the California School of Professional Psychology (CSPP) is to provide the highest quality education, training, research, and service in professional psychology and related human services fields. CSPP strives to improve the quality of life by addressing major contemporary issues in a problem-solving way, fostering respect for human diversity in a multicultural society, and combating discrimination in all of its forms, especially racism, sexism, cisgenderism, and heterosexism. In all of its activities, CSPP is committed to exhibiting the highest professional and ethical standards, addressing the needs of individuals, communities and organizations and serving those who are underserved.

David G. Stewart, PhD, ABPP
Dean

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, and in some cases, they exceed the requirements.

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

Graduates of CSPP's Master of Arts in Marital and Family Therapy 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
BBSWebmaster@bbs.ca.gov

or

American Association for Marriage and Family Therapy
112 South Alfred Street
Alexandria, VA 22314-3061
(703) 838-9808
coamfte@aamft.org

Graduates of CSPP's Master of Arts in Clinical Counseling program 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. Because 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

Graduates of CSPP's Master of Social Work program are eligible for licensure as Licensed Clinical Social Workers (LCSWs) in the state of California upon completion of post-degree intern hours and passing of the licensure exams. Candidates for licensure as an LCSW 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. Because each state has its own requirements for licensure as a LCSW, 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

National Association of Social Work Boards
17126 Mountain Run Vista Ct.
Culpeper, Virginia 22701
(800) 225-6880
https://www.aswb.org/
info@aswb.org

Information about the CSPP programs can be found in the Programs section of the catalog.

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 over 100 years, San Francisco Law School has been devoted to educating attorneys who embody the highest skills of the legal profession and are committed to the ethical practice of the profession.

Since its earliest days, San Francisco Law School has been a model of non-discrimination, diversity, inclusion, and opportunity. Students at San Francisco Law School seek to better their own lives and that of their families and communities. Historically, students are the first in their families to be in a doctoral program and, for some, the first to have graduated from college.

San Francisco Law School is a school of Alliant International University, an institution accredited by the WASC Senior College and University Commission (WSCUC).

San Francisco Law School is a Registered Unaccredited Law School with the State Bar of California.

The method of instruction at this law school for the Juris Doctor (J.D.) degree program is principally by technological means including interactive classes.

Students enrolled in the J.D. degree program at this law school who successfully complete the first year of law study must pass the First-Year Law Students' Examination required by Business and Professions Code § 6060(h) and Title 4, Division 1, Chapter 1 Rule 4.3(l) of the of the Rules of the State Bar of California as part of the requirements to qualify to take the California Bar Examination. A student who passes the First-Year Law Students' Examination within three (3) administrations of the examination after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A student who does not pass the examination within three (3) administrations of the examination after first becoming eligible to take it must be promptly disqualified from the law school's J.D. degree program. If the dismissed student subsequently passes the examination, the student is eligible for re-enrollment in this law school's J.D. degree program, but will receive credit for only one year of legal study.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or to satisfy the requirements for admission to practice in jurisdictions other than California. A student intending to seek admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

Information about the SFLS program can be found in the Programs section of the catalog.

SCHOOL OF NURSING AND HEALTH SCIENCES

The Alliant School of Nursing & Health Sciences (SNHS) is dedicated to preparing safe, culturally competent nursing and healthcare professionals who make a lasting impact on the clients and communities they serve. SNHS has campuses in Phoenix and San Diego, offering online and hybrid nursing and health sciences programs. The Phoenix campus was designed and fitted with state-of-the-art labs and a simulation center in 2023 to provide nursing students with hands-on experiential learning to prepare them for professional practice. The San Diego campus is designed to provide real-world clinical hands-on experience for its future Master of Occupational Therapy program. Clinical practice experiences are threaded throughout the programs to provide students with real-world applied experience, whether entering or advancing in the profession.

Information about the SNHS programs may be found in the Programs section of the catalog.

PROGRAM STANDARD OCCUPATIONAL CLASSIFICATION (SOC) CODES

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Certificate in Computer Networking	11-3021 Computer and Information Systems Managers 15-1211 Computer Systems Analysts 15-1212 Information Security Analysts 15-1221 Computer and Information Research Scientists 15-1241 Computer Network Architects 15-1243 Database Architects 15-1252 Software Developers 15-1253 Software Quality Assurance Analysts and Testers 15-2051 Data Scientists
Certificate in Cybersecurity	11-3021 Computer and Information Systems Managers 15-1212 Information Security Analysts 15-1231 Computer Network Support Specialists 15-1241 Computer Network Architects 15-1242 Database Administrators 15-1243 Database Architects 15-1244 Network and Computer Systems Administrators
Certificate in Data Analytics	11-1011 Chief Executives 11-1021 General and Operations Managers 13-1111 Management Analysts 15-2031 Operations Research Analysts 15-2051 Data Scientists 25-1011 Business Teachers, Postsecondary
Certificate in Data Management	11-3021 Computer and Information Systems Managers 15-1242 Database Administrators 15-1243 Database Architects 15-2051 Data Scientists 25-1194 Career/Technical Education Teachers, Postsecondary
Certificate in e-Business Management	13-1199 Business Operations Specialists, All Other 41-1011 First-Line Supervisors of Retail Sales Workers 43-1011 First-Line Supervisors of Office and Administrative Support Workers
Certificate in Healthcare Analytics	15-1221 Computer and Information Research Scientists 15-1299 Computer Occupations, All Other 25-1199 Postsecondary Teachers, All Other 29-9021 Health Information Technologists and Medical Registrars
Certificate in Technology	11-3021 Computer and Information Systems Managers 15-1211 Computer Systems Analysts 15-1212 Information Security Analysts 15-1221 Computer and Information Research Scientists 15-1241 Computer Network Architects 15-1243 Database Architects 15-1252 Software Developers 15-1253 Software Quality Assurance Analysts and Testers 15-2051 Data Scientists

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes	
Doctor of Business Administration	11-1011	Chief Executives
	11-1021	General and Operations Managers
	11-2022	Sales Managers
	11-3012	Administrative Services Managers
	11-3013	Facilities Managers
	11-3051	Industrial Production Managers
	11-3071	Transportation, Storage, and Distribution Managers
	11-3111	Compensation and Benefits Managers
	11-3121	Human Resources Managers
	11-3131	Training and Development Managers
	11-9021	Construction Managers
	11-9072	Entertainment and Recreation Managers, Except Gambling
	11-9151	Social and Community Service Managers
	11-9179	Personal Service Managers, All Other
	11-9199	Managers, All Other
	13-1051	Cost Estimators
	13-1071	Human Resources Specialists
	13-1081	Logisticians
	13-1082	Project Management Specialists
	13-1111	Management Analysts
	13-1141	Compensation, Benefits, and Job Analysis Specialists
	13-1199	Business Operations Specialists, All Other
	25-1011	Business Teachers, Postsecondary
Master of Business Administration	11-1011	Chief Executives
	11-1021	General and Operations Managers
	11-2022	Sales Managers
	11-3012	Administrative Services Managers
	11-3013	Facilities Managers
	11-3051	Industrial Production Managers
	11-3071	Transportation, Storage, and Distribution Managers
	11-3111	Compensation and Benefits Managers
	11-3121	Human Resources Managers
	11-3131	Training and Development Managers
	11-9021	Construction Managers
	11-9072	Entertainment and Recreation Managers, Except Gambling
	11-9151	Social and Community Service Managers
	11-9179	Personal Service Managers, All Other
	11-9199	Managers, All Other
	13-1051	Cost Estimators
	13-1071	Human Resources Specialists
	13-1081	Logisticians
	13-1082	Project Management Specialists
	13-1111	Management Analysts
	13-1141	Compensation, Benefits, and Job Analysis Specialists
	13-1199	Business Operations Specialists, All Other
	15-2031	Operations Research Analysts
	15-2051	Data Scientists
	25-1011	Business Teachers, Postsecondary

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Doctor of Philosophy in Leadership	11-2033 Fundraising Managers 11-3121 Human Resources Managers 11-3131 Training and Development Managers 11-9199 Managers, All Other 13-1111 Management Analysts 25-1011 Business Teachers, Postsecondary
Doctor of Philosophy in Organizational Leadership	11-3111 Compensation and Benefits Managers 11-3121 Human Resources Managers 11-3131 Training and Development Managers 13-1071 Human Resources Specialists 25-1011 Business Teachers, Postsecondary
E-Learning Instructional Design Certificate	13-1151 Training and Development Specialists 25-4022 Librarians and Media Collections Specialists 25-9031 Instructional Coordinators
Master of Science in Data Analytics	11-1011 Chief Executives 11-1021 General and Operations Managers 11-3021 Computer and Information Systems Managers 11-9121 Natural Sciences Managers 13-1111 Management Analysts 15-2031 Operations Research Analysts 15-2051 Data Scientists 15-1221 Computer and Information Research Scientists 15-1243 Database Architects 15-1252 Software Developers 15-2041 Statisticians 25-1011 Business Teachers, Postsecondary 25-1199 Postsecondary Teachers, All Other
Master of Science in Healthcare Analytics	15-1221 Computer and Information Research Scientists 15-1299 Computer Occupations, All Other 25-1199 Postsecondary Teachers, All Other 29-9021 Health Information Technologists and Medical Registrars
Master of Science in Information Systems and Technology	11-3021 Computer and Information Systems Managers 15-1211 Computer Systems Analysts 15-1212 Information Security Analysts 15-1221 Computer and Information Research Scientists 15-1241 Computer Network Architects 15-1243 Database Architects 15-1252 Software Developers 15-1253 Software Quality Assurance Analysts and Testers 15-2051 Data Scientists
Conflict Resolution and Peace Studies - Advanced Practice Certificate	19-3099 Social Scientists and Related Workers, All Other 23-1022 Arbitrators, Mediators, and Conciliators 25-1199 Postsecondary Teachers, All Other

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Criminal Behavior - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 19-3041 Sociologists 19-4099 Life, Physical, and Social Science Technicians, All Other 25-1111 Criminal Justice and Law Enforcement Teachers, Postsecondary
Disaster Response and Emergency Management - Advanced Practice Certificate	11-9161 Emergency Management Directors 11-9199 Managers, All Other 33-1012 First-Line Supervisors of Police and Detectives
Doctor of Philosophy in Psychology, Public Policy and Law	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Firefighter Behavioral Health - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Forensic Linguistics - Advanced Practice Certificate	25-1111 Criminal Justice and Law Enforcement Teachers, Postsecondary 33-3021 Detectives and Criminal Investigators 33-3051 Police and Sheriff's Patrol Officers
Forensic Psychology - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Forensic Victimology - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Fundamentals of Correctional Psychology with Assessment - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Fundamentals of Correctional Psychology - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Fundamentals of Military and Veterans Psychology - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Fundamentals of Police Psychology - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Master of Science in Forensic Behavioral Science	11-9199 Managers, All Other 19-3039 Psychologists, All Other 19-3041 Sociologists 19-4099 Life, Physical, and Social Science Technicians, All Other 25-1111 Criminal Justice and Law Enforcement Teachers, Postsecondary
Master of Science, Forensic Science, Investigation, & Technology	19-4092 Forensic Science Technicians 19-4099 Life, Physical, and Social Science Technicians, All Other 25-1111 Criminal Justice and Law Enforcement Teachers, Postsecondary
Peer Counseling - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Police Psychology for Licensed Practitioners - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Pragmatic Situational Awareness - Advanced Practice Certificate	11-9161 Emergency Management Directors 11-9199 Managers, All Other 33-1012 First-Line Supervisors of Police and Detectives
Professional Protection and Security - Advanced Practice Certificate	11-9161 Emergency Management Directors 25-1111 Criminal Justice and Law Enforcement Teachers, Postsecondary 33-1012 First-Line Supervisors of Police and Detectives 33-3051 Police and Sheriff's Patrol Officers 33-9021 Private Detectives and Investigators
RESPOND Law Enforcement-Mental Health Response Team- Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Telemental Health - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Threat Assessment and Management - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Trial Consulting - Advanced Practice Certificate	11-9199 Managers, All Other 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Certificate in LGBT Human Services and Mental Health	19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Doctor of Philosophy in Clinical Psychology	19-3033 Clinical and Counseling Psychologists 11-9199 Managers, All Other 19-3033 Clinical and Counseling Psychologists 25-1066 Psychology Teachers, Postsecondary
Doctor of Psychology in Clinical Psychology	19-3033 Clinical and Counseling Psychologists 11-9199 Managers, All Other 19-3033 Clinical and Counseling Psychologists 25-1066 Psychology Teachers, Postsecondary
Doctor of Philosophy in Industrial and Organizational Psychology	11-3121 Human Resources Managers 11-3131 Training and Development Managers 11-9199 Managers, All Other 13-1071 Human Resources Specialists 13-1111 Management Analysts 13-1151 Training and Development Specialists 19-3032 Industrial-Organizational Psychologists 25-1066 Psychology Teachers, Postsecondary

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Doctor of Philosophy in Organizational Psychology	11-3111 Compensation and Benefits Managers 11-3121 Human Resources Managers 11-3131 Training and Development Managers 13-1071 Human Resources Specialists 25-1011 Business Teachers, Postsecondary
Doctor of Philosophy in Marital and Family Therapy	21-1013 Marriage and Family Therapists 25-1066 Psychology Teachers, Postsecondary
Doctor of Psychology in Marital and Family Therapy	21-1013 Marriage and Family Therapists 25-1066 Psychology Teachers, Postsecondary
Master of Arts in Marital and Family Therapy	21-1013 Marriage and Family Therapists 25-1066 Psychology Teachers, Postsecondary
Master of Arts in Marriage, Couple and Family Counseling	19-3033 Clinical and Counseling Psychologists 21-1014 Mental Health Counselors 21-1019 Counselors, All Other 25-1066 Psychology Teachers, Postsecondary 11-9199 Managers, All Other
Doctor of Psychology in Organization Development	11-3111 Compensation and Benefits Managers 11-3121 Human Resources Managers 11-3131 Training and Development Managers 13-1071 Human Resources Specialists 25-1011 Business Teachers, Postsecondary
Doctoral Respecialization Certificate in Clinical Psychology	11-9199 Managers, All Other 19-3033 Clinical and Counseling Psychologists 25-1066 Psychology Teachers, Postsecondary
Master of Arts in Clinical Counseling	11-9199 Managers, All Other 19-3033 Clinical and Counseling Psychologists 21-1014 Mental Health Counselors 21-1019 Counselors, All Other 25-1066 Psychology Teachers, Postsecondary
Master of Arts in Organizational Psychology	11-3111 Compensation and Benefits Managers 11-3121 Human Resources Managers 11-3131 Training and Development Managers 13-1071 Human Resources Specialists 25-1011 Business Teachers, Postsecondary
Master of Arts in Organizational Leadership	11-3111 Compensation and Benefits Managers 11-3121 Human Resources Managers 11-3131 Training and Development Managers 13-1071 Human Resources Specialists 25-1011 Business Teachers, Postsecondary
Master of Science in Clinical Psychopharmacology	11-9199 Managers, All Other 19-1042 Medical Scientists, Except Epidemiologists 19-3039 Psychologists, All Other 25-1071 Health Specialties Teachers, Postsecondary

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Master of Social Work	11-9151 Social and Community Service Managers 21-1013 Marriage and Family Therapists 21-1019 Counselors, All Other 21-1021 Child, Family, and School Social Workers 21-1022 Healthcare Social Workers 21-1023 Mental Health and Substance Abuse Social Workers 21-1029 Social Workers, All Other 21-1092 Probation Officers and Correctional Treatment Specialists 25-1113 Social Work Teachers, Postsecondary
Administrative Services Credential	11-9039 Education Administrators, All Other
Authorization in Autism Spectrum Disorders	25-1081 Education Teachers, Postsecondary 25-2051 Special Education Teachers, Preschool 25-2055 Special Education Teachers, Kindergarten 25-2056 Special Education Teachers, Elementary School 25-2057 Special Education Teachers, Middle School 25-2058 Special Education Teachers, Secondary School 25-2059 Special Education Teachers, All Other
Bilingual Authorization	25-1081 Education Teachers, Postsecondary 25-2011 Preschool Teachers, Except Special Education 25-2012 Kindergarten Teachers, Except Special Education 25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education 25-3011 Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors 25-3099 Teachers and Instructors, All Other
Certificate in California Teachers of English Learners (CTEL) Leading to CLAD Certification	25-2011 Preschool Teachers, Except Special Education 25-2012 Kindergarten Teachers, Except Special Education 25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education 25-3011 Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors
Doctor of Education in Educational Leadership and Management	11-9033 Education Administrators, Postsecondary 11-9039 Education Administrators, All Other
Doctor of Education in Teaching English to Speakers of Other Languages (TESOL)	25-2011 Preschool Teachers, Except Special Education 25-2012 Kindergarten Teachers, Except Special Education 25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education 25-3011 Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors
Doctor of Psychology in Educational Psychology	11-9199 Managers, All Other 19-3034 School Psychologists 19-3039 Psychologists, All Other 25-1066 Psychology Teachers, Postsecondary
Education Specialist Degree in School Counseling	21-1012 Educational, Guidance, and Career Counselors and Advisors

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Education Specialist in School Psychology	11-9199 Managers, All Other 19-3034 School Psychologists 21-1012 Educational, Guidance, and Career Counselors and Advisors 25-1066 Psychology Teachers, Postsecondary
Master of Arts in Education - Educational Administration	11-9031 Education and Childcare Administrators, Preschool and Daycare 11-9032 Education Administrators, Kindergarten through Secondary 11-9033 Education Administrators, Postsecondary 11-9039 Education Administrators, All Other
Master of Arts in Education - School Counseling with Pupil Personnel Services Credential	21-1012 Educational, Guidance, and Career Counselors and Advisors
Master of Arts in Education - School Psychology with Pupil Personnel Services Credential	11-9199 Managers, All Other 19-3034 School Psychologists 21-1012 Educational, Guidance, and Career Counselors and Advisors 25-1066 Psychology Teachers, Postsecondary
Master of Arts in Education - Special Education	25-2051 Special Education Teachers, Preschool 25-2055 Special Education Teachers, Kindergarten 25-2056 Special Education Teachers, Elementary School 25-2057 Special Education Teachers, Middle School 25-2058 Special Education Teachers, Secondary School 25-2059 Special Education Teachers, All Other 25-9043 Teaching Assistants, Special Education
Master of Arts in Education - Special Education with Preliminary Education Specialist Instruction Credential	25-2051 Special Education Teachers, Preschool 25-2055 Special Education Teachers, Kindergarten 25-2056 Special Education Teachers, Elementary School 25-2057 Special Education Teachers, Middle School 25-2058 Special Education Teachers, Secondary School 25-2059 Special Education Teachers, All Other 25-9043 Teaching Assistants, Special Education
Master of Arts in Education - Teaching English to Speakers of Other Languages	25-2011 Preschool Teachers, Except Special Education 25-2012 Kindergarten Teachers, Except Special Education 25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education 25-3011 Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors
Master of Arts in Education: Teaching with Preliminary Multiple Subject Teaching Credential	25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education
Master of Arts in Education: Teaching with Preliminary Single Subject Teaching Credential	25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Preliminary Education Specialist Instruction Credential: Mild/Moderate Disabilities	25-2051 Special Education Teachers, Preschool 25-2055 Special Education Teachers, Kindergarten 25-2056 Special Education Teachers, Elementary School 25-2057 Special Education Teachers, Middle School 25-2058 Special Education Teachers, Secondary School 25-2059 Special Education Teachers, All Other 25-9043 Teaching Assistants, Special Education
Preliminary Multiple Subject Teaching Credential	25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education
Preliminary Single Subject Teaching Credential	25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education
Preliminary Multiple Subjects Teaching Credential Standard Intern with Education Specialist Credential	25-2021 Elementary School Teachers, Except Special Education 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education
Preliminary Multiple Subjects Teaching Credential Student Teaching with Education Specialist Credential	25-2021 Elementary School Teachers, Except Special Education 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education
Preliminary Single Subject Teaching Credential Standard Intern Option with Preliminary Education Specialist Credential	25-2031 Secondary School Teachers, Except Special and Career/Technical Education 25-2023 Career/Technical Education Teachers, Middle School 25-1042 Biological Science Teachers, Postsecondary
Preliminary Single Subject Teaching Credential Student Teaching Option with Preliminary Education Specialist Credential	2031 Secondary School Teachers, Except Special and Career/Technical Education 25-2023 Career/Technical Education Teachers, Middle School 25-1042 Biological Science Teachers, Postsecondary
Pupil Personnel Services Credential: School Counseling	21-1012 Educational, Guidance, and Career Counselors and Advisors
Pupil Personnel Services Credential: School Psychology	11-9199 Managers, All Other 19-3034 School Psychologists 21-1012 Educational, Guidance, and Career Counselors and Advisors 25-1066 Psychology Teachers, Postsecondary
Elementary Education (Multiple Subject) - Alternative Certification Method (Arizona)	25-2021 Elementary School Teachers, Except Special Education 25-2022 Middle School Teachers, Except Special and Career/Technical Education
Secondary Education (Single Subject) - Alternative Certification Method (Arizona)	25-2022 Middle School Teachers, Except Special and Career/Technical Education 25-2031 Secondary School Teachers, Except Special and Career/Technical Education
Juris Doctorate	23-1011 Lawyers 23-1012 Judicial Law Clerks 23-1021 Administrative Law Judges, Adjudicators, and Hearing Officers 23-1022 Arbitrators, Mediators, and Conciliators 23-1023 Judges, Magistrate Judges, and Magistrates 25-1112 Law Teachers, Postsecondary
Bachelor of Science in Nursing	25-1072 Nursing Instructors and Teachers, Postsecondary 29-1141 Registered Nurses

Alliant International University Educational Program	Standard Occupational Classification (SOC) Codes
Master of Science in Nursing, Direct Entry	25-1072 Nursing Instructors and Teachers, Postsecondary 29-1141 Registered Nurses
Master of Science in Nursing, Nurse Executive	25-1072 Nursing Instructors and Teachers, Postsecondary 29-1141 Registered Nurses
Bachelor of Science in Business Administration	11-1011 Chief Executives 11-1021 General and Operations Managers 11-2022 Sales Managers 11-3012 Administrative Services Managers 11-3013 Facilities Managers 11-3051 Industrial Production Managers 11-3071 Transportation, Storage, and Distribution Managers 11-3111 Compensation and Benefits Managers 11-3121 Human Resources Managers 11-3131 Training and Development Managers 11-9021 Construction Managers 11-9072 Entertainment and Recreation Managers, Except Gambling 11-9151 Social and Community Service Managers 11-9179 Personal Service Managers, All Other 11-9199 Managers, All Other 13-1051 Cost Estimators 13-1071 Human Resources Specialists 13-1081 Logisticians 13-1082 Project Management Specialists 13-1111 Management Analysts 13-1141 Compensation, Benefits, and Job Analysis Specialists 13-1199 Business Operations Specialists, All Other 25-1011 Business Teachers, Postsecondary
Bachelor of Science in Hospitality Management	11-9051 Food Service Managers 11-9072 Entertainment and Recreation Managers, Except Gambling 11-9081 Lodging Managers 11-9179 Personal Service Managers, All Other
Bachelor of Science in Information Systems and Technology	11-3021 Computer and Information Systems Managers 15-1211 Computer Systems Analysts 15-1212 Information Security Analysts 15-1221 Computer and Information Research Scientists 15-1241 Computer Network Architects 15-1243 Database Architects 15-1252 Software Developers 15-1253 Software Quality Assurance Analysts and Testers 15-2051 Data Scientists
Bachelor of Science in Psychology	11-9199 Managers, All Other 19-3032 Industrial-Organizational Psychologists 19-3033 Clinical and Counseling Psychologists 19-3039 Psychologists, All Other 19-4061 Social Science Research Assistants 25-1066 Psychology Teachers, Postsecondary

MILITARY AND VETERANS SERVICES

Alliant International University is proud to continue to serve Veterans, Active Duty Military, Reserve, National Guard and Military Affiliated students while attending school to achieve their higher education goals.

Many of our programs are approved to use Federal and State benefits. Our Veteran Services Office is here to serve our students with certification of Federal GI Bill® benefits and connections with campus and local resources.

Alliant International University
Veteran Services Office
veteranservices@alliant.edu

Each of our locations has a primary Point of Contact (POC) that you can turn to for assistance and to get connected to University resources and support services. Please visit the Veterans Services in the Student Portal 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 TRANSCRIPTS, CREDIT PRACTICES, AND INFORMATION

Alliant accepts military transcripts from the below sources:

1. Official Joint Service Transcripts (JST)
2. Community College of the Air Force

Transfer credit 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.

Veteran Education Benefits

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.

Alliant's Veteran Services 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.

***A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

***Alliant International University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

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 Veteran Services Office, through the Veteran Services student portal. 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 utilizing Chapter 31: Vocational Rehabilitation & Employment must ensure their assigned counselor submits the necessary Purchase Order via Tungsten to Alliant's Veteran Services 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, or Chapter 1606: Montgomery GI Bill® - Selected Reserve: 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. 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 student.

The University provides Academic Plans of Study [aka Degree Progress Audit (DPA)] to every student. We encourage all military students to review their DPA of study along with their transfer evaluations to determine their remaining requirements for degree completion.

Only courses that satisfy requirements outlined in a student's Degree Progress Audit 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.

A student can round out a course schedule with non-required courses to bring their course load up to full-¬time schedule in their 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).

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 Veteran Services Office the Student Responsibility Agreement documentation each semester after registering for classes. 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 completed 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 Purchase Order via Tungsten authorizing the student to pursue training.
2. A completed 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 completed 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 completed Student Responsibility Agreement. Without this document, the VA will not be notified that the student wishes to use their benefits.
2. 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 completed 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 Alliant's Veteran Services Office in order to have tuition and fees deferred for future terms.
2. A completed Student Responsibility Agreement. Without this document, the VA will not be notified that the student wishes to use their benefits.
3. This benefit is not eligible for Yellow Ribbon Program.

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 Veteran Services website.

Questions regarding eligibility, contact Alliant's Veteran Services 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.

Veterans Benefit Certification for Dissertation Courses

The format for dissertation courses (research, sequence, and extension) cannot be certified as on-ground until a student has attended at least one meeting, on-campus, with their instructor within the term start and end dates. Once a meeting has occurred, the dissertation units can be certified as on-ground.

This meeting may be necessary for students receiving VA benefits while enrolled only in a dissertation course. This requirement is needed for the student to qualify for their full monthly housing benefit. Faculty at Alliant are expected to accommodate on-campus meetings with students at least once each session.

Alliant will continue to certify all dissertation units as online unless a "VA Dissertation Verification Form" is approved. This form is accessible on the Veteran Services homepage and students should initiate the form after their on-campus attendance requirement is met (https://alliantintluni.sharepoint.com/studentaffairs/military/libraries/SitePages/Home.aspx).

The student will be notified if their form is approved or denied. Questions on this policy can be directed to the Veteran Services Office.

Military Tuition Assistance & Military Dependent Tuition Assistance

Alliant accepts other tuition assistance offered by various programs for the funding of your educational goals. Our Service Members and Military families are very important at the University and there are many programs that offer benefits to eligible active duty military, military spouses and their dependents. For more information about Military Tuition Assistance please contact Student Finance, SF@alliant.edu.

1. Army Tuition Assistance (TA) Program (ArmyIgnitED - www.armyignited.army.mil)
2. Tuition Assistance Top-Up (Top-Up)
3. My CAA: Spouse Education Programs
4. Military Tuition Assistance 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. 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).
   a. Eligibility Requirements
      i. Must be a member of the United State Armed Forces or United States Coast Guard, utilizing Tuition Assistance
      ii. Must be a current student or new student who meets all admission requirements and has been fully admitted and confirmed into an Alliant degree program.
      iii. Students who receive Alliant tuition waivers are not eligible to receive this grant.
      iv. Student must be in good academic and conduct standing to maintain continued eligibility for the grant award year.
5. Health Professions Scholarship Program (HPSP)
6. Coast Guard Foundation
7. Coast Guard Mutual Assistance (CGMA)
8. VADM E.P. Travis Scholarship and Loan Program (VADM E.P.)
   a. Spouse of an active duty member or the dependent child of an active or retired member of the Navy or Marine Corps. You must also be a full-time undergraduate student at an accredited college or university.
      i. 1000 grants are awarded each academic year at $2000 each.
      ii. Applicants are also evaluated for an interest-free student loan of up to $3000.
      iii. The loan repayment begins within 30 days of award and must be repaid by allotment within 24 months.
      iv. Application deadline is 1 March of each year.
9. General George S. Brown Spouse Tuition Assistance Program (STAP)
   a. The purpose of the Spouse Tuition Assistance Program (STAP) is to provide partial tuition assistance for spouses of Active Duty airmen or officers, who accompany members to overseas locations and will be attending college programs. The focus of the program is on the completion of degree or certificate programs that provide increased occupational opportunities for spouses.

Student Responsibilities

1. Approved Courses

The only courses that may be approved for VA educational benefits are those required for the degree objective and that have not previously been successfully completed. Refer to your degree evaluation, graduate program of study (or graduate student worksheet), Alliant Advising, and/or your department advisor to ensure all classes are applicable towards your objective. Deviations from the required classes must be approved by an appropriate individual authorized to make substitutions (i.e., department advisor, department chair, dean, etc.).

2. Schedule Adjustments

Federal law requires any changes in enrollment status that may affect VA education benefits be reported. Any changes to your class schedule (i.e., adds/drops) may have an impact on your VA education benefits. If you change your schedule, notify the Alliant Veteran Services as soon as possible to avoid possible retroactive loss of benefits. Unauthorized withdrawal from courses may result in retroactive loss of benefits and a potential debt to the VA and/or university.

3. Academic Probation

Students placed on academic probation may continue to utilize VA education benefits for not more than two semesters. If the academic probation is carried into a third semester, the student will not be certified for VA benefits. Students that are on or facing academic probation should contact the Alliant Veteran Services for possible resources to improve their academic progress.

4. Change in Major

If you change your major, you must provide Alliant Veteran Services with a signed copy of VA Form 22-1995 (VA Form 22-5495 for Ch. 35). If you add a second major or more than one minor, you will need to provide Alliant Veteran Services with a copy of your degree evaluation obtained from the Student Advisor. Request this early as it can take several weeks to a few months for evaluation to be generated.

5. Payments/Refunds

If you are not rated at 100% under the Post 9/11 GI Bill®, your portion of the tuition and fees must be paid by the schedule adjustment deadline each semester. If you pay tuition and fees that are then covered by the GI Bill® , your refund will be processed in accordance with Alliant

policy and will be refunded after payment is received from the VA. For additional information contact the Alliant Student Finance Office. Alliant will hold any Financial Aid up to the amount to cover the cost of a student's tuition and fees for that session. If the GI Bill® pays tuition on your behalf to Alliant, your student account will be credited, and any excess financial aid will be refunded.

6. Remaining Entitlement

To avoid possible overpayment by the VA and additional unexpected costs to the student, all VA Benefit users (especially Post 9/11 GI Bill® [Ch. 33]) are encouraged to keep track of their remaining entitlement. The information is sent each semester to the student by the VA or can be obtained from www.ebenefits.va.gov or by calling (888) 442-4551.

7. Post 9/11 Certification Process

Federal law requires the VA to be the "last payer" for tuition and fees. Financial aid (i.e., grants, loans, scholarships, etc.) specifically awarded for tuition and fees will be applied first and the VA will pay the difference. Alliant Veteran Services will report your tuition to the VA at the beginning of the semester as $0.00 in order to allow applicable housing and book stipends to be paid. Near the end of the semester, the final tuition amount will be reported to the VA for payment to Alliant. Students will receive occasional notifications from the school that their tuition has not been paid. These can generally be disregarded provided that the student has been certified to the VA and is rated at 100% under the Post 9/11 GI Bill®. Additional questions should be directed Alliant Veteran Service staff or by visiting the GI Bill® website at www.gibill.va.gov.

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 31 and 33 are eligible for deferred payment status as a Covered Individual.

A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

Alliant International University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

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. Alliant realizes every student's situation is unique dependent upon course load, financial aid status, date called to serve, and other factors. As such, each student "called to serve" will be provided individualized service to address their specific needs.

Military students going on deployment may petition for an academic exception to the 12 month total time limit on approved academic absences. If the student deployment goes beyond what can reasonably be accommodated while still maintaining the academic integrity of the program, the student may be entitled to re-admission subject to the conditions outlined in the Re-Admission Policy below.

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. Please see the Incomplete Policy for specific information. 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,
3. 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. This means that the student will be admitted to the same program, unless the student requests or agrees to admission to another program (if the student's program is no longer offered, Alliant will admit the student to the program that is the most similar). Also, the student will be readmitted with the same number of credits completed, unless the student is admitted to a different program and the hours are not transferable. For the first academic year, student will be readmitted with the same tuition and fee charges as when the student left, unless military benefits will pay the increase, but never more than the institution is charging other students.

Alliant is not required to readmit a student if it determines, after reasonable efforts, that the student is not prepared to resume the program at the point where they left off or is unable to complete the program. In addition, Alliant is not required to readmit a student if it determines that there are no reasonable efforts it can take to prepare the student to resume at the point where they left off, or to enable the student to complete the program.

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.

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 https://www.ebenefits.va.gov.

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 or by texting 838255 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.

SAN FRANCISCO LAW SCHOOL

ABOUT 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 part-time, online program leading to the JD degree.

The online distance learning program spans four years with synchronous sessions offered one hour a week per class.

Students at San Francisco Law School will be 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 first incorporated in 1909. As a registered unaccredited law school, 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.

Law students at the school often work by day at law firms, government agencies, and businesses.

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 1905 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 strives to continue honoring 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. 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.

Just as offering legal instruction on a part-time basis in the evenings was in its day an innovation designed to make access to legal education more equitable, the move to a fully online platform makes an education in the law available for many students for whom it was previously out of reach.

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 Campus of the San Francisco Law School

San Francisco Law School maintains its administrative offices at the Alliant campus in San Diego. San Francisco Law School is dedicated to providing students of diverse backgrounds the opportunity to attain a quality legal education. San Francisco Law School understands that students often must learn to balance work and family responsibilities in a demanding law school environment and is part of a university 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 is a Registered Unaccredited Law School with the State Bar of California.

The method of instruction at this law school for the Juris Doctor (J.D.) degree program is principally by technological means including interactive classes.

Students enrolled in the J.D. degree program at this law school who successfully complete the first year of law study must pass the First-Year Law Students' Examination required by Business and Professions Code § 6060(h) and Title 4, Division 1, Chapter 1 Rule 4.3(l) of the of the Rules of the State Bar of California as part of the requirements to qualify to take the California Bar Examination. A student who passes the First-Year Law Students' Examination within three (3) administrations of the examination after first becoming eligible to take it will receive credit for all legal studies completed to the time the examination is passed. A student who does not pass the examination within three (3) administrations of the examination after first becoming eligible to take it must be promptly disqualified from the law school's J.D. degree program. If the dismissed student subsequently passes the examination, the student is eligible for re-enrollment in this law school's J.D. degree program, but will receive credit for only one year of legal study.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or to satisfy the requirements for admission to practice in jurisdictions other than California. A student intending to seek admission to practice law in a jurisdiction other than California should contact the admitting authority in that jurisdiction for information regarding the legal education requirements in that jurisdiction for admission to the practice of law.

Business & Professions Code Section 6061.7(a) Information Report for All Locations, Reporting Year 2023.

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 135 to be considered for full admission to the program. Students with LSAT scores between 135-146 may be considered for conditional admission to the program, but may be required to successfully complete the first year courses and pass the First-Year Law Student Examination (sometimes called the Baby Bar).

Individuals who took the LSAT within the last five years 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 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. The San Francisco 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 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 the Guidelines for Unaccredited 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. (The rules do 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 the Guidelines for Unaccredited 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 the rules). (The rules do 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.

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

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. Each class meets for a synchronous session one hour per week, Monday through Thursday evenings. 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 (JD) 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 2.0 or higher for the final year and a cumulative grade point average of 2.0 or higher. Graduating students must have been enrolled in law school for at least four years.

Students will be awarded a "With Honors" distinction if their cGPA is 3.5 or better, and all units were earned at San Francisco Law School.

Subject to the limitations prescribed by the Accredited Law School Rules of the California State Bar's Committee of Bar Examiners; students must complete all requirements for a JD no earlier than 32 months and no later than 84 months after a student has commenced law study at SFLS or a law school from which SFLS has accepted transfer credits.

Part-Time Regular Program

Students entering San Francisco Law School in the Fall, are required to take 23 units for their First Year, 20 core units the Second Year, 22 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 and Community Property in the Summer Session semester. The MBE I course is 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, delivered via technological means. 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 when attending synchronous 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

Professors give numerical grades on exams and for courses. Students will continue to receive a numeric grade for the course from the professor to help them assess where their grade was in relation to the median numeric grade. However, the administration will convert respective numeric grades to a letter grade.

The letter grade will be the only grade reflected on the students' transcripts. Conversion to letter grades is based on the following approved conversion matrix.

Grade A	93 - 100
Grade A-	90 - 92
Grade B+	87 - 89
Grade B	83 - 86
Grade B-	80 - 82
Grade C+	77 - 79
Grade C	73 - 76
Grade C-	70 - 72 (Minimum required to receive a Credit for a Credit/No Credit Course)
Grade D	55 - 69 (Not Satisfactory, no credit given for course)
Grade F	0 - 54 (Fail, no credit given for the course)

Note: if a student receives a grade below a C- (70) in a course, the student will not receive credit for that course. If the course is a required course, the student will be required to retake the course and achieve a grade of C- (70) or higher to receive credit for the course. A student receiving a grade below C- (70) for any course will not be allowed to take the second part of a two-semester course (i.e., Torts 1 & 2, etc.). No Credit is given for a credit/no credit course for a grade score below C- (70).

For more information on quality points and GPA calculation, please see the Academic Policies section.

Transfer Credits

Students may take courses for credit at other 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 satisfactory grade from the other law school is required for the grade to be transferable. 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 examinations may be required, 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.

Students are required to sit for examinations on the date and at the times the examinations are scheduled by SFLS. The failure of a student to sit for an examination will result in the student receiving a grade of zero (failure) for that examination. The failure of a student to sit for a scheduled examination shall be considered as a failure to complete the course requirements and may also cause the student to be deemed as withdrawn without good standing.

Students who are unable to take a regularly scheduled examination within the prescribed period for such examinations, must request the Registrar or Dean consider approving a special examination. Approval of such request is strictly within the discretion of the Dean and will not be granted routinely. The request will only be approved for good cause and under such special circumstances as defined in the SFLS Student Handbook.

If the student's request is approved, the make-up examination must be taken on one of the two exam make-up days scheduled immediately after exam week, or at a time the Dean approves.

In this case, a fee of $75 per examination will be assessed.

Academic Support

Tutoring is available to students before and after classes. Each student is assigned a Student Advisor who is available for students to meet with 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 SFLS 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 Grade Review Committee.

The Committee consists of at least three faculty members appointed by the Dean, and is in accordance with Section 2.9 (G) & 2.9 (H) of the State Bar Guidelines for Unaccredited Law School Rules.

Law school students are also entitled to all rights detailed in the SFLS Student Handbook as well as the Student Rights and Responsibilities section of the catalog.

Law Library

The library of San Francisco Law School maintains on-line access to Westlaw and NexisUni (formerly LexisNexis). Students can access these databases from the school library and from their homes to perform legal research and read cases. In accordance with the Guidelines for Unaccredited Law School Rules of the California State Bar's Committee of Bar Examiners, San Francisco Law School's primary administrative office in San Diego maintains hard copies of a current, standard text or treatise for each course or subject in the curriculum of the law school for which such a text or treatise is available. These hard copies are managed by the library of Alliant International University.

State Bar Requirements

A student who plans to practice law in California is encouraged 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 is over 100 years old and sponsors alumni social events and participates in SFLS events and gatherings. These events provide an informal setting in which to get acquainted and to support students and recent graduates in their transition to the practice of law.

LAW FACULTY

For faculty information, please visit the Faculty section of the catalog.

ARIZONA CAMPUS

GOVERNING ARIZONA CAMPUS LEADERSHIP

- Jeff Keith, Chairman of the Board of Trustees
- Andy Vaughn, President of Alliant International University
- Christoph Winter, Chief Financial Officer and Senior Vice President
- Tracy Heller, Ph.D., Provost and Senior Vice President of Academic Affairs
- Sherrie Palmieri, Founding Dean, School of Nursing & Health Sciences
- Paul Nelson, Director, Campus Services and SIMS Technician

ADMISSIONS AND COMPLETION INFORMATION

BSN Admission Requirements

Applicants can refer to Bachelor of Science in Nursing (Pre-Nursing Pathway) and Bachelor of Science in Nursing (Core Nursing Pathway) under Admissions and Registration section of the catalog for information.

BSN Completion Requirements

Students are expected to make academic and professional progress throughout their academic programs. Good Academic Standing and professional progress is defined as earning a GPA of 2.5 or higher at the undergraduate level, completing educational program within required timeframes, adhering to all Codes of Conduct and professional, ethical standards and expectations. Degrees will only be awarded to students meeting all policies and requirements, and those in Good Academic Standing. 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 at the end of each trimester (as applicable to the calendar of the program in which the student is enrolled) will be subject to being placed on automatic Academic Warning or Academic Probation. The first trimester below the required GPA or failure of any required course will result in the student being placed on Academic Warning. If the student fails to raise the cumulative GPA above the minimum requirement the next trimester, the student will be placed on Academic Probation.

In addition to the automatic process above, any student who fails to meet all the required guidelines each trimester (as applicable to the calendar of the program in which the student is enrolled) may be placed on Academic Warning, Academic Probation, or be subject to Academic Dismissal through the Student Evaluation and Review Committee (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 2.5 for undergraduates or 3.0 in graduate programs on a letter grading system
2. Pass all courses with a 75% or higher
3. For clinical courses, the student must pass the didactic, laboratory, and clinical components of the course to pass the course
4. Receipt of a No Credit grade in a course or field placement
5. Receipt of two Incomplete grades
6. A combination of Incomplete or No Credit grades
7. Violation of professional or ethical conduct
8. Failure to comply with school or campus rules or procedures
9. Evidence of personal factors (personality, interpersonal, or intrapersonal functioning) that may hinder the student's professional competence
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 designee will obtain information relevant to a student's progress in an academic program. The Program Director or designee will refer the information to the designated 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).

MSN-DE Admission Requirements

Applicants can refer to Master of Science in Nursing, Direct Entry (MSN-DE) under Admissions and Registration section of the catalog for information.

MSN-DE Completion Requirements

Students are expected to make academic and professional progress throughout their academic programs. Good Academic Standing and professional progress is defined as earning a GPA of 3.0 or higher at the graduate level, completing educational programs within required timeframes, adhering to all Codes of Conduct and professional, ethical standards and expectations. Degrees will only be awarded to students meeting all policies and requirements, and those in Good Academic Standing. 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 at the end of each trimester (as applicable to the calendar of the program in which the student is enrolled) will be subject to being placed on automatic Academic Warning or Academic Probation. The first trimester below the required GPA or failure of any required course will

result in the student being placed on Academic Warning. If the student fails to raise the cumulative GPA above the minimum requirement the next trimester, the student will be placed on Academic Probation.

In addition to the automatic process above, any student who fails to meet all the required guidelines each trimester (as applicable to the calendar of the program in which the student is enrolled) 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 3.0 in graduate/credential programs on a letter grading system
2. Pass all courses with a 75% or higher
3. For clinical courses, the student must pass the didactic, laboratory, and clinical components of the course to pass the course
4. Receipt of a No Credit grade in a course or field placement
5. Receipt of two Incomplete grades
6. A combination of Incomplete or No Credit grades
7. Violation of professional or ethical conduct
8. Failure to comply with school or campus rules or procedures
9. Evidence of personal factors (personality, interpersonal, or intrapersonal functioning) that may hinder the student's professional competence
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 designee will obtain information relevant to a student's progress in an academic program. The Program Director or designee will refer the information to the designated 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).

BSN AND MSN-DE EQUIPMENT TECHNOLOGY REQUIREMENTS AND COMPETENCIES

Each student is provided with a primary, and if requested an alternate preferred name, @alliant.edu email address through Microsoft Office 365 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.

Alliant students are also provided a license for Microsoft's Office365. This includes all Office applications - Word, Excel, PowerPoint, Email, Skype/Teams, OneDrive, and others. The Alliant Student Portal (https://portal.alliant.edu/cmcportal/) and other resources are provided to help manage the student experience.

Students are expected to know how to use the internet and type a paper or presentation using a typewriter or a computer software program such as MS Word or Pages by Apple. The school has a resource/computer lab that is Wi-Fi enabled and students may use this lab during normal business hours.

BSN AND MSN-DE GRADUATE EMPLOYMENT OPPORTUNITIES

Graduates who successfully pass the Arizona Board of Nursing NCLEX Exam and who have received their license maybe eligible to work as a Registered Nurse in a variety of settings. Following is a breakdown of where most Registered Nurses can seek employment opportunities:

Figure 1: Source: Emsi Buring Glass - economicmodeling.com

REQUIREMENTS FOR BSN AND MSN-DE GRADUATES TO PRACTICE

Graduates must apply for their Registered Nurse License through the Arizona State Board of Nursing. Many questions about the application process can be answered by visiting the RN / LPN Licensure by Examination FAQs.

Application Instructions for RN / LPN Licensure by Examination

Please read this flyer for detailed instructions.

To check the status of your application please log into your nurse portal and check the message center for updates. Please allow up to 30 days for your application to show up in the license verification system before contacting the Board.

Arizona is a Compact State:

1. Arizona is part of the Enhanced Nurse Licensure Compact (eNLC) and no longer part of the Original Nurse Licensure Compact (NLC).
2. A list of states participating in the Enhanced Nurse Licensure Compact is available at https://www.ncsbn.org/enhanced-nlc-implementation.htm.
3. An applicant for licensure as a Registered Nurse or Licensed Practical Nurse who meets certain requirements is eligible for multistate licensure. Once the Board grants the multistate license, the nurse can then engage in nursing practice in any of the Enhanced Nurse Licensure Compact states without having to obtain additional licenses. Your application will be reviewed to determine if you meet the criteria for issuance of a multistate

license. If you do not meet the criteria for a multistate license but you do meet the criteria for a single state license, a single state license will be issued to you.

4. Requirements for Multistate Licensure:
   a. Meet the requirements for licensure in the state of Arizona
   b. Has graduated from a board-approved education program or has graduated from an international education program (approved by the authorized accrediting body in the applicable country and verified by an independent credential review agency
   c. Has passed an English proficiency examination (applies to graduates of an international education program not taught in English or if English is not the individual's native language
   d. Has passed the NCLEX or predecessor exam
   e. Is eligible for or holes an active unencumbered license (i.e., without active discipline)
   f. Has submitted fingerprints for state and federal background becks
   g. Has no state or federal felony convictions
   h. Has no misdemeanor convictions related to the practice of nursing
   i. Is not currently a participant in an alternative program
   j. Is required to self-disclose current participation in an alternative program
   k. Has a valid United States social security number

Requirements

1. U.S. EDUCATED APPLICANTS:

a. RN applicants hold a Diploma, Associate Degree or Baccalaureate Degree in Nursing from an approved program. LPN applicants hold a Diploma or Certificate from an approved program.

b. Visit RN / LPN Exceptions to view the list of exceptions.

c. Passing score on NCLEX exam.

d. Graduates of out of state schools - Transcripts, including graduation dates and type of degree, sent by your school to Arizona State Board of Nursing.

e. Board approval for applicants who are under investigation.

Items to Complete for Licensure

1. COMPLETE THE NCLEX REGISTRATION by going to pearsonvue.com/nclex OR by phone 866-496-2539
2. REQUEST OFFICIAL TRANSCRIPTS - Sent by the program directly to Arizona State Board of Nursing (for out-of-state graduates)

   CITIZENSHIP / NATIONALITY / ALIEN STATUS DOCUMENTATION

   a. All applicants must upload a copy of documentation regarding citizenship/nationality/alien status. A copy of the document must be submitted on an 8½ x 11 sheet of plain white paper and submitted with the application. For a list of acceptable documents visit the Citizenship and Alien Status page.

3. SUBMIT A FINGERPRINT CARD
   a. You are required to submit a full set of fingerprints, for the purpose of obtaining State and Federal criminal record checks.
   b. You are only exempt from this requirement if you have submitted a fingerprint card to the Arizona State Board of Nursing within the previous two years.
   c. A copy of a clearance card issued by DPS is not a substitute.
   d. A fingerprint card will NOT be issued from the Arizona State Board of Nursing. A fingerprint card can be obtained from any local facility that offers fingerprinting services.
   e. Please remember to submit your fingerprint card as soon as possible to expedite the process.
   f. A permanent license will not be issued until fingerprint results are received.
   g. Results can take up to 6-8 weeks to receive.

ADDITIONAL INFORMATION

Fees and Payment Methods

All fees are in US Dollars and are non-refundable.

1. Application Fee: $150.00
2. Writing for NCLEX Fee: $150.00
3. Fingerprint Fee: $50.00 (required, unless submitted within the previous 2 years).
4. Credit/Debit Card

Felony Convictions

The Board shall revoke a nursing license or multistate privileges or deny licensure if the applicant has one or more felony convictions that have not previously been disclosed to the Board and has not received an absolute discharge from the sentences for all felony convictions 3 or more years prior to the date of filing an application. If this law pertains to you, your application will be processed, and proceedings for revocation of your Arizona license or multistate privileges in Arizona or denial of your application shall be instituted by the Board.

Reporting of Criminal Charges

Applicants for licensure / certification must notify the Arizona State Board of Nursing of criminal charges within 10 days of being charged.

Undesignated Offense

For purposes of the Nursing Board's felony bar statutes, A.R.S. Sections 32-166(B)(17) & 1646(B), the commission of any felony offense on or after July 23, 2010, which results in a conviction of an undesignated offense, shall be treated by the Board as a felony "until such time as the court may actually enter an order designating the offense a misdemeanor" pursuant to A.R.S. Section 13-604(A).

Time Frames for Licensure

The Board is required to process applications for licensure within certain time periods, per R4-19-102 in the Nurse Practice Act.

Deficiency Notice

When you submit an application, the Board will send you a deficiency notice identifying any elements of the application process which remain outstanding. If you fail to respond to a deficiency notice within the applicable time period, your application will be withdrawn. After withdrawal, if you are still interested in obtaining licensure you would need to submit a new application and applicable fee.

GRADES

Generally, candidates must repeat a course for which they do not receive credit. Both grades remain on the transcript. If the course in which the candidate failed is an elective and/or is not offered again in the next two trimesters (as applicable), the candidate may seek approval from the Dean to take an academic absence or 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 candidate who receives 3 "Cs" during their tenure in the program will be placed on Academic Probation. A candidate who receives one or more C's may be placed on Academic Probation at the recommendation of SERC. A candidate who has two or more Cs and/or whose GPA falls below 3.0 may be dismissed from the program. Candidates who struggle academically (e.g., earn a C, D, F, or NC) will be referred to SERC.

Candidates 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 trimester, bringing the GPA up to 3.0 or better, and/or meeting criteria set forth by the Dean. 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.

For more information on Grades, please see the Academic Policies section.

NURSING PROGRESSION POLICY

In order for a student to progress through their nursing program they must meet the following requirements:

- Passing all courses with a 75% or higher
- For clinical courses, the student must pass the clinical component to pass the course
- Can only repeat a nursing course once
- Please note, students may be permanently dismissed from the university if they were withdrawn for the following reasons:
  - Failed any one course twice
  - Failed two nursing courses
  - Failed 2 sciences and a nursing course
  - Second dismissal for any reason
- If failing a course at midterm the student will be required to do the following:
  - Meet with the course faculty
  - Discuss with the faculty a remediation plan for success
  - Can be placed on a performance improvement plan (PIP)

Appealing a Dismissal Due to Poor Academic Performance

Students who are appealing to return from re-entry to the university after a dismissal should reach out to their Academic Advisor for deadlines. Student will be required to sit out for at least one trimester prior to re-entry. The following deadlines apply:

- Re-entry students - Appeals must be received at least 2 weeks prior to a trimester start date to be processed in time for the upcoming trimester. Appeals that are received after this date will be reviewed for re-entry the following trimester.

ACADEMIC CALENDAR

2024-25 Academic Calendar can be found on Alliant's website (https://alliant.widen.net/s/dfk87kzjk7/2024-25-trimester-academic-calendar).

CONSUMER INFORMATION

Alliant is committed to providing clear and accurate information to all prospective and current students. In pursuit of this goal, and in compliance with the Higher Education Opportunity Act of 2008, Alliant has created a Consumer Information webpage which can be found at https://www.alliant.edu/consumer-information/. The Consumer Information page presents a variety of policies, procedures, and other important information and disclosures for prospective/current students, parents, employees, and the public. Please note that due to the evolving nature of federal, state, accreditation standards, and institutional guidelines, the information contained on the Consumer Information page is subject to change.

Bankruptcy Statement

Alliant does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 22 of the United States Bankruptcy Code (22 U.S.C. Sec. 1101 et seq.).

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. This information may also be accessed directly through the following links:

- Completion/Graduation and Transfer-Out Rates: https://p.widencdn.net/jue2eb/Completion-and-Graduation-Disclosure-June-2020
- Retention Rate: https://p.widencdn.net/xdnhle/Retention-Rate-Disclosure-June-2020

STATE REGULATORY INFORMATION

State Authorization Compliance

The US Department of Education requires that any institution offering online programs to students seeking federal financial aid who are located outside of the institution's home state must acquire authorization from the states in which students are located. As regulations may vary, federal or state regulations, and institutional policies may limit or prohibit Alliant's authorization for delivery of online education to students in certain states. Alliant will continue to monitor applicable regulations and maintain compliance as appropriate.

While the National Council for State Authorization Reciprocity Agreement (SARA), established a voluntary state-level reciprocity process with comparable national standards for interstate offering of postsecondary distance-education courses and programs, California higher education institutions are not yet eligible to participate in the SARA reciprocity agreement. Therefore, Alliant must seek authorization in all states in which the university intends to offer and enroll students in distance education programs.

Alliant does not enroll students from states where the university is not authorized, approved to offer distance education programs, or otherwise exempt from authorization/approval to offer distance education programs.

For the most up-to-date information on State Authorization, please see our State Regulatory Information page on our website: https://www.alliant.edu/state.

Consumer Complaints

Alliant is required to provide a description of the process for submitting consumer complaints in each State in which enrolled students are located. The complaint process for those states in which Alliant is authorized, approved or otherwise exempt to offer distance education programs and enrolls students is detailed in the Authorization Information section of this catalog. Additional information on how to file complaints through the formal student consumer complaint process may be found in the Student Rights and Responsibilities section of this catalog. Further information regarding state-specific complaint resolution procedures can be found below in the State Regulatory section.

Professional Licensure/Certification Disclosure

While some programs at Alliant are intended to prepare students to sit for licensure or certification in the state of California, completion of any program alone does not provide licensure or certification in any particular state, regardless of concentration or specialization. As requirements may vary by state. Students seeking licensure or certification in a particular profession should carefully research the requirements for licensure or certification in their state prior to submitting their application to the university. Alliant University does not guarantee that any state agency or professional organization will accept a graduate's application to sit for any exam for the purpose of professional licensure or certification.

For programs leading to professional licensure or certification, Alliant is required to disclose to enrolled and prospective students, educational prerequisites for licensure or certification in each state in which Alliant enrolls distance education students or has made a determination regarding the educational pre-requisites. Professional licensure information is detailed in the Authorization Information section below.

Please be aware that while Alliant strives to provide the most up-to-date information, state licensure requirements or certification requirements may change at any time. Alliant urges all applicants

to visit the entity responsible for licensure or certification in any state in which they wish to obtain licensure for the most current requirements.

For information on the status of Alliant licensure in other states, please see our Licensure Disclosure page on our website: https://p.widencdn.net/mmv4wl/Licensure-Disclosure-2020.

Impact of Change in Location of Residence

Students must contact their respective advisor to discuss any contemplated relocation. Should a student relocate to a state in which Alliant is not authorized, approved, or otherwise exempt from regulations related to offering distance education, continued enrollment cannot be guaranteed. Relocation may adversely impact a student's Title IV financial aid eligibility, loan repayment or deferment and/or veteran's benefits. The relocation may also impact a student's ability to sit for licensure or certification exams. In addition to contacting their respective advisor, students are urged to consult with the Student Financial Services Office and/or Alliant's Veterans Services Office to determine the impact of a change in location.

State Authorization Information

The list below summarizes Alliant's authorization status in those states in which the university currently offers distance education programs to that state's residents; the complaint process for those states in which Alliant is authorized, exempt or otherwise approved to offer distance education programs; and professional licensure or certification information where applicable.

Alaska

Authorization Status - Exempt

The Alaska Commission on Postsecondary Education has determined Alliant meets the criteria for exemption from the authorization provisions of AS 14.48, per regulation 20 AAC 17.015(a)(8) because the programs are online, or distance delivered, and Alliant does not have a physical presence in the state.

Refund Policy

The university is not subject to Alaska specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, AK 99811-0505

The Alaska Commission on Postsecondary Education (ACPE) processes complaints alleging violations of state institutional authorization law relative to postsecondary institutions or programs in Alaska. The complaint investigation process is described in AS 14.48.130 and 20 AAC 17.130-145. A student is encouraged to pursue the complaint/grievance process at their institution prior to contacting ACPE. This process is outlined in the institution's catalog. To request a complaint form please send an email to: EED.ACPE-IA@alaska.gov.

Arizona

Authorization Status - Licensed

Alliant is licensed by the Arizona State Board for Private Postsecondary Education for such programs that maintain a physical presence in Arizona.

Refund Policy

Alliant's refund policy meets the requirements set forth by the Arizona State Board for Private Postsecondary Education. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Arizona State Board for Private Postsecondary Education
1740 W. Adams, Suite 3008
Phoenix, AZ 85007
Phone: (602) 542-5709

If the student complaint cannot be resolved after exhausting Alliant's grievance procedures, students may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details.

California

Authorization Status - Approved

Alliant International University is a private institution approved to operate by the California Bureau for Private Postsecondary Education (BPPE). 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.

California Education Code § 94934 and California Code of Regulations § 74110 require institutions to submit an annual report to the Bureau for Private Postsecondary Education by December 1, annually.

Refund Policy

Alliant's refund policy, as required by the BPPE, can be found in the academic catalog.

Authorization Agency & Complaint Process
Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
Phone: (916) 431-6959
Toll Free: (888) 370-7589

A student or any member of the public may file a complaint about Alliant with the BPPE by completing the Bureau's Online Complaint Submission. For assistance with filing a complaint, BPPE can be contacted at bppe.enforcement@dca.ca.gov or by calling (888) 370-7589.

Colorado

Authorization Status - Authorization Not Required
Alliant does not have physical presence in Colorado and, therefore, is not required to seek formal authorization. The Colorado Department of Higher Education policy permits out-of-state institutions to enroll Colorado residents into online courses and programs without requiring authorization so long as there is not physical presence in the state.

Refund Policy
The university is not subject to Colorado specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Colorado Commission on Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
Phone: (303) 862-3001

The Colorado Commission on Higher Education complaint process does not apply to Alliant. Please direct any complaints to the Colorado Office of the Attorney General.

Connecticut

Authorization Status - Authorized
Alliant is currently authorized by the Connecticut Office of Higher Education. Authorizations are renewed by the Office of Higher Education on an annual basis. Institutions who have been authorized without a physical presence have met minimal operational standards set forth by the state, but authorization does not constitute accreditation, guarantee the transferability of credit, nor signify that such programs are certifiable by a professional agency or organization.

Refund Policy
The university is not subject to Connecticut specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Connecticut Office of Higher Education
450 Columbus Boulevard, Suite 707
Hartford, CT 06103-1841
Phone: (860) 947-1800

Prior to filing a complaint with the Connecticut Office of Higher Education, the OHE requires that students exhaust all avenues with the institution. If all institutional avenues have been exhausted with Alliant, students may proceed with filing a formal complaint with the Office of Higher Education. The Office of Higher Education's Student Complaint Form can be found here: https://veoci.com/v/p/181953/workflow/gjrt4qhrrvkv.

Delaware

Authorization Status - Approved
The Delaware Department of Education has determined Alliant meets the criteria for approval from the authorization provisions under 14 DE Admin C.292. Approved institutions have met minimal operational standards set forth by the state, but authorization does not constitute accreditation, guarantee the transferability of credit, nor signify that such programs are certifiable by a professional agency or organization.

Refund Policy
The university is not subject to Delaware refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Delaware Higher Education Office
The Townsend Building
401 Federal Street, Suite 2
Dover, Delaware 19901
Phone: (302) 735- 4120
Email: DHEO@doe.k12.de.us

The Delaware complaint process does not apply to Alliant; therefore, please direct any complaints to the Delaware Office of the Attorney General.

Florida

Authorization Status - Licensure Not Required
The Florida Commission for Independent Education does not require licensure of distance education programs if there will be no physical presence in Florida as defined by s. 1005.02(14), F.S. The Commission has determined that Alliant does not have a physical presence in Florida and is not required to be licensed.

Refund Policy
The university is not subject to Florida specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Florida Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399
Email: cieinfo@fldoe.org

The Florida complaint process does not apply to Alliant; therefore, please direct any complaints to the Florida Office of the Attorney General.

Hawaii

Authorization Status - Authorization Not Required
Alliant meets the criteria for exemption based on the HPEAP's statute, HRS Chapter 305J because the programs are online, or distance delivered, and Alliant does not have a physical presence in the state.

Refund Policy
The university is not subject to Hawaii specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Hawaii Post-Secondary Education Authorization Program
King Kalakaua Building
335 Merchant Street
Honolulu, Hawaii 96813
Phone: (808) 586-7372
Email: hpeap@dcca.hawaii.gov

The Hawaii Department of Commerce and Consumer Affairs Post-Secondary Education Authorization Program complaint process does not apply to Alliant; therefore, please direct any complaints to the State of Hawaii Office of Consumer Protection.

Idaho

Authorization Status - Registration Not Required
Alliant does not have physical presence in Idaho and, therefore, is not required to seek formal registration. The Idaho State Board of Education policy permits out-of-state institutions to enroll Idaho residents into online courses and programs without requiring registration so long as there is no physical presence in the state.

Refund Policy
The university is not subject to Idaho specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702
Phone: (208) 334-2270
Email: board@osbe.idaho.gov

The Idaho State Board of Education complaint process does not apply to Alliant. Please direct any complaints to the Idaho Office of the Attorney General.

Illinois

Authorization Status - Continuous Approval (Exemption)
Alliant has been granted continuous approval (exemption) from the Illinois Board of Higher Education (IIBHE) because Alliant meets the definition of an Institution with Limited Physical Presence in Illinois as defined under 23 Illinois Administrative Code Section 1030.10.

Refund Policy
The university is not subject to Illinois specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Illinois Board of Higher Education
1 North Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377
Phone: (217) 782-2551
TTY: (888) 261-2881

The Illinois Board of Higher Education complaint process does not apply to Alliant. Please direct any complaints to the Illinois Office of the Attorney General.

Indiana

Authorization Status - Authorized
Alliant is currently authorized by the Indiana Commission for Higher Education. Authorizations are renewed by the Indiana Commission on an annual basis. Institutions who have been authorized without a physical presence have met minimal operational standards set forth by the state, but authorization does not constitute accreditation, guarantee the transferability of credit, nor signify that such programs are certifiable by a professional agency or organization.

Refund Policy
The Indiana Career College Student Assurance Fund (CCSAF) was established to refund students who attend for-profit degree granting institutions authorized by the Indiana Board for Proprietary Education. For more information, please contact the Indiana Board for Proprietary Education. Please review Alliant International University's refund policy, which can be found in the academic catalog.

Authorization Agency & Complaint Process
Indiana Commission for Higher Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Phone: (317) 464-4400

The Indiana Commission for Higher Education prefers that a student first file a complaint through their institution of higher education's established complaint process. If unable to resolve the complaint in this manner, the student may proceed to filing a student complaint with the Indiana Commission for Higher Education (ICHE).

Kansas

Authorization Status - Exempt
The Kansas Board of Regents has determined that Alliant is not required to apply for a Certificate of Approval as outlined by the Kansas Private and Out-of-State Postsecondary Educational Institution Act.

Refund Policy
Alliant's refund policy meets the requirements set forth by the Kansas Board of Regents. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Kansas Board of Regents Private Postsecondary Education Department
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
Phone: (785) 430-4288

The Kansas Board of Regents requires that a student first file a complaint through their institution of higher education's established complaint process. If unable to resolve the complaint in this manner, the student may proceed to filing a student complaint with the Kansas Board of Regents.

Louisiana

Authorization Status - Licensed
Alliant is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that such programs are certifiable by a professional agency or organization.

Refund Policy
The university is not subject to Louisiana specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Board of Regents of the State of Louisiana
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802
Phone: (225) 342-4253

The Louisiana Board of Regents complaint process complaint process does not apply to Alliant. Please direct any complaints to the Louisiana Office of the Attorney General.

Maine

Authorization Status - Authorized
The Maine Department of Education has authorized Alliant to provide postsecondary distance education programs to Maine citizens as we do not have a physical presence in the state.

Refund Policy
The university is not subject to Maine specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
Phone: (207) 624-6856

The Maine Department of Education complaint process does not apply to Alliant. Please direct any complaints to the Maine Office of the Attorney General.

Massachusetts

Authorization Status - Authorization Not Required
The Massachusetts Board of Higher Education is undertaking the process of updating its regulations regarding the approval of out-of-state online/hybrid programs and courses. At this time, Alliant is not required to gain authorization in Massachusetts.

Refund Policy
The university is not subject to Massachusetts specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
Phone: (617) 994-6950

The Massachusetts Board of Higher Education does not currently have a complaint process for out-of-state institutions enrolling Massachusetts residents in online/hybrid programs and courses. Please direct any complaints to the Massachusetts Office of the Attorney General.

Michigan

Authorization Status - Approved
The Michigan Department of Labor and Economic Opportunity (LEO)/Employment & Training has authorized Alliant to provide that distance education to residents of Michigan under the Higher Education Authorization and Distance Education Reciprocal Exchange Act (2015 PA 45).

Refund Policy
The university is not subject to Michigan specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Michigan Department of Labor and Economic Opportunity
Employment & Training, Post-Secondary Schools
201 N. Washington Square, 3rd Floor
Lansing, MI 48909
Phone: (517) 335-4000
Email: PSS@michigan.gov

The Post-Secondary Schools unit (PSS) within the Department of Labor and Economic Opportunity, Office of Employment and Training is responsible for responding to formal complaints against out-of-state institutions of higher education providing distance education in Michigan pursuant to 2015 PA 45 (Act). Please visit the Michigan Post-Secondary Schools Unit Complaint Process for further instruction.

Minnesota

Authorization Status - Registered
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.

Refund Policy
The university is not subject to Minnesota specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Phone: (651) 642-0567 or (800) 657-3866
Email: info.ohe@state.mn.us

Prior to filing a complaint with the Minnesota Office of Higher Education, the OHE requires that students exhaust all avenues with the institution. If all institutional avenues have been exhausted all options with Alliant, students may complete the state Minnesota Complaint Process. Once received, personnel at the Minnesota Office of Higher Education will review the information provided and, where appropriate, initiate an investigation.

Missouri

Authorization Status - Authorization Not Required
The Missouri Department of Higher Education has determined that Alliant International University is not required to seek approval status at this time.

Refund Policy
The university is not subject to Missouri specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Missouri Department of Higher Education and Workforce Development
301 W. High Street
Jefferson City, MO 65101
Phone: (573) 751-2361
Email: info@dhewd.mo.gov

Prior to filing a complaint with the Missouri Department of Higher Education and Workforce Development, the MDHEWD requires that students exhaust all avenues with the institution. If all institutional avenues have been exhausted, students may call the MDHEWD at (573) 751-2361 to indicate their desire to file a complaint.

Montana

Authorization Status - Authorized
Alliant is currently authorized by the Montana University System, for as long as we meet the requirements of the state. Authorized institutions have met minimal operational standards set forth by the Montana, but authorization does not constitute accreditation, guarantee the transferability of credit, nor signify that such programs are certifiable by a professional agency or organization.

Per direction of the state, Alliant International University is registered as a business with the Montana Secretary of State.

Refund Policy
The university is not subject to Montana specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Montana Office of the Commissioner of Higher Education
560 N. Park Ave
Helena, Montana 59620
Phone: (406) 449-9124

To file a complaint with the Montana State University System, you must exhaust all avenues with the institution. If you have done so, then please complete the Montana Compliant Procedures.

Nebraska

Authorization Status - Approval Not Required
Nebraska Department of Education has determined that Alliant is not currently required to seek approval.

Refund Policy
The university is not subject to Nebraska specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: (402)471-2295
Main Fax: (402) 471-0117

The Nebraska Department of Education complaint process does not apply to Alliant. Please direct any complaints to the Nebraska Office of the Attorney General.

New Hampshire

Authorization Status - Exempt
Alliant meets the criteria for exemption based on the N.H. Code of Administrative Rules, Hedc 401.01 and 402.01 because the programs are online or distance delivered and Alliant does not have a physical presence in the state.

Refund Policy
The university is not subject to New Hampshire specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
Phone: (603) 271-0257

The New Hampshire Department of Education, Division of Educator Support and Higher Education complaint process does not apply to Alliant. Please direct any complaints to the New Hampshire Office of the Attorney General's Consumer Protection Bureau.

New Jersey

Authorization Status - Approval Not Required
Alliant meets the criteria for exemption based on the New Jersey Administrative Code (N.J.A.C.) Title 9A - Higher Education. The programs offered in the state at this time do not trigger a physical presence which would require formal registration with the state.

Refund Policy
The university is not subject to New Jersey specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Office of the Secretary of Higher Education (OSHE)
1 John Fitch Plaza
10th Floor, PO Box 542
Trenton, NJ 08625
Phone: (609) 292-4310

The New Jersey State Board of Education complaint process does not apply to Alliant. Please direct any complaints to the New Jersey Office of the Attorney General.

New Mexico

Authorization Status - Exempt
The New Mexico Higher Education Department has authorized Alliant to provide distance education to residents of New Mexico. Alliant has been deemed by the department to have satisfactorily met the criteria for registration or licensure under the Post-Secondary Educational Institution Act.

Refund Policy
The university is not subject to New Mexico specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
New Mexico Higher Education Department
2044 Galisteo St, Suite 4
Santa Fe, NM 87505
Phone: (505) 476-8400

Prior to filing a complaint with the New Mexico Higher Education Department, the department requires that students exhaust all avenues with the institution. If all institutional avenues have been exhausted all options with Alliant, students may complete the New Mexico Complaint Process. Once received, personnel at the New Mexico Higher Education Department will review the information provided and, where appropriate, initiate an investigation.

Nevada

Authorization Status - Exempt
Alliant has been determined by the Nevada Commission on Postsecondary Education to meet the criteria for exemption from the authorization provisions. The programs offered in the state at this time do not trigger a physical presence which would require formal registration with the state.

Refund Policy
The university is not subject to Nevada specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Nevada Commission on Postsecondary Education
2800 E. St. Louis
Las Vegas, Nevada 89104
Phone: (702) 486-7330
Fax: (702) 486-7340

The Nevada Commission on Postsecondary Education complaint process does not apply to Alliant. Please direct any complaints to the Nevada Office of the Attorney General.

New York

Authorization Status - Approved
Alliant has been determined by the New York State Education Department to meet the criteria for approval from the authorization provisions of Title 8, Section 49-2, of the New York Codes, Rules, and Regulations (8 NYCRR 49-2). Approved institutions have met minimal operational standards set forth by the state, but approval does not constitute accreditation, guarantee the transferability of credit, nor signify those programs are certifiable by a professional agency or organization. The scope of this approval includes the distance education programs, courses, or portions thereof that are currently offered in New York State. Changes in New York State offerings may require additional approval.

Refund Policy
The university is not subject to New York specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
New York State Education Department
Office of College and University Evaluation
89 Washington Avenue EBA Room 960
Albany, New York 12234

The New York Department of Education processes complaints alleging violations of state institutional authorization law relative to postsecondary institutions or programs in New York State. The complaint investigation process is described in 914 126.9(a)(17) set forth by Education Law Section 5003. A student is encouraged to pursue the complaint/grievance process at their institution prior to contacting NYSED. This process is outlined in the institution's catalog. Please complete the New York State Complaint Form and mail to:

New York State Education Department
Office of College and University Evaluation
89 Washington Avenue
EBA Room 960
Albany, New York 12234

North Dakota

Authorization Status - Approved
The North Dakota University System has determined Alliant meets the criteria for approval from the authorization provisions under the North Dakota Century Code 15-18.1-17. Approved institutions have met minimal operational standards set forth by the state, but approval does not constitute accreditation, guarantee the transferability of credit, nor signify that such programs are certifiable by a professional agency or organization. State Authorization is separate from program licensing board approval and/or endorsement.

Refund Policy
The university is not subject to North Dakota refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505
Phone: (866) 457-6387

The North Dakota University complaint process does not apply to Alliant; therefore, please direct any complaints to the North Dakota Office of the Attorney General.

Ohio

Authorization Status - Exempt
Alliant's programs that are purely online, or distance delivered, meet the criteria for exemption from the authorization provisions set forth by the Ohio Department of Higher Education.

The Ohio Department of Higher Education has approved Alliant to offer field experiences in Ohio for the following programs: Master of Arts in Clinical Counseling, Master of Arts in Marital and Family Therapy, Master of Social Work, Master of Science in Clinical Psychopharmacology, and Doctor of Psychology in Martial and Family Therapy.

Refund Policy
The university is not subject to Ohio specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Ohio Department of Higher Education
25 South Front Street
Columbus, Ohio 43215
(614) 728-3095

The Ohio Department of Education complaint process does not apply to Alliant. Please direct any complaints to the Ohio Office of the Attorney General.

Oklahoma

Authorization Status - Exempt
Alliant meets the criteria for exemption based on the Oklahoma State Regents for Higher Education Institutional Accreditation and State Authorization Policy 3.1. Online programs with no physical presence in the state do not undergo a formal registration with the state.

Refund Policy
The university is not subject to Oklahoma specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
(405) 225-9154

The Oklahoma State Regents complaint process does not apply to Alliant. Please direct any complaints to the Oklahoma Office of the Attorney General.

Pennsylvania

Authorization Status - Registered
Alliant has been determined by the Pennsylvania Department of Education to meet the criteria for exemption from the authorization provisions. However, Alliant has opted to complete the voluntary registration process for distance education. The programs offered in the state at this time do not trigger a physical presence which would require formal registration with the state.

Refund Policy
The university is not subject to Pennsylvania specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Pennsylvania Department of Higher Education
Division of Higher and Career Education
Bureau of Postsecondary and Adult Education
333 Market Street, 12th Floor
Harrisburg, PA 17126

The Pennsylvania Department of Higher Education complaint process does not apply to Alliant. Please direct any complaints to the Pennsylvania Office of the Attorney General.

South Carolina

Authorization Status - Exempt
Alliant meets the criteria for exemption based on the South Carolina Commission on Higher Education's Nonpublic Postsecondary Institution License Act because the programs are online, or distance delivered, and Alliant does not have a physical presence in the state.

Refund Policy
The university is not subject to South Carolina specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
Phone: (803) 737-3476
Fax: (803) 737-2297

The South Carolina Commission on Higher Education complaint process does not apply to Alliant. Please direct any complaints to the South Carolina Office of the Attorney General.

South Dakota

Authorization Status - Exempt
Alliant meets the criteria for exemption based on the South Dakota Codified Law 13-48-43 because the programs are online, or distance delivered, and Alliant does not have a physical presence in the state. Online programs with no physical presence in the state do not undergo a formal authorization process.

Refund Policy
The university is not subject to South Dakota specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
South Dakota Secretary of State
Capitol Building
500 East Capitol Avenue Ste 204
Pierre, SD 57501-5070
Phone: (605) 773-3537
Fax: (605) 773-6580

The South Dakota Commission on Higher Education complaint process does not apply to Alliant. As required per SDCL 13-48-40, please direct any complaints to the Office of the Attorney General, Division of Consumer Protection.

Tennessee

Authorization Status - Exempt

Alliant meets the criteria for exemption based on the Tennessee Higher Education Commission from the authorization provisions of Tenn. Code Ann. § 49-7-2004 and Rule 1540-01-02-.05 because the programs are online, or distance delivered, and Alliant does not have a physical presence in the state.

Refund Policy

The university is not subject to Tennessee specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243
Phone: (615) 741-3605

The Tennessee Higher Education Commission complaint process does not apply to Alliant. Please direct any complaints to the Tennessee Office of the Attorney General.

Texas

Authorization Statuses

Alliant is not regulated in Texas under Chapter 132 of the Texas Education Code; therefore, a license or exemption from the Texas Workforce Commission is not required.

Alliant has qualified for an exemption as defined in Chapter 7.3 of the Texas Higher Education Coordinating Board's rules from certain, but not all, regulations and has been granted a Certificate of Authorization for programs containing a clinical, internship or field-based educator training.

Refund Policy

The university is not subject to Texas specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agencies & Complaint Process
Texas Workforce Commission
(800) 628-5115
Texas Higher Education Coordinating Board
PO box 12788
Austin, TX 78711
Phone: (512) 427-6101
Fax (512) 427-6127

The Texas Workforce Commission and Texas Higher Education Coordinating Board complaint processes do not apply to Alliant. Please direct any complaints to the Texas Office of the Attorney General.

Utah

Authorization Status - Exempt

Alliant has been determined by the Utah Division of Consumer Protection to meet the criteria for exemption from registration requirements of U.C.A § 13-34-105 because Alliant is accredited by an agency recognized by the US Department of Education.

Refund Policy

The university is not subject to Utah specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Utah Division of Consumer Protection
PO Box 146704
Salt Lake City, UT 84114-6704
Phone: (801) 530-6601
Fax: (801) 530-6001
Email: consumerprotection@utah.gov

The Utah Division of Consumer Protection complaint process does not apply to Alliant; therefore, please direct any complaints to the Utah Office of the Attorney General.

Virginia

Authorization Status - Approved

Alliant has been approved to operate by the State Council of Higher Education for Virginia by meeting the criteria for approval for authorization according to § 23.1-219 (F) of the Code of Virginia. Approved institutions have met minimal operational standards set forth by the state, but does not constitute accreditation, guarantee the transferability of credit, nor signify that our programs are certifiable by a professional agency or organization.

Refund Policy

The university is not subject to Virginia specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
State Council of Higher Education for Virginia
101 N. 14th Street, 10th Floor
James Monroe Building
Richmond, VA 23219
Phone: (804) 225-2600

Pursuant to § VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education for Virginia (SCHEV) is responsible for investigating student complaints against postsecondary educational institutions operating in Virginia. Prior to filing a complaint SCHEV, students are required to exhaust all avenues with the institution. If all institutional avenues have been exhausted, students may complete the SCHEV Student Complaint Form.

Washington

Authorization Status - Licensure Not Required

The Washington Student Achievement Council has reviewed our institution and has determined that Alliant does not require licensure of distance education programs if there will be no physical presence in the state. Given the purely online and distance education format of the programs offered in the state, we are not required to be licensed.

Refund Policy

The university is not subject to Washington specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Washington Student Achievement Council
917 Lakeridge Way SW
Olympia, WA 98502
Phone: (360) 753-7800

The Washington Student Achievement Council complaint process does not apply to Alliant. Please direct any complaints to the Washington Office of the Attorney General.

Wyoming

Authorization Status - Approved

Alliant is currently approved by the Wyoming Department of Education. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that such programs are certifiable by a professional agency or organization.

Refund Policy

The university is not subject to Wyoming specific refund policies. The university's refund policy can be found in the academic catalog.

Authorization Agency & Complaint Process
Wyoming Department of Education
122 W. 25th St. Suite E200
Cheyenne, WY 82002
Phone: (307) 777- 7675
Fax: (307) 777- 6234

To file a complaint with the Wyoming Department of Education, you must exhaust all avenues with the institution. If you have done so, then please complete the state Complaint Procedures. Once the complaint is received, personnel at the Wyoming Department of Education will review the information provided and, where appropriate, initiate an investigation.

FACULTY

California School of Education

Core Faculty

James Adams
Program Director, Educational Psychology
PsyD, Educational Psychology, 2013,
Alliant International University
Research interests: International School Psychology, Mental Health in Educational Settings, Mindfulness Training and School Neuropsychology.

Evangeline Akridge
Assistant Professor, MAE/EdS/PPS
School Psychology
PsyD, Educational Psychology, 2013,
Alliant International University
Research interests: Culture and Ethnic Diversity, Charter School Education, Mental Health, Social Emotional Learning.

Tamara Andersen
Assistant Program Director, Teacher Education, Assistant Professor
EdD, Educational Leadership, 2011,
Argosy University
Research interests: integration of International Society for Technology in Education (ISTE) - Educational Standards in online Teacher Preparation Programs.

Elizabeth Ashline
Assistant Professor, Online, Teacher EducationPhD, General Psychology, 2021,
Grand Canyon University
Research interests: autism spectrum disorder; inclusion; inclusive instructional practices; co-teaching; supporting Higher Ed courses based on perception of novelist and veteran teachers.

Donna Block
Associate Professor, Teacher Education
EdD, 2016, Alliant International University

Peter Byun
Associate Professor, Teaching English to Speakers of Other Languages, ELM, Teacher Education, CTEL, Bilingual Authorization, SEIPhD, 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
Professor, Teacher Education
PhD, Education, 2005, Capella University
Research interests: Positive Psychology, Emotional Intelligence, and Neurology interventions for learning disabilities and sensory processing disorders.

Steven Fisher
Associate Professor, PPS/MAE/EdS
PsyD, Clinical Psychology, 1998,
United States International University
Research interests: Child maltreatment, school-based mental health services, and child/adolescent disruptive behavior disorders.

Danielle Hankins
Assistant Professor, Online,
Educational Psychology
PsyD, Educational Psychology, 2020,
Alliant International University
Research interests: Suicide prevention and intervention, oppositional and conduct disorders, school neuropsychology, advanced cognitive assessment, developmental psychopathology.

Joseph Jones
PPS Clinical Practice Coordinator
PsyD, Educational Psychology, 2007,
Alliant International University
Research interests: Clinical Psychology.

Kenneth Kelch
Program Director, Teaching English to Speakers of Other Languages and Language Education, CTEL, and Bilingual Authorization; and International Language Education and Cultural Center, Teacher Education, ELM, CTEL, Bilingual Authorization, SEI
EdD, TESOL, 2005,
Alliant International University
Research interests: TESOL teacher education, curriculum development, research design and qualitative research.

Tanya MacMartin
Assistant Professor, Teacher Education
EdD., Organizational Leadership, 2017,
Brandman University
Research interests: effective implementation of project-based learning into the nation's diverse classrooms to strengthen collegiate preparedness.

Theresa Matteson
Assistant Professor, Online, Teacher Education EdD, Educational Leadership, 2011,
Argosy University
Research interests: interventions for at risk students, STEM education, importance of the Arts in student engagement, parental involvement and impacts on student achievement.

Laura Mueller
Program Director, Online,
School Psychology, and Assistant Professor
PsyD, Educational Psychology, 2010,
Alliant International University
Research interests: non-suicidal self injury, trauma, suicide, mindfulness, behavior .

Shawn Nunnally
Assistant Professor, Educational Psychology
PsyD, Educational Psychology, 2010,
Alliant International University
Research interests: Neuro Cognitive Processing and Childhood Trauma, Mental Health in Educational Settings, Applied Behavior Analysis, and School Neuropsychology.

Vanessa Kovachy
Assistant Professor, Educational Psychology

Cynthia Pancer
Professor, Teacher Education
EdD, Computer Education, 1987,
United States International University
Research interests: Virtual learning, teacher preparation, charter schools, blended learning.

James Perren
Associate Professor, Teaching English to Speakers of Other Languages, ELM, Teacher Education, CTEL, Bilingual Authorization, SEI
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.

Chris Pilkington
Assistant Professor, PPS Clinical
Practice Director, Educational
Leadership and Management
EdD, Educational Leadership and Management, 2013, Alliant International University

Jenny Tellez
Program Director, ASC & ELM, CalAPA Coordinator; Assistant Professor, ELM,
San Diego and Online
Doctorate Degree, Organizational Leadership, 2018, University of LaVerne
Research interests: K-12 Education, Higher Education, Leadership and Management, Organizational Leadership and Systems.

Tatiana Rivadeneyra
Program Director of Teacher Education, Assistant Professor
EdD

Sherri Sedler
Program Director, Online, School Counseling, and Assistant Professor
PsyD, Clinical Psychology, 2020, Cal Southern University
Research interests: children & adolescent mental health, trauma, wellness, play and art therapy, compassion fatigue, school counseling in rural communities.

Nicole Wolf
PPS Clinical Practice Coordinator, PPS School Counseling

Donald Wofford
Associate Professor, MAE/EdS/PPS
PsyD, Educational Psychology, 2002, California School of Professional Psychology/ Alliant International University
Research interests: School based mental health.

California School of Forensic Studies

Core Faculty

Marion Chiurazzi
Program Director, Associate Professor
PsyD, Clinical Psychology, 1998, California School of Professional Psychology/Alliant International University, Fresno
Research interests: Correctional psychology and rehabilitation, psychopathy, suicide.

Diana M. Concannon
Dean, Associate Provost for Strategic Initiatives and Partnerships and Associate Professor
PsyD, Forensic Psychology, 2005, California School of Professional Psychology/Alliant International University
Research interests: Forensic psychology, threat assessment, psycholingusitics, emergency mental health, disaster mental health, competency-based education and training.

Scott Masten
Assistant Professor
PhD, Epidemiology, 2011, University of North Carolina, Chapel Hill
Research interests: Program design and program evaluation.

Lissa H. Parker
Program Director, Assistant Professor
PhD, Forensic Psychology, 2009, California School of Forensic Studies/ Alliant International University
Research interests: Violent behavior, targeted violence, intimate pa, threat assessment, and rner violence, workplace and school violence prevention, forensic psycholinguistics.

Adjunct Faculty

Kimberley Blackmon
Adjunct Faculty
PhD, Criminal Justice/Behavioral Science, 2014, Nova Southeastern University, Ft. Lauderdale
Research interests: Criminal justice, sex crimes, victim services.

Nanette Burton
Adjunct Faculty
MS, Forensic Behavioral Science, California School of Forensic Studies
Research interests: Violent offenders, threat/risk assessment, victimization, trauma, and the justice system.

Kenneth Carr
Adjunct Faculty
PhD, MAOB, California School of Forensic Studies/Alliant International University
Research interests: Justice administration, security management, law enforcement management.

Christopher L. Elg
Adjunct Faculty
MA.S., M.P.H., John Jay College of Criminal Justice
Research interests: Law enforcement leadership, critical incident response, public safety.

Jeremy R. Jones
Adjunct Faculty
M.S., MPhil, PhD, Forensic Psychology - Criminal Justice Specialization, 2021, Walden University
Research interests: Etiology of sexual criminal behavior, long-term impact of sexual victimization, forensic psychological evaluations, forensic interviews, and interrogations.

Glenn Lipson
Adjunct Faculty
PhD, Clinical Psychology, 1986, California School of Professional Psychology/ Alliant International University, San Diego
Research interests: Threat assessment, loneliness, preventing sexual misconduct.

Luke Matthew Martin
Adjunct Faculty
MBA, JD, Law, 2011, California Western School of Law
Research interests: Mental health law, corporate law, consent, HIPAA and intellectual property.

Michael McHenry
Adjunct Faculty
PhD, Education, 2021, Capella University
Research interests: Child forensic interviewing, crimes against children, human trafficking, threat assessment and targeted violence.

Jessica Roberts
Adjunct Faculty
PhD, California School of Forensic Studies/ Alliant International University
Research interests: Targeted attacks, substance abuse in forensic populations, cultural humility in substance abuse treatment, homelessness services, recovery support services.

Teaonna Watson
Adjunct Faculty
PhD, 2021, Walden University
Research interests: Victimology, criminology, marginalized populations, wrongful convictions.

California School of Management and Leadership

Core Faculty

Shams Al-Ajrawi
Assistant Professor, San Diego, MBA/MS Programs
PhD, Electrical and Computer Engineering, 2021, University of San Diego and San Diego State University (JDP)
Research interests: Brain computer interface application including wireless network communication, artificial intelligent, advanced signal processing, machine learning, and cybersecurity.

J. Rob Handley
Assistant Professor, San Diego, MBA/MS/Doctoral Programs
DBA, 2020, Jacksonville University
Research interests: turnaround leaders and how their attributes lead to a firm's recovery.

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.

Saba Ozyurt
Professor and Program Director, MBA
PhD, Political Science and Government, 2009, University of California, Irvine
Research interests: Cross-cultural management, diversity, gender empowerment, economic empowerment of disadvantaged communities, refugee and immigrant communities.

Michael Pittman
Assistant Professor, San Diego, MBA
PhD, Hospitality and Tourism Management, Purdue University
Research interests: Human resources management and organizational psychology, seeking to understand (a) why people behave certain ways in the workplace and (b) how to utilize this information to encourage positive behavior and discourage negative behavior.

Huiyu Qian
Associate Professor and Program Director, San Diego, Doctor of Business Administration (DBA)PhD, Applied Mathematics with Concentration on Statistics and Probability, 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.

Cory B. Scott
Assistant Professor and Program Director, San Diego, PhD in Leadership (LDR)
EdD, Organizational Leadership, 2017, University of La Verne
Research interests: Ethical perspectives of leadership, toxic leadership, and brain-based pedagogical techniques for conveying, learning, and retaining information.

Aaron Wester
Assistant Professor and Program Director, MS in Data Analytics, MS in Healthcare Analytics, and MS in Information Systems Technology
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.

Adjunct Faculty

Abdullah Alshawi
Adjunct Faculty, San Diego
DBA, Marketing, 2023, Alliant International University
Research interests: advertising, marketing, particularly digital marketing, social media marketing, branding, and global marketing.

Jeff Bajah
Adjunct Faculty, Los Angeles
EdD, Higher Education Leadership, 2016, California Lutheran University
MBA, Finance, 2010, Kaplan University
M.S., Quantitative Economics, 2017, California Lutheran University
M.S., Data Analytics, 2021, Southern New Hampshire University
Research interests: business statistics, quantitative and qualitative research methods, data analytics, finance, management information systems, management and leadership.

Juan Canedo
Adjunct Faculty, Los Angeles
DBA, 2018, Argosy University
Research interests: human resources management, operations, organizational behavior.

Lutheran Carter
Adjunct Faculty, San Diego
EdD, Organizational Leadership, 2021, Grand Canyon University
Research interests: leadership and project management experience, particularly in areas such as conflict resolution, change management, strategic management, operations management, and decision-making.

Kabalan Elahmadie
Adjunct Faculty, San Diego
MBA, Information Technology, 2013, University of Phoenix
Research interests: software development with focus on Data Analytics and Decision Algorithm, Database Design Principles and Technology, Programing Languages, and Project Management.

James Ellis
Adjunct Faculty, San Diego
DBA, Statistics and Strategic Management, 2019, Alliant International University
Research interests: project management and data analytics.

Dexter Francis
Adjunct Faculty, San Diego
PhD, Information Technology, 2016, Capella University
Research interests: software engineering, information technology management, computer programing, networking, data visualization, cybersecurity and big data.

Hasan Galib
Adjunct Faculty, San Diego
DBA, Business Administration (Marketing), 2013, Alliant International University
Research interests: Customer relationship management, social media marketing, mobile marketing, digital marketing, consumer behavior, international marketing, cross-cultural marketing, internet marketing.

Joe Garbanzos
Adjunct Faculty, San Diego
Master in Public Health/MS Advance Management (dual program), 2013, Claremont Graduate School
EMBA, 1996, Claremont Graduate School
Research interests: legal, regulatory, and ethical Issues in modern healthcare structures, health information exchange, healthcare systems, services and infrastructure, managerial decision making, strategy and financial planning.

Anna Gladys
Adjunct Faculty, San Diego
EdD, Organizational Leadership, 2014, Pepperdine University
Research interests: organizational leadership, business processes, and scientific foundations, team building and success across many organizational venues, forays into new methods and models for encouraging innovation, creativity, and productivity reflect a personal belief system where the individual is valued and respected.

Susan Haugh
Adjunct Faculty, San Diego
M.Ed, Education Technology, SDSU
Research interests: Performance improvement, technology, hospitality, non-profit, strategic planning, project coordination.

Janine Heiberger
Adjunct Faculty, San Diego
MBA, University of Phoenix;
ICAgile Certified Professional (ICP), International Consortium for Agile (ICAgile),
Project Management Professional (PMP), Project Management Institute (PMI)
Research interests: complex project management, execution and team leadership, process optimization, data analysis, client relationships, quality & continuous improvement.

Yousef Ibrahim
Adjunct Faculty, San Diego
DBA, Strategy, 2014,
Alliant International University
Research interests: strategic management, organizational behavior and global leadership, international marketing management, international business, change management, technology and innovation management.

Sean Jasso
Adjunct Faculty, Los Angeles
PhD, Politics and Policy, 2006,
Claremont Graduate University
Research interests: Business and Management- competition, strategy, marketing, corporate governance, leadership, ethics, globalization, entrepreneurship, the corporation of tomorrow; Politics and Economics- economic development, world politics, American politics, public; policy, political economy, capitalism, comparative politics, political and economic risk, war, peace, democracy, the political economy of tomorrow.

Erick Jensen
Adjunct Faculty, Los Angeles
MBA, Global Business Strategy,
2019, Pepperdine University
Research interests: Financial and accounting management, business statistics.

Steve Romano
Adjunct Faculty, San Diego
PhD, Leadership and Change,
2014, Antioch University
Research interests: Bringing forth innovative learning strategies to deepen reflection and accelerate application, creates highly interactive and inclusive learning environment to help students achieve goals, collaborator who integrates work/life experiences, holistic thinking, contemplative and global perspective.

Tamer Salameh
Adjunct Faculty, San Diego
DBA, Business Administration
(Strategic Management), 1987,
Alliant International University
Research interests: strategic management, strategic leadership, strategic behavior, strategic learning, strategic information innovation and entrepreneurship.

Georg Schlueter
Adjunct Faculty, San Diego
PhD, Engineering Physics, 1977, University of Technology at Aachen, Germany MBA, 1966, University of Technology at Aachen, Germany
Research interests: business process development for automated purposes.

California School of Professional Psychology

Core Faculty

Liana Abascal
Associate Professor,
San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 2008,
San Diego State University/University of California, San Diego
Research interests: Eating disorders, obesity, diabetes, health behaviors.

Eloiza Alcaraz
Assistant Professor, Los Angeles,
Clinical PsyD Program
PsyD, Clinical Psychology, 2012,
Alliant International University, Los Angeles
Research interests: Multicultural/diversity issues, particularly Latinx mental health. Indigenous/ traditional healing practices within a holistic approach. Immigration/acculturation issues among adults, children, and families. Families involved with DCFS, adoption/foster care, and family reunification. School-based therapy, special education, and assessment. Trauma, PTSD, dissociation, child abuse, and forensic interviewing. Pediatric oncology/hematology, loss and grief, and minority health disparities.

Omar Alhassoon
Professor, San Diego, Clinical PhD Program
PhD, Clinical Psychology, 2003, San Diego State University/University of California, San Diego
Research interests: Neuropsychology and neuroimaging in the fields of substance abuse (alcohol, methamphetamine, cocaine, heroin, etc.), HIV, personality disorders, and late-life depression, and dementia, refugee mental health and treatment. Clinical specialty: neuropsychological assessment in adults. Areas of future expansion: Transgender and bisexual discrimination and refugee mental health and treatment.

Carolyn Allard
Professor and Program Director,
San Diego, Clinical PhD Program
PhD, Clinical Psychology, 2008,
University of Oregon
Research interests: Trauma risk and resiliency factors and treatment outcome predictors; differential effects of interpersonal trauma versus non-interpersonal trauma; betrayal, guilt and shame; individual and cultural diversity moderators, including gender and sexual identity, ethnicity, religiosity, and age; intervention development and testing.

Katherine Arenella
Assistant Professor, Los Angeles,
Clinical PsyD Program
PhD, Clinical Psychology, 2020,
University of Missouri - St. Louis
Research interests: Sexual and gender health; couple and relationship issues; women's health and aging; intergenerational caregiving; gynecologic cancer and sexual effects; trauma and PTSD; teaching and training in sexuality.

Matthew Baity
Professor, San Francisco, 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.

Debra Bekerian
Professor and 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.

Natalie Bennett
Assistant Professor & DCT, Sacramento,
Clinical PsyD program
PhD, Clinical Psychology, 2018,
University of Nevada, Reno
Research interests: child maltreatment, trauma therapy, parent-child dyadic therapies, integrated behavioral health, health equity for underserved groups, with focus on the Latinx population.

Andrew Bertagnolli
Associate Professor, San Francisco,
Clinical PsyD Program
PhD, Clinical Psychology, 1996,
California School of Professional Psychology - San Francisco Bay Area
Research interests: Behavioral health integration, digital behavioral health, suicide prevention, medical/ health psychology.

Catherine Bishop Vincent
Assistant Professor, Online,
MA Clinical Counseling Program
PhD, Clinical Psychology, 1996,
California School of Professional Psychology - San Francisco Bay Area
Research Interests: Student Wellness, Evidence based trauma approaches, Applications of Research, and Counseling Supervision.

Linda Boen
Assistant Professor, Fresno,
MA Clinical Counseling Program
EdD, Counseling, University of Arkansas
Research Interests: Recovery of severe mental illness with schizophrenia, bipolar diagnosis, trauma, and Vocational Rehabilitation and Employment trends for medically challenged individuals.

Rebecca Bokoch
Associate Professor, Los Angeles,
Clinical PhD program
PsyD, Couple and Family Therapy, 2017,
California School of Professional Psychology,
Alliant International University, Los Angeles
Research interests: Family systems, the interconnections between physical and mental health (i.e. pain, weight management, and affect), the effectiveness of creative therapeutic modalities (i.e. mindfulness, art, play therapy), trauma and resilience, trauma-informed care, school- and community-based program evaluations using both quantitative and qualitative methods.

Branson Boykins
Associate Professor, Irvine, CFT program
PhD, Counseling Psychology, 2016,
Western Michigan University, Kalamazoo
Research Interests: Multicultural psychology and intersections of race and psychology; Contemporary forms of bias and oppression; Best practices when working with diverse and marginalized populations; Working with African American populations and racial minorities; Men's issues and understanding experiences of Black Men.

C. Jason Branch
Associate Professor, Online, MSW program
PhD, Counselor Education and Supervision,
2018, Auburn University

Elaine Burke
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).

Molly Burrets
Associate Professor,
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

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.

Thaddeus Camlin
Assistant Professor, San Diego,
Clinical PsyD Program
PsyD, Clinical Psychology, 2016,
Alliant International University, San Diego
Research interests: Psychedelics; Self-empowering treatment for addictive behaviors; Existential psychology; Integrative psychology; Trauma as a core etiological factor underlying DSM diagnoses; Creativity.

Megan Carlos
Associate Professor, San Francisco,
Clinical PsyD Program
PhD, Child Clinical Psychology, 2005,
University of Minnesota at Twin Cities
Research interests: Psychology of disability, child and adolescent psychology, attachment theory.

Thomas Carlson
Professor and Branch Director,
San Diego, CFT Program
PhD, Human Development & Family Studies,
2000, Iowa State University
Research interests: Social justice and culturally responsive training and supervision, LGBTQ affirmative training and therapy, pro-feminist approaches to working with men in therapy, response based and narrative approaches to trauma, story based pedagogical practices in training and supervision.

Danna Carter
Assistant Professor, San Diego
and Online, CFT Program
PhD, Families, Systems, and Couples,
2020, Loma Linda University
Research interests: Narrative practices, narrative analysis, community-based research, supervision and training in MFT, women's issues in higher education, discourse analysis, and feminist research methodologies.

Bianca Cersosimo
Assistant Professor, San Diego,
Clinical PsyD Program
PhD, Clinical Psychology, Adelphi University
Research interests: integrative psychotherapy, personality pathology, treatment process and outcome, assessment, therapeutic alliance, and related factors.

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
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.

Lisa Christensen
Assistant Professor, Los Angeles,
Clinical PsyD Program
PhD, Clinical Psychology, 2012,
University of California, Los Angeles
Research interests: Intellectual and developmental disabilities (ID/DD; e.g., intellectual disability, autism spectrum disorder), comorbid mental health conditions for those with ID/DD, parenting and evidence-based interventions for children and adolescents, mental health education and stigma.

Kristen Curry
Assistant Professor, Fresno,
MA Clinical Counseling Program
PhD, Counselor Education and Supervision,
2022, Walden University
Research interests: Lived experiences of women refugee populations during times of transmigration and post-resettlement; multicultural implications of refugee status in counseling and human services; diversity, equity, and inclusion in academia; intersectionality of identities through a multicultural feminist perspective; disability rights, action, and policy development.

Iman Dadras
Associate Professor, Los Angeles, CFT Program
PhD, Family Social Science, Couple and Family Therapy, 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
Distinguished Professor, Irvine, CFT Program, and Systemwide Program Director, CFT 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.

Brittany Davis
Assistant Professor, Online, Master of Social Work Program
PhD, Social Work, 2022, University of South Carolina
Research interests: Equitable development strategies for historically low-income communities of color, gentrification-induced social and cultural displacement, bridging homeownership disparities among residents of color, anti-racist pedagogy in social work education, social policy.

Sean D. Davis
Distinguished Professor, Sacramento, CFT Program
PhD, Marriage and Family Therapy, 2005, Virginia Tech
Research interests: Common factors of Couple and Family Therapy; international CFT education; process and outcome research; observational research; bridging the scientist/practitioner gap in MFT.

Donnette Deigh
Assistant Professor, Online, MA Clinical Counseling Program
PhD, Counselor Education and Supervision, 2022, Liberty University
Research interests: Social justice and advocacy, multiculturalism, wellness of counselors of color, cross-racial supervision/mentorship and academic achievement.

Ashley Diaz
Assistant Professor, Online, MA Clinical Counseling Program
PhD, Counselor Education, 2022, The Pennsylvania State University
Research interests: Latinx adolescents and families, culturally and linguistically responsive counselor training and supervision, trauma-informed care, and social justice/equity concerns in K-12 and post-secondary education settings.

Shawndeeia Drinkard
Assistant Professor, Los Angeles, Clinical PhD Program
PhD, Clinical Psychology, 2018, Alliant International University, Los Angeles

Nurcan Ensari
Professor, Los Angeles, Organizational Psychology Program
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
Associate Professor and Branch Director, Los Angeles, CFT Program
PsyD, Marriage and Family Therapy, 2015; California School of Professional Psychology, 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.

Jan Estrellado
Associate Professor, San Diego, Clinical Psychology Program
PhD, Clinical Psychology, 2015, California School of Professional Psychology, San Diego
Research interests: Multicultural psychology; trauma psychology; race and ethnicity in trauma therapy; sexual orientation and gender identity; countertransference, supervision, and training.

Mark Ettensohn
Associate Professor, Sacramento, Clinical PsyD Program
PsyD, Clinical Psychology, 2011, The Wright Institute
Research Interests: conceptualization, diagnosis, and treatment of pathological narcissism and Narcissistic Personality Disorder; efficacy and effectiveness of psychoanalytic psychotherapy approaches.

Meghan Fagundes
Assistant Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 1999, Wright State University
Research Interests: Youth with sexually abusive behavior, forensic assessment, integrative somatic trauma therapy, Polyvagal theory, post-traumatic stress disorder (PTSD) and intergenerational, systemic, and complex trauma, Internal Family Systems, social justice, and the LGBTQIA+ community.

Kimberly Finney
Professor, Los Angeles, Clinical PsyD Program
PsyD, Clinical Psychology, 2019, Alliant International University, San Diego
Research Interests: Mind Body Psychology is the major umbrella of interest which includes race related trauma, military related trauma, and unresolved childhood trauma. In addition, clinical psychopharmacology and first responder mental health. Currently working on diversity, inclusion and exclusion topics related to the practice of medicine and academic pedagogy.

Cheryl Fisher
Associate Professor and Program Director, Online, MA Clinical Counseling Program
PhD, Counselor Education and Supervision and Pastoral Counseling, 2013, Loyola University Maryland
Research interests: the role of spirituality in overall well-being, and the therapeutic benefits of engaging in nature.

Franchesca Fontus
Assistant Professor, Online, CFT Program
PhD, Family Therapy, 2022, Nova Southeastern University
Research Interests: Bowen Family Systems Theory; Trauma; Family Trauma; Couple and Family Relationships; Culture & Diversity: Working clinically with Black, African-American, and Afro-Caribbean Communities, Working clinically with Faith-Based Communities, Exploration of Haitian-American Experiences; MFT Training and Supervision: Exploring Therapists' Experiences of Personal Loss & Impacts on their Clinical Practice, Self-Of-The-Therapist Development.

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.

Katarzyna Z. Fuiks
Assistant Professor and Program Director, San Diego and Online, Organizational Psychology Program
PhD, Industrial-Organizational Psychology, 2008, Northcentral University
Research Interest: Leadership; organizational culture; organizational change and development; creativity and innovation in organization, multiculturalism, cross-cultural psychology.

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.

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
Associate 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.

Danielle Gissinger
Assistant Professor, Los Angeles, Clinical PsyD Program
PhD, Counseling Psychology, 2014, University at Buffalo
Research Interests: Multicultural competence; social justice; social class; college student mental health; yoga and mindfulness-based interventions; narrative theory and storytelling; training and supervision; qualitative research.

Tatiana Glebova
Professor, Sacramento, CFT 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.

Julii Green
Associate 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.

Dumayi Gutierrez
Assistant Professor, San Diego, CFT Program
PhD, Couple and Family Therapy, 2019, The University of Iowa
Research interests: Minority stress, intersectionality of self and family systems, couple support systems, resiliencies of sexually marginalized and gender expansive Latinx populations, intersectional culturally competent care, and Women of Color in higher education.

Noah Hass-Cohen
Professor, Los Angeles, CFT 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.

Clare Henn-Haase
Associate Professor and Program Director, San Francisco, Clinical PhD Program
PsyD, Clinical Psychology, 2000, Illinois School of Professional Psychology
Research interests: Psychological trauma acute stress, PTSD, and co-morbid syndromes, e.g., depression, anxiety, substance use, traumatic grief occurring across the lifespan, integrated health, telehealth, simulated clinical training, epidemiological studies on risk and resilience to psychopathology, assessment, and evidence-based treatments for stress and trauma-related syndromes with a variety of populations including child, adult, military personnel, veterans, emergency services, police, women, and underserved populations.

David Hoskins
Assistant Professor, San Francisco, Clinical PsyD Program
PsyD, Clinical Psychology, 2012, California School of Professional Psychology, Alliant International University
Research interests: Behavioral health needs of Latinx Community; pediatric psychology; juvenile justice; traditional healing of Latinx community; trauma informed assessment and treatment; assessment and treatment of substance use and misuse.

Shea Hughes-Brand
Assistant Professor, Online, CFT Program
PhD, Interdivisional Program of Marriage and Family Therapy, 2007, Florida State University
Research Interests: Family therapy with children and adolescents utilizing play therapy, art therapy, and the expressive arts.

Shari Jacob
Assistant Professor, Online, MA Clinical Counseling Program
PhD, Counselor Education and Supervision, 2018, Argosy University, Sarasota Florida
Research interests: The lived experiences of infant attachment of mothers who have survived childhood sexual abuse.

Amy Johansson
Assistant Professor, Fresno, Clinical PsyD Program
PsyD, Clinical Psychology, 2019, California Lutheran University
Research Interests: Child and adolescent trauma, neuropsychology.

Eunie Jung
Associate Professor and Program Director, Sacramento PsyD Program
PhD, Clinical Psychology, 2007, University of California, Los Angeles
Research interests: Psychodynamic psychotherapy, functional neurological disorders, trauma and anxiety disorders, diversity issues, integrated care, supervision and training, therapy process.

Francesca Kassing
Associate Professor & DCT, Fresno, Clinical PsyD Program
PhD, Clinical Psychology, University of Alabama
Research interest: trauma and adversity, minority stress and resilience among LGBTQIA+ populations, interventions to address posttraumatic stress and suicidality, and effectiveness and implementation-based mental health services research, adaptive treatment strategies to address suicidality in college students and mental health correlates of gender minority stress and resilience.

Debra Kawahara
Distinguished Professor, San Diego, Clinical PsyD Program, and 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.

Mojgan Khademi
Professor and 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, CFT 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.

Amber J. Landers
Assistant Professor, San Francisco, Clinical PsyD Program
PhD, Clinical Psychology, 2013, Purdue University
Research interests: Access to care for children and families, ethnic minority, and underserved populations; implicit bias; behavioral health integration.

Craig Landers
Assistant Professor, Fresno, Clinical PhD Program
PhD, Clinical Psychology, 2013, Pacific Graduate School of Psychology
Research Interests: Pet bereavement and the use of video games in therapy.

Sara Lappan
Assistant Professor, Los Angeles and Online, CFT Program
PhD, Human Development and Family Studies, 2016, Michigan State University
Research Interests: Systemically-based interventions to reduce health disparities, community-based participatory research, cultural adaptations of Evidence-Based Interventions, Psychedelic-assisted treatments for trauma and addiction, incorporating client feedback into therapy.

Margaret Lee
Assistant Professor, Sacramento, Clinical PsyD program
PsyD, Clinical Psychology, 2001, UISU-San Diego
Research interests: ADHD in immigrant families.

Monique Levermore
Program Director, Los Angeles, Clinical PhD program, and Professor Clinical Psychology, 1995, Howard University

Tien Liang
Professor, Fresno, Clinical PhD Program
PsyD, Clinical Psychology, 1985, School of Professional Psychology, University of Denver

Ya-Shu Liang
Associate 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
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.

Megan Lindsey
Assistant Professor and Program Director, Online ,Master of Social Work Program
EdD, Higher Education Administration, 2018, Northern Kentucky University
Research and clinical interests: Food insecurity among college students, program evaluation including academic and non-academic programs, and treatment of individuals with sexually maladaptive behaviors.

Lisa Liu
Associate 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.

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.

Cristina Magalhaes
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.

Henry McCain
Assistant Professor, Los Angeles,
CFT program PhD, Counseling Psychology,
2021, Western Michigan University
Research interests: anti-deficit models of education attainment for ethnic minority populations, clinician perspectives of the utilization of EBPs, educational resilience and grit, multicultural competencies, psychological Assessment.

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.

Nadine Nakamura
Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology, 2007, George Washington University
Research interests: LGBTQ+ mental health; multicultural psychology; immigration; international psychology.

Rajeswari Natrajan-Tyagi
Professor and Branch
Co-Director, Irvine, CFT 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, CFT 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

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.

Brittany Nwachuku
Assistant Professor, Online,
Master of Social Work Program
EdD, Social & Comparative Analysis,
2020, University of Pittsburgh
Research interests: Cult and ritual abuse; child abuse; trauma and dissociation; dissociation of identity; disability determination; critical theory.

Rhoda Olkin
Distinguished Professor, San Francisco,
Clinical PsyD Program
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.

Laura Olson Bermudez
Assistant Professor, San Diego,
Clinical PsyD Program
PhD, Clinical Psychology, 1998, California School of Professional Psychology, Los Angeles
Research interests: Dr. Bermudez's research interests are largely quantitative and focused on women's issues, the impact of social media on development, health psychology, educational psychology, positive psychology, grief and loss, psychological interventions, and program development around inclusive teaching practices for equitable learning - diversity, equity and inclusion.

Rachael Olufowote
Assistant Professor and Branch
Co-Director, Online, CFT MA Program
PhD, Marriage and Family Therapy,
2018, Texas Tech University
Research interests: Adult attachment change processes, especially earning attachment security; interracial/ multinational couples and families; couple relationship processes; qualitative research; dyadic analyses.

Jacqueline Orlando-Fahey
Assistant Professor, Sacramento,
Clinical PsyD Program
PsyD, Clinical Psychology, 2019,
Alliant International University, Sacramento
Research interests: trauma/ACES; infancy and early childhood; perinatal/postpartum periods; sandtray therapy; self-esteem; motivation.

Chelsee Osback
Assistant Professor, Fresno,
Clinical PhD Program
PhD, Clinical Psychology, 2021,
Alliant International University, Fresno
Research interests: Implementation and efficacy of equine assisted psychotherapy interventions with diverse populations; Neuroaffective attachment; Efficacy of short-term intensive outpatient treatment modalities with perpetrators of interpersonal violence; Impact of Attention Deficit Hyperactivity Disorders (ADHD) across the lifespan.

David Paul
Associate Professor, Fresno,
Systemwide Program Director,
MA Clinical Counseling Program
PhD, Counselor Education and Supervision and Marriage and Family Therapy,
2014, Barry University
Research interests: Counselor supervision, narrative analysis, vocational psychology, study abroad outcomes, and involuntary job loss.

Veronica Perez
Associate 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.

Shruti Poulsen
Associate Professor and Branch Director,
Online, CFT PsyD Program
PhD, Child Development and Family Studies, Marriage and Family Therapy,
2003, Purdue University
Research interests: Cultural responsiveness in CFT/ clinical work, training, education, & supervision; Immigration & the impact on couples, families, individuals; Interracial relationships, multicultural families; Social justice & implications for CFT, therapists, supervisors; Couple & relational therapy.

Afarin Rajaei
Assistant Professor, Online, CFT Program
PhD, Medical Family Therapy, 2021,
East Carolina University
Research interests: exploring various aspects of couples' relationships ranging from biopsychosocial-spiritual (BPSS) stressors in conflicted intimate relationships, romantic relationship quality, couples with chronic illness and cancer, social injustice issues, and equity in healthcare systems.

Amir Ramezani
Associate Professor, Sacramento,
Clinical PsyD Program
PhD, Clinical Health Psychology and Behavioral Medicine, 2008, University of North Texas
Research interests: Neuropsychology, cultural neuroscience, and mind-brain-tech (e.g., biofeedback, neurofeedback), integrative health psychology, mindfulness, self-compassion, creativity, and forensics.

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.

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.

Nicole Sabatini-Gutierrez
Associate Professor and Branch
Co- Director, Irvine, CFT Program
PsyD, 2018; California School of Professional Psychology, 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.

Seeman Saigal
Professor, San Diego, Clinical PsyD Program
PhD, Clinical Psychology,
Northwestern University
Research interests: the process of implementing inclusive, intersectional, identity affirming pedagogy and the provision of culturally congruent supervision and clinical care, close relationships and the ways in which personality traits, mental health symptoms, behavioral interaction patterns, and geographic proximity impact health and relationship satisfaction.

Barbod Salimi
Assistant Professor, San Diego,
Clinical PsyD Program
PhD, Clinical Psychology, 2015,
Fuller Graduate School of Psychology
Research interests: Philosophical and Critical Psychology; Psychologies of Peace and Violence; Psychology of Religion; Sociocultural Psychology; Intersubjectivity; Existentialism; Moral Psychology and Ethics.

Sarah Samman
Associate Professor, San Diego, CFT Program
PhD, Marital and Family Therapy, 2016,
Loma Linda University
Research interests: Multiculturalism, gender, and power in couple and family relationships, integrating MFTs in health care settings; student clinical and research preparedness; qualitative research.

Gita Seshadri
Associate Professor and Branch Director,
Sacramento, CFT 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.

Renee Shand-Lubbers
Assistant Professor, Online,
MA Clinical Counseling Program
PhD, Counseling, 2022,
Montclair State University
Research Interests: Multicultural counseling and training; social justice within counseling; cultural diversity; antiracist White racial identity development; professional identity development of counselors; clinical mental health counseling process and outcomes.

Shanae Shaw
Assistant Professor, Online, MSW Program
PhD, Social Work, 2021, University of Alabama

Tara Shuman
Associate Professor, San Diego,
Clinical PsyD Program
PsyD, Clinical Psychology, 2000,
Pepperdine University
Research interests: Evidence based treatments for children, trauma informed treatment for children, countertransference, vicarious traumatization, clinical training and supervision.

Ingrid Solano
Assistant Professor, Los Angeles, CFT Program
PhD, Clinical Psychology, 2019,
Stony Brook University
Research Interests: Minority stress and mental health outcomes, Trauma Resiliency in intra/interpersonal relationships, impact of communication/self-disclosure about Sexuality (i.e., preferences, practices, kinks, sexual orientation, gender identity, pornography consumption) on relationship and sexual satisfaction, impact of internal processes related to concealment of authentic self on mental health disparities and relationship functioning.

Madeleine Starin
Assistant Professor, San Diego,
Clinical PsyD Program
PsyD, Clinical Psychology, 2019,
Alliant International University, San Diego
Research interests: anything related to Rorschach in compliance with the Rorschach-Performance Assessment System (R-PAS) and specifically in the assessment of affective disorders and/or behavioral impulsivity. Broader assessment research including the use of multi-method or mixed method assessment practices. Populations of interest include underserved, offender/forensic, and juvenile offender/forensic. The use of Dialectical Behavioral Therapy skills training in contexts outside of BPD, self-harm and suicidality, and specifically for those with problems of emotion regulation and behavioral impulsivity.

Ronald Stolberg
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.

Sara Strayer
Assistant Professor, Online,
Master of Social Work Program
PhD, Social Work, 2020, Widener University
Research interests: Research interests: Social work education, environmental justice, food systems and food access, Limited English Proficiency, child welfare, multi- and intra- disciplinary teams, Field Education, and burn-out and self-care.

Talia Szydlo
Assistant Professor, San Diego,
Clinical PsyD Program
DPsych, Counseling Psychology, 2016,
Regent's University, London, United Kingdom
Research interests: Dr. Szydlo enjoys conducting and supervising qualitative research. Her research interests include the experience of migration, identity development, personality disorders, as well as applications of psychoanalytic theory and existential philosophy in psychotherapy.

Momoko Takeda
Assistant Professor, Irvine, CFT Program
PhD, Marriage and Family Therapy, 2021,
The University of Akron
Research interests: Mindfulness; flow; multicultural competencies; training, education, and supervision for MFT; collaboration with traditional medicine and healings in mental health treatment and relational work.

Steven R. Thorp
Distinguished Professor, San Diego,
Clinical PsyD Program
PhD, Clinical Psychology, 2001,
University of Nevada, Reno
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
Distinguished 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 and Program Director, Los Angeles, Organizational Psychology Program
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
Professor, 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
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.

Ashley Walsdorf
Assistant Professor, Online, CFT Program
PhD, Human Development and Family Science,
2019, University of Georgia
Research interests: The effects of sociopolitical context, discrimination, and immigration stress among undocumented and mixed-status Latinx families; Immigration law and policy as family therapy praxis; Social determinants of Latinx child development.

Anna Washington
Associate Professor, Sacramento,
Clinical PsyD Program
PhD, Clinical Child and Community Psychology,
2014, University of Maryland, Baltimore County
Research interests: Trauma and child abuse; community-based participatory research; social justice; systems impact; diversity, equity, and inclusion; underserved and minoritized populations.

Elizabeth Watters
Assistant Professor, Online, CFT Program
PhD, Couple and Family Therapy,
2021, University of Iowa
Research interests: Examining the biopsychosocial outcomes following adverse childhood experiences and trauma across key developmental periods (i.e., early childhood, adolescence, emerging adulthood, and later adulthood). Employs quantitative approaches.

Tabitha Webster
Associate Professor and Branch
Co-Director, Online, CFT Program
PhD, Marriage and Family Therapy,
2016, Brigham Young University
Research interests: Childhood maltreatment and trauma, adolescent mental health care, multicultural families, suicide prevention and awareness, interpersonal neurobiology, treatment of chronic pain, mental health ethics and policy, integration of neuroscience and MFT.

Kristin Whiteside
Assistant Professor, San Diego,
Clinical PsyD Program
PhD, Clinical Psychology, 2003, California
School of Professional Psychology, San Diego
Research interests: Psychoanalytic theory and case conceptualization, therapeutic action in psychotherapy, attachment theory, attachment and relationships throughout the lifespan, and socioemotional features of developmental disorders.

Victoria Williams
Assistant Professor, Fresno,
Clinical PhD Program
PhD, Clinical Psychology, 2020, California
School of Professional Psychology, Fresno
Research interests: Social justice; multicultural counseling; mental health benefits to talking/healing circles; sexual satisfaction in couples; mental health effects on food insecure individuals; cyberpsychology; online impression management; online identity deception and Machiavellianism.

Felicia Wilson
Associate Professor, Online,
MA Social Work Program
PhD, Human Services, 2009,
Capella University, Minneapolis, Minnesota
Research Interests: aging, ageism, family caregiving, caregiver burnout, compassion fatigue, workplace culture, job burnout, and antecedents.

Scott R. Woolley
Distinguished Professor, San Diego,
CFT 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
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.

Kathryn Yoshida
Assistant Professor, Fresno,
Clinical PsyD Program
PhD, Clinical Psychology, 2018,
Alliant International University, Fresno
Research interests: Biofeedback and heartrate variability training; therapist-child interaction and parent-child attunement; adverse childhood experiences; cultural competence; needs assessment in integrated behavioral health.

Diane Zelman
Professor, San Francisco, Clinical PhD 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.

Postdoctoral Master of Science in Clinical Psychopharmacology

George Kapalka
Professor and Program Director
PhD, Clinical Psychology, 1989,
Fairleigh Dickinson University
Research interests: Efficacy of psychological, pharmacological and combined treatments of psychological disorders, and methods of collaborating with physicians (especially pediatricians) to maximize the effectiveness of the treatment of psychological disorders. Attention Deficit Hyperactivity Disorder and its effect on learning and behavior. Empirically-supported complementary and alternative approaches (especially nutritional and herbal supplements) in the treatment of psychological disorders in children and adolescents.

Judith L. Steinman
Associate Professor
PhD, Psychobiology, 1982,
Institute of Animal Behavior -
Rutgers, The State University of New Jersey
Research interests: Neuroscience, spinal cord and brain control of behavior, behavioral reproduction, analgesia processing and neural control of feeding.

School of Nursing and Health Sciences

Courtney Bale
Academic Fieldwork Coordinator,
Instructor, Master of Occupational Therapy
MOT, University of Saint Augustine,
San Marcos Campus
Research interests: aging in place, therapeutic gardening.

Adele Breen-Franklin
Program Director, San Diego,
Occupational Therapy, and Professor
OTD, Chatham University
Research interests: the meaning of occupation, occupational identity, psychosocial issues, and the scholarship of teaching and learning (SoTL).

Nicole Lynch
Associate Professor
DNP, Nursing-Systems Leadership,
2014, Rush University
Research interests: pregnancy, parenthood, and nursing leadership; Dr. Lynch continues to act as an ardent advocate for victims of human trafficking, supporting the cause through advocacy and faculty development initiatives.

Lisa Radesi
Associate Dean, Program Director,
Associate Professor, Pre-licensure programs
DNP 2014, California State University, Fresno
MSN-Ed & MSN-CNS 2012, California State University, Fresno
Research interests: challenges facing novice faculty going from bedside nursing expert to academia novice, mentoring, professional development.

Andrew Hoeffler
Associate Director of Clinical Education,
Associate Professor
DNP, 2015, Northern Arizona University
MSN, 2011, Uniformed Services University
Research interests: barriers and facilitators to pediatric immunization and improving management of adult ADHD in primary care.

Omon Isiramen
Clinical Faculty
MSN-Ed, 2016, Grand Canyon University
Research interests: stress management strategies implemented by nursing faculty to help students reduce stress: a qualitative study.

San Francisco Law School

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

University Emeritus Faculty

I.M. Abou-Ghorra
CSPP Fresno

Diane Adams
CSPP San Francisco

Sue Ammen
CSPP Fresno

Richard Baker
CSPP San Diego

David Bainbridge
San Diego

Linda Beckman
CSPP Los Angeles

Stephen Brown
CSPP Irvine

Merle Canfield
CSPP Fresno

Mary Ellen Butler-Pascoe
CSOE San Diego

John D. Cone
CSPP San Diego

James V. DeLeo
CSPP San Diego

Anwar Dil
San Diego

Dalia Ducker
CSPP San Francisco

Donald Eulert
CSPP San Diego

Bernardo M. Ferdman
CSPP San Diego

Lucy Rau Ferguson
CSPP San Francisco

Sharon L. Foster
CSPP San Diego

Thomas S. Gale

Kelin Gersick
CSPP Los Angeles

Robert-Jay Green
CSPP San Francisco

Dawn Griffin
CSPP/CSFS San Diego

Kathryn Goldman-Schuyler
CSPP San Francisco

Fred Heide
CSPP San Francisco

Bill R. Hampton
CSOE San Diego

Ann Hozier
Los Angeles

Davis Ja
CSPP San Francisco

Young Hum Kim
San Diego

Richard R. Kopp
CSPP Los Angeles

Arthur L. Kovacs
CSPP Los Angeles

Meenakshi S. Krishnamoorthy
CSML San Diego

Ann Lawson
CSPP San Diego

Gary W. Lawson
CSPP San Diego

Robert Leark
CSFS San Diego

Paul C. Lebby
CSPP Fresno

Rodney L. Lowman
CSPP San Diego

Estela Matriano
CSOE San Diego

Thomas F. McGee
San Diego

Julian Meltzoff
CSPP San Diego

Valory Mitchell
CSPP San Francisco

Eduardo Morales
CSPP San Francisco

Rene Naert
CSML San Diego

Terry G. Newell
Fresno

Nahoko Nishizawa
CSPP Tokyo

Nicholas Noviello
CSPP Los Angeles

Kevin O'Connor
CSPP Fresno

Suni Petersen
CSPP Sacramento

Mary Philips
San Diego

Natalie Porter
CSPP San Francisco

John D. Preston
CSPP Sacramento

Adele S. Rabin
CSPP San Diego

Hamid Rahman
CSML San Diego

Neil G. Ribner
CSPP San Diego

Kenneth E. Richardson
San Diego

Irwin Rosenfarb
CSPP San Diego

Mark Sherman
CSPP San Diego

Donald E. Smith
San Diego

Lawrence Solomon
CSPP San Diego

Richard C. Sorenson
San Diego

Patrick A. Sullivan
San Diego

Alan Swope
CSPP San Francisco

Dan Taube
CSPP San Francisco

Walter Teutsch
San Diego

Jeffrey Tirengel
CSPP Los Angeles

Christopher Tori
CSPP San Francisco

Reiko True
CSPP Tokyo

Steven R. Tulkin
CSPP San Francisco

Rebecca Turner
CSPP San Francisco

Jack Tygett
San Diego

Lelia Veaco
Fresno

Donald Viglione
CSPP San Diego

John R. Walker
San Diego

Linna Wang
CSPP San Diego

Sidney Warren
San Diego

Dennis Weis
CSOE San Diego

Paul D. Werner
CSPP San Francisco

Al Zolynas
CSOE San Diego

COURSE NUMBERING

View information for course numbering: https://catalog.alliant.edu/content.php?catoid=40&navoid=1510#course-numbering

COURSE DESCRIPTIONS

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/term.

ACR62000 - 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.

ACR63000 - 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.

ACR65000 - 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.

ACR65500 - 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.

ACR65510 - Constitutional Law and Criminology
(*2 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.

ACR66000 - 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.

ACR67010 - Criminal Justice Ethics, Values and Diversity in Post-911 America
(*3 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.

ACR68000 - 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.

ACR68250 - 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.

ACR68500 - 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.

ACR71000 - 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.

ACR74000 - 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.

ACR74250 - 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.

ACR74500 - 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.

ACT30000 - 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.

ACT30150 - 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.

ACT40200 - Intermediate Financial Accounting I
(*3 units*) Theoretical foundations of financial reporting, including the standard setting process and the conceptual framework; the valuation and accounting treatment of assets and current liabilities, including a more in-depth examination of cash, receivables, inventories and revenue and expense recognition; the discussion of ethical considerations and other current issues facing the accounting professional are integrated into the curriculum.
Prerequisites: ACT30000 or ACT30150

ACT50000 - 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.

BIO15000 - Introduction to General, Organic, and Biological Chemistry
(*3 units*) In this introductory chemistry course students will learn the concepts of general chemistry, organic chemistry and biochemistry. In the general chemistry component, students will develop an understanding of basic properties and states of matter, atom, molecules, intermolecular interactions, chemical equations, solution chemistry and gas laws. In the organic chemistry component, students will learn about the major categories of organic compounds, including saturated and unsaturated hydrocarbons and oxygen- and nitrogen-containing compounds. In the biochemistry component, students will dive into the concepts such as the composition, structure and functions of the four major biological macromolecules.

BIO25000 - Anatomy and Physiology I
(*4 units*) This course serves as an introduction to normal anatomical structures and functions of the human body. Topics include body organization; homeostasis; basic chemistry concepts; cell and tissue structure and function; and the integumentary, skeletal, muscular, nervous, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO25005 - Anatomy and Physiology I
(*3 units*) This course serves as an introduction to normal anatomical structures and functions of the human body. Topics include body organization; homeostasis; basic chemistry concepts; cell and tissue structure and function; and the integumentary, skeletal, muscular, nervous, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO25005L - Anatomy and Physiology I Lab
(*1 unit*) This course serves as an introduction to normal anatomical structures and functions of the human body. Topics include body organization; homeostasis; basic chemistry concepts; cell and tissue structure and function; and the integumentary, skeletal, muscular, nervous, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO25010 - Anatomy and Physiology II
(*4 units*) This course focuses on the study of normal anatomical structures and functions of the human body. Topics include body fluids, acid-base balance, electrolytes, immunity, and genetics, as well as cardiovascular, respiratory, digestive, urinary and reproductive systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO25015 - Anatomy and Physiology II
(*3 units*) This course focuses on the study of normal anatomical structures and functions of the human body. Topics include body fluids, acid-base balance, electrolytes, immunity, and genetics, as well as cardiovascular, respiratory, digestive, urinary and reproductive systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.
Prerequisites: BIO25005

BIO25015L - Anatomy and Physiology II Lab
(*1 unit*) This course focuses on the study of normal anatomical structures and functions of the human body. Topics include body fluids, acid-base balance, electrolytes, immunity, and genetics, as well as cardiovascular, respiratory, digestive, urinary and reproductive systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO25025 - Anatomy and Physiology I
(*4 units*) This course serves as an introduction to normal anatomical structures and functions of the human body. Topics include body organization; homeostasis; basic chemistry concepts; cell and tissue structure and function; and the integumentary, skeletal, muscular, nervous, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO25035 - Anatomy and Physiology II
(*4 units*) This course focuses on the study of normal anatomical structures and functions of the human body. Topics include body fluids, acid-base balance, electrolytes, immunity, and genetics, as well as cardiovascular, respiratory, digestive, urinary and reproductive systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.
Prerequisites: BIO25025

BIO25050 - Intro to Microbiology
(*4 units*) In this introductory microbiology course, students will explore the diversity among microscopic organisms including cellular structures, nutrition, growth and metabolism, and microbial genetics. Students will dive deeper into learning about microbial diversity observed among prokaryotes, eukaryotes, and viruses. Students will also learn about principles of clinical microbiology including immunity, pathogenicity, epidemiology, control of microbes, and diseases. Lab and experiential exercises provide the application of concepts learned.

BIO25055 - Introduction to Microbiology
(*3 units*) In this introductory microbiology course, students will explore the diversity among microscopic organisms including cellular structures, nutrition, growth and metabolism, and microbial genetics. Students will dive deeper into learning about microbial diversity observed among prokaryotes, eukaryotes, and viruses. Students will also learn about principles of clinical microbiology including immunity, pathogenicity, epidemiology, control of microbes, and diseases. Lab and experiential exercises provide the application of concepts learned.

BIO25055L - Introduction to Microbiology Lab
(*1 unit*) In this introductory microbiology course, students will explore the diversity among microscopic organisms including cellular structures, nutrition, growth and metabolism, and microbial genetics. Students will dive deeper into learning about microbial diversity observed among prokaryotes, eukaryotes, and viruses. Students will also learn about principles of clinical microbiology including immunity, pathogenicity, epidemiology, control of microbes, and diseases. Lab and experiential exercises provide the application of concepts learned.

BIO25065 - Introduction to Microbiology
(*4 units*) In this introductory microbiology course, students will explore the diversity among microscopic organisms including cellular structures, nutrition, growth and metabolism, and microbial genetics. Students will dive deeper into learning about microbial diversity observed among prokaryotes, eukaryotes, and viruses. Students will also learn about principles of clinical microbiology including immunity, pathogenicity, epidemiology, control of microbes, and diseases. Lab and experiential exercises provide the application of concepts learned.

BLA64000 - Dimensions of Bilingual Education
(*3 units*) This course is designed to examine and analyze theories of bilingualism and bilingual education. Course content explores the origins of bilingual education, both in the United States and in California in particular. The course will investigate the cognitive bases and effects of bilingualism and how it develops

in an individual's mind. The relationship between a person's first language and development of a second language is explored. Candidates will understand the importance of family and community in the development of bilingualism and the implementation of bilingual educational programs.

BLA64100 - Theory and Method of Bilingual Pedagogy
(*3 units*) This course is designed to examine and analyze theories of bilingualism and bilingual education. Candidates will explore the interrelatedness among the four domains of language, as well as language forms and functions. The course allows candidates to develop a variety of instructional and assessment strategies appropriate to students' language proficiency levels, including the selection and adaptation of instructional materials for the linguistically diverse classroom.

BLA64200A - Culture of Emphasis - Spanish
(*3 units*) This course is designed to develop candidates' knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in California and the United States. Candidates demonstrate knowledge of country or countries of origin including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration, and settlement in the United States.

BLA64200B - Culture of Emphasis - Mandarin
(*3 units*) This course is designed to develop candidates' knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in California and the United States. Candidates demonstrate knowledge of country or countries of origin including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration, and settlement in the United States.

BUS20100 - Business Mathematics
(*3 units*) Fundamental mathematical operations in banking and borrowing; financial ratio analysis; payrolls; retail; insurance; and elementary statistics.

BUS20150 - Introduction to Business
(*3 units*) Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management and finance.

BUS20200 - 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: ENG22060 or equivalent

BUS20300 - 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.

BUS30000 - 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: BUS20200

BUS30150 - Advanced Business Concepts and Environments
(*3 units*) This survey course will cover advanced business concepts and theories in economics, marketing, finance and accounting.

BUS30200 - 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.

BUS40800 - 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.

BUS40850 - Statistics
(*3 units*) This course provides students with knowledge of statistical analysis and use of statistical tools such as SPSS.

BUS49010 - 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.

BUS49020 - 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 80-160 hours of internship training and apply their business knowledge in real life work setting. 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).

BUS49030 - Applied Practice I
(*1.5 units*) This course offers students practicum experience in the specific area of the student's specialization/concentration. Students will complete 80-160 hours of internship training and apply their business knowledge in real life work setting. 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).

BUS49040 - Applied Practice II
(*1.5 units*) This course offers students practicum experience in the specific area of the student's specialization specialization/concentration. Students will complete 80-160 hours of internship training and apply their business knowledge in real life work setting. 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).

BUS49100A - 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.

BUS49100B - 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.

BUS49900 - 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.

BUS50010 - Business Foundations
(*3 units*) This pre-requisite survey course will review various areas of business administration such as finance, economics, management and marketing to prepare students whose educational background is not in business administration for the MBA core courses.

BUS60200 - 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.

BUS60600 - 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.

BUS60900 - 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.

BUS61500 - 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: BUS60200

BUS69000 - Capstone: Management in a New Age
(*3 units*) The Capstone Project course is a culminating experience where students apply their management knowledge and technological or analytical l skills to analyze dynamic business scenarios through a quantitative and qualitative lens. Students will evaluate and solve complex contemporary management challenges to become analytically engaged, data-driven, and innovative managers. Students will work in teams to complete the capstone project, which can be based on a real-world client, or a management simulation. Students who have entrepreneurial goals can choose to develop a business plan for a start-up company. Through extensive research, development, and implementation, students will put strategies for every aspect of their business into practice. Students will collect data, extract key insights through data transformations, analyze insights using compelling and actionable visualizations, apply appropriate data modeling and/or analytic methods to validate results, and make highly informed data-driven decisions aligned with stakeholder end-state objectives to successfully complete the project. Students will have the option to present their final projects at the annual CSML Business and Management Conference.
Prerequisites: Completion of at least 6 MBA courses

BUS70110 - Critical Issues in Business Management
(*3 units*) This course offers theory and contemporary research on strategic management, marketing, economics, finance and analytics. Students will explore issues affecting the contemporary business environment (issues such as corporate social responsibility, poverty, globalization, and sustainability), in developing business solutions. Students examine applied practices and theories, analyze current research and develop their own propositional paper in a specific area of business.

BUS70230 - 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).

BUS70240 - Qualitative Research Methods
(*3 units*) This course introduces students to qualitative research design and methodology and gives them the skills and competencies to undertake independent research using qualitative methodology. Designing qualitative research, collecting & analyzing qualitative data, and writing & presenting qualitative research will be covered. The course will also discuss ways of linking quantitative and qualitative methods in multi-methods research. Topics covered may include ethnography, participant observation, interviews, focus groups, case study and document analysis/content analysis.

BUS70250 - 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.

BUS70270 - 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: BUS70340, DAT70250, MGT70250, MKT70250, DAT70260, MGT70260, and MKT70260

BUS70280 - 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: BUS70340, DAT70250, MGT70250, MKT70250, DAT70260, MGT70260, and MKT70260

BUS70310 - 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: BUS70250

BUS70320 - 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: BUS70310

BUS70330 - 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: BUS70320

BUS70340 - 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: BUS70330

BUS70350 - Advanced Statistics
(*3 units*) The course reviews key concepts of statistics and introduces statistical techniques employed in contemporary social science research. Through the Advanced Statistics class, students develop an understanding of the key concepts and techniques on descriptive and inferential statistics and be able to apply the appropriate statistical procedure for problem solving on univariate and multivariate data sets. They will run statistical analyses using SPSS or other software to produce the outputs, critically review the statistical results, and present the analysis and findings.
Prerequisites: BUS70250

BUS70360 - Quantitative and Survey Research
(*3 units*) This course introduces quantitative survey research methods as well as principles of questionnaire and rating scale development for attitude and opinion measurements. It provides a framework in planning and carrying out data collection and analysis for a quantitative research study. Students learn the skills to design, conduct, assess and interpret survey data.

BUS70540 - 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.

BUS70550 - 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.

BUS70560 - 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.

BUS70600 - 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.

BUS70610 - 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.

BUS70620 - Cross Cultural Management and Global Issues
(*3 units*)

BUS70630 - Organizational Leadership of Cross Cultural and International Management
(*3 units*) The purpose of this course is to generate awareness and develop a solid understanding of how cross-cultural management integrates into the on-going leadership discussion by providing conceptual tools to analyze subtle but enduring cultural differences, and to recognize and tackle the pervasive yet often hidden cultural hurdles to become an effective manager. It introduces the cultural changes and nuances taking place in organizations due to the process of globalization and the requirements for leadership, as well as study of value systems, thinking patterns and models of reality that are inherent in different cultures and cultural differences within and among people and organizations.

BUS79000 - Capstone: Management in the Digital Age
(*3 units*) The Capstone Project course is a culminating experience where students apply the knowledge of technology, tools, management models and skills to analyze business scenarios and solve contemporary management challenges to become analytical, and data-driven managers. Students will work in teams to complete the capstone project, which can be based on a real-world client, or a management simulation. Students who have entrepreneurial goals can choose

to develop a business plan for a start-up company. Through extensive research, development, and implementation, students will put strategies for every aspect of their business into practice. Students will collect data, apply appropriate analytic methods, and make data-driven decisions to successfully complete the project. Students will have the option to present their final projects at the annual CSML Business and Management Conference. Students will be required to apply the concepts learned during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan
and goals.

BUS80000A - Competency Practicum
(*1.5 units*) This series of competency practicum courses requires a total of *9 units* to complete. The courses enable students to extend their major learning in content courses and gain applied and experiential learning. Students will learn approaches for applying research and analysis in problem solving. For each 1.5-unit practicum course, the ground DBA program students will need to spend 120-160 hours (minimum 15 hours per week) on a supervised applied project or engagement during the course.

BUS80110 - Organizational Behavior and Development
(*3 units*) In this course, students will develop the knowledge and skills to analyze individual and group behavior in organizations to be effective managers and leaders. Topics include individual difference in the workplace, cross-cultural differences, motivation, performance, rewards, stress, groups and teams, conflict, power and politics, leadership, organizational structure, and communication. In addition, students will gain knowledge of the principles and stages of organizational development, including entry, contracting, data collection and analysis, organizational diagnosis and interventions in the context of individual, group, and organizational dynamics and cultures.

BUS80310 - 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 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.

BUS80510 - 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.

BUS80620 - 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.

BUS80640 - Applied Project I
(*3 units*) This series of practicum courses requires a total of *9 units* to complete. The courses enable students to extend their major learning in content courses and gain applied and experiential learning with approaches for applying research and analysis in problem solving.

BUS80650 - Applied Project II
(*3 units*) This series of competency practicum courses requires a total of *9 units* to complete. The courses enable students to extend their major learning in content courses and gain applied and experiential learning with approaches for applying research and analysis in problem solving.

BUS80660 - Applied Project III
(*3 units*) This series of competency practicum courses requires a total of *9 units* to complete. The courses enable students to extend their major learning in content courses and gain applied and experiential learning with approaches for applying research and analysis in problem solving.

BUS80710 - 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.

BUS99400 - Dissertation/Doctoral Project Supervision
(*1 unit*) Summer dissertation supervision.

BUS99790 - Dissertation Research 1
(*2 units*)

BUS99800 - Dissertation Research 1
(*3 units*) Students will work individually and in groups as well as with their 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.

BUS99800A - Dissertation Research 1A
(*1.5 units*) Dissertation Research 1A is the first course in the sequence of 8 required dissertation courses. The student will work with the dissertation chair to identify research interests, topics, research questions, and brief methodology. The comprehensive exam will be completed in this course. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.

BUS99800B - Dissertation Research 1B
(*1.5 units*) The student continues working with the dissertation committee to progress their research. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.

BUS99810 - 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 with their 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.

BUS99810A - Dissertation Research 2A
(*1.5 units*) The student continues working with the dissertation committee to progress their research. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.
Full-time engagement in dissertation work.

BUS99810B - Dissertation Research 2B
(*1.5 units*) The student continues working with the dissertation committee to progress their research. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.
Full-time engagement in dissertation work.

BUS99820 - 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 with their 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.

BUS99820A - Dissertation Research 3A
(*1.5 units*) The student continues working with the dissertation committee to progress their research. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.
Full-time engagement in dissertation work.

BUS99820B - Dissertation Research 3B
(*1.5 units*) The student continues working with the dissertation committee to progress their research. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.
Full-time engagement in dissertation work.

BUS99830 - 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 with their 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.

BUS99830A - Dissertation Research 4A
(*1.5 units*) The student continues working with the dissertation committee to progress their research. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.
Full-time engagement in dissertation work.

BUS99830B - Dissertation Research 4B
(*1.5 units*) The student continues working with the dissertation committee to progress their research. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.
Full-time engagement in dissertation work.

BUS99900 - 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.

BUS99900A - Dissertation Extension A
(*1.5 units*) The doctoral 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 dissertation extension until the dissertation is filed in the Library.

BUS99900B - Dissertation Extension B
(*1.5 units*) The doctoral 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 dissertation extension until the dissertation is filed in the Library. This is for students enrolling in their second term of dissertation extension.
Prerequisites: BUS99900A

BUS99900C - Dissertation Extension C
(*1.5 units*) The doctoral 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 dissertation extension until the dissertation is filed in the Library. This is for students enrolling in their third term of dissertation extension.
Prerequisites: BUS99900B

BUS99900D - Dissertation Extension D
(*1.5 units*) The doctoral 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 dissertation extension until the dissertation is filed in the Library. This is for students enrolling in their fourth term of dissertation extension.
Prerequisites: BUS99900C

BUS99900E - Dissertation Extension E
(*1.5 units*) The doctoral 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 dissertation extension until the dissertation is filed in the Library. This is for students enrolling in their fifth term of dissertation extension or beyond.
Prerequisites: BUS99900D

BUS99901 - 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 dissertation extension until the dissertation is filed in the Library. This is for students enrolling in their second semester of dissertation extension.
Prerequisites: BUS99900

BUS99902 - 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 dissertation extension until the dissertation is filed in the Library. This is for students enrolling in their third semester of dissertation extension or beyond.
Prerequisites: BUS99901

CCS82100 - 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.

CHD11010 - Working with Children
(*3 units*)

CHD21100 - 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.

CHD22100 - 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.

CHD22200 - 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.

CHD31100 - 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.

CHD31200 - 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.

CHD31300 - 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.

CHD31400 - 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.

CHD31500 - 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.

CHD32100 - 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.

CHD32200 - 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.

CHD32300 - 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.

CHD32400 - 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.

CHD32500 - 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.

CHD41100 - 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.

CHD41200 - 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.

CHD41300 - 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.

CHD41400 - 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.

CHD41500 - 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.

CHD42100 - 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.

CHD42200 - 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.

CJS11010 - 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

CJS20000 - 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.

CJS20020 - Introduction to 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.

CJS20030 - Introduction to Trauma Informed Systems
(*3 units*)

CJS20040 - Introduction to Social Psychology
(*3 units*) This course will provide a foundational understanding of human interactions to address group process/dynamics, conformity and obedience, peer influence, and introduce students to trauma informed cultures and social ecological models. Students will develop a deeper understanding of interpersonal relationships and group relationships and how social perception, interaction, and interpretations influence behavior. This course is a pre-requisite for Psychology and Criminal Justice students.

CJS30000 - Introduction to Ethical 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.*

CJS30010 - 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 Culture in the context of connectivity and overlap for the families that often touch several systems concurrently.

CJS30030 - Anthropology of Law
(*3 units*) A cross-cultural examination of legal systems and disputes from an in-depth anthropological of study social settings, systems and contexts of the uses, consequences and social changes resulting from the rule of law.
Co-requisite: CJS31060

CJS30040 - Critical Issues in Law Enforcement Related to Behavioral Health
(*3 units*) This course will teach students basic awareness of critical issues related to behavioral health, development disabilities and co-occurring disorders to include signs and symptoms. Common medications and side effects will be introduced. Attitudes about behavioral health will be summarized to include misconceptions, discrimination, and stigma. Crisis intervention strategies will be introduced. Enhancing and building new community partnerships will be explored.

CJS30050A - 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: CJS30030A, CJS30030B, CJS30050B

CJS30050B - Research Methods Lab
(*1 unit*) Application of the research principles articulated in 30050A. Students will design, carry out, analyze data, and report the findings of a research investigation of their choice.
Co-requisite: CJS30030A, CJS30030B, CJS30050A

CJS30090 - Behavioral Health Diversity
(*3 units*) This course will provide an exploration of gender and cultural differences among people living with behavioral health issues. Students will gain firsthand perspectives from peers and family members regarding behavioral health variations will be discussed from an ecological model. Verbal and behavioral -escalation strategies and skills will be demonstrated and practiced using active role playing and simulation programs. Students will develop multicultural competencies, identifying implicit bias, and microaggressions.

CJS30100 - Community Impact and Professional Practice
(*3 units*) This course will provide students an opportunity to examine the promise of community impact and professional practice whilst examine contemporary events. The course will feature occasional guest lectures from leading public servants, as well as group research project that will be presented to the community. The intent of this project is to stimulate professional development, bring awareness of community strengths and resources, be knowledgeable of and consider varying viewpoints of how people may interpret the assigned social area and enhance ones cultural competencies (e.g., how are community and systems are impacted by the helping professions).
Co-requisite: CJS30000

CJS31030 - 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.

CJS31060 - 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: CJS30030

CJS31080 - 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: CJS31120

CJS31100 - 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: CJS31120

CJS31120 - 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: CJS31100

CJS31150 - 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.

CJS31180 - 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.

CJS39000 - Responding to Critical Issues in Law Enforcement Related to Behavioral Health
(*3 units*) This course, using a trauma informed cultural response will engage students to respond to calls for service that involve behavioral health emergencies. Practice skills will be developed to respond to crisis behavior, distinguish between substance, medical or situational causes of crisis behavior to include suicide and other high-risk situations (e.g., mood, psychoses, substance use, excited delirium, acute agitation, medical comorbidity). Stages and cycles of crisis escalation and desecration will be mastered.

CJS39100 - 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

CJS39100A - Fieldwork I
(*1.5 units*) Faculty supervised field experience related to the practice of criminal justice.

CJS39100B - Fieldwork I
(*1.5 units*) Faculty supervised field experience related to the practice of criminal justice.

CJS39150 - Psychological Skills for Peace Officers
(*3 units*) This course will critically examine effective policing as defined by POST in relation to their published ten psychological job dimensions.

CJS39200 - Policy Community Relations
(*3 units*) This course will be exposing availability and representative heurists on role of police and challenge the ways to bypass these heuristics in decision making. Students will explore cognitive errors made by both policy and community due to those heuristics.

CJS41000 - 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: CJS41030

CJS41030 - 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: CJS41000

CJS41050 - 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.

CJS41080 - Technology and Crime
(*3 units*) Examination of the latest innovations in the application of new technological advances in the criminal justice system. Topics 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).

CJS42000 - 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 RESK, PERT, SWAT, USAR, and Fatality review teams.
Co-requisite: CJS42030

CJS42030 - 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: CJS42000

CJS42100 - 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.

CJS42120 - Public Heath, Wellness and Criminal Justice
(*3 units*) This course examines 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.

CJS42150 - 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.

CJS43000 - Moral Risks of Law Enforcement
(*3 units*) This course will examine routine police practices and create changes in officer core values and the moral toll taken on the job (e.g., reasons for unethical decision making). Students will look at the mistakes made the police culture response in order to enhancing responses.

CJS49000 - 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.

CJS49000A - Capstone: Senior Thesis
(*1.5 units*)

CJS49000B - Capstone: Senior Thesis
(*1.5 units*)

CJS49100 - Field Placement II
(*3 units*) Faculty supervised field experience related to the practice of criminal justice.
130 hours

CJS49100A - Fieldwork II
(*1.5 units*) Faculty supervised field experience related to the practice of criminal justice.

CJS49100B - Fieldwork II
(*1.5 units*) Faculty supervised field experience related to the practice of criminal justice.

COM19990 - 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.

COM39000 - 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.

COU67130 - Counseling Skills and Techniques (with required Lab)
(*3 units*) This course will aid students in the acquisition of knowledge, skills, and professional dispositions, associated with counseling micro skills via role play and mock sessions. Students will learn about suicide prevention, crisis intervention, trauma-informed, and community based care. Ethical and diversity issues are considered, as well as counselor self-care.

COU67150 - Counseling Theories
(*3 units*) This course orients the counselor to the various theories upon which the counseling field was founded. 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.

COU67240 - Multicultural Counseling and Techniques
(*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.

COU67260 - Professional Counseling Orientation, Law and Ethics
(*3 units*) This course is designed to support students to acquire the knowledge, and to develop the skills and professional dispositions, associated with demonstrating ethical decision-making and compliance with applicable local, regional, state, and federal laws and regulations that protect the public and guide the profession.

COU67270 - Lifespan Development
(*3 units*) This course introduces students to an overview of the major developmental theories throughout the life span, with an emphasis on evaluating theories as a way to gain an understanding of normative human development and as they guide intervention strategies.

COU67290 - Chemical Dependence and Addiction Issues
(*3 units*) This course is designed to support students to acquire the knowledge, and to develop the skills and professional dispositions, associated with assessing, diagnosing and treating individuals with substance abuse issues. During the course, students will learn the properties of commonly abused substances and current theories concerning the etiology of substance abuse; tools for assessment and screening of substance use and co-occurring disorders; evidence-based treatment approaches; population-based vulnerabilities and risk factors; the impact of ecosystemic risk and protective factors; and relapse prevention strategies. The impact of culture, values and worldview, as well as common ethical issues that arise during substance abuse counseling, will also be explored.

COU67300 - 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.

COU67310 - 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.

COU67320 - Sexuality and Sex Therapy
(*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.

COU67330 - Group Counseling Theories and Techniques (with required Lab)
(*3 units*) Group Counseling discusses the major concepts in group counseling theory, practice and procedures. Students develop competence in group counseling relationship development and application of group counseling theory and practice to coordination of group work. This course will provide students with an overview of counseling techniques focusing on counseling small groups. Practical application of these counseling techniques is taught through observation, instruction, and practice.

COU67340B - Clinical Counseling Practicum I
(*0.5 units*) 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, with 40 direct client contact hours at an approved clinical mental health site. Includes weekly 2-hour supervision class in addition to weekly individual/group supervision at the site.
Prerequisites: COU67130, COU67260, Permission of Program Director
Co-requisite: PSY67330

COU67340C - Clinical Counseling Practicum II
(*0.5 units*) 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, with 40 direct client contact hours at an approved clinical mental health site. Includes weekly 2-hour supervision class in addition to weekly individual/group supervision at the site.
Prerequisites: COU67130, COU67260, Permission of Program Director
Co-requisite: PSY67330

COU67350 - Psychopathology, Diagnosis and Treatment Planning
(*3 units*) Introduction to the assessment, diagnosis, etiology, prevention and treatment of mental disorders and differential diagnosis using the DSM-5 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.

COU67360 - Crisis, Trauma and Emergency Response Issues in Counseling
(*3 units*) This course introduces students to the knowledge, skills and professional dispositions, needed to address crisis and trauma counseling issues with diverse populations. Diagnosis and treatment of PTSD in a variety of populations, cultures, and age ranges will be addressed. This course will also incorporate: crisis theory; cognitive, affective, behavioral, and neurological effects associated with trauma, and differential diagnosis. The short-term and long-term effects of early childhood crises and trauma including; assessment and interventions strategies are reviewed. Also covered are effective emergency response interventions for clinical counselors during crises situations and disasters.

COU67370 - Couple and Family Counseling
(*3 units*) This course explores theories, interventions and research related to couple and family relationship issues. Couple and family systems theory therapies and practices are considered relative to assessment, diagnosis, and treatment issues. There is an emphasis on developing familiarity with couple and family therapy theories and critical thinking. Students will also be encouraged to consider the role that contextual factors play, such as ethnicity, gender, sexual orientation, religion, privilege, and oppression. The course challenges students to examine and better understand their beliefs, values and assumptions about couples, marriage, as well as biases for working with diverse; couples, families and relationships.

COU67380 - Assessment in Clinical Counseling
(*3 units*) This course provides students with an introduction to psychological testing; from its theoretical foundation, to applications in understanding human performance, including an understanding of the relevance and potential biases inherent to assessment with multicultural populations. Beginning with traditional psychometric theories of reliability and validity, students will be introduced to several major psychological tests.

COU67390 - Counseling Research Methods and Program Evaluation
(*3 units*) The applied research methods evaluation and program evaluation course is intended 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.

COU67400 - Psychopharmacology
(*3 units*) This course orients students to the foundations of psychopharmacology within counseling practice. The course will provide the clinical counselor with a basic understanding of appropriate uses, contraindications, side-effects, and mechanisms of action for commonly used psychiatric medications. It will also introduce students current controversies in psychopharmacology and methods of collaborating with prescribing practitioners in the interest of better serving diverse clients.

COU67410 - Clinical Mental Health Counseling
(*3 units*) This course will introduce concepts and practices of community mental health (CMH) systems, including the development and implementation of CMH at local, national, international levels; delivery of evidence-based treatments in publicly-funded settings, managed care issues, research, program evaluation, consultation and social justice issues.

COU67430C - Clinical Counseling Internship
(*2 units*) A continuation of field experience advanced to a more intensive supervised practical training for the counselor-in-training at an approved mental health setting over several months documenting at least 600 hours, with a minimum of 240 direct client contact hours. Weekly clinical supervision consisting of 2-hour seminar (group supervision) in additional to individual site supervision with qualified supervisors. This supervised experience helps counselors-in-training develop the competencies, skills, methods, and procedures in counseling practice: building and maintaining the therapeutic relationship; professional, legal, multicultural, and ethical issues including abuse reporting; case conceptualization, and treatment planning; case management and record keeping; self-monitoring and self-reflection.
Prerequisites: COU67340B, Permission of Program Director

COU67430D - Clinical Counseling Internship
(*2 units*) A continuation of field experience advanced to a more intensive supervised practical training for the counselor-in-training at an approved mental health setting over several months documenting at least 600 hours, with a minimum of 240 direct client contact hours. Weekly clinical supervision consisting of 2-hour seminar (group supervision) in additional to individual site supervision with qualified supervisors. This supervised experience helps counselors-in-training develop the competencies, skills, methods, and procedures in counseling practice: building and maintaining the therapeutic relationship; professional, legal, multicultural, and ethical issues including abuse reporting; case conceptualization, and treatment planning; case management and record keeping; self-monitoring and self-reflection.
Prerequisites: COU67340B, COU67340C, Permission of Program Director

COU67430E - Clinical Counseling Internship
(*2 units*) A continuation of field experience advanced to a more intensive supervised practical training for the counselor-in-training at an approved mental health setting over several months documenting at least 600 hours, with a minimum of 240 direct client contact hours. Weekly clinical supervision consisting of 2-hour seminar (group supervision) in additional to individual site supervision with qualified supervisors. This supervised experience helps counselors-in-training develop the competencies, skills, methods, and procedures in counseling practice: building and maintaining the therapeutic relationship; professional, legal, multicultural, and ethical issues including abuse reporting; case conceptualization, and treatment planning; case management and record keeping; self-monitoring and self-reflection.
Prerequisites: COU67340B, COU67340C, Permission of Program Director

COU67550 - Play Therapy and Expressive Arts in Clinical Counseling
(*2 units*) This course addresses theories and counseling techniques related to the therapeutic role of play and expressive arts in clinical counseling. The course includes didactic, discussion, and experiential learning. The Master of Arts in Clinical Counseling (MACC) program is organized to enable students to build sequentially on knowledge and skills. This is an elective course in the Clinical Counseling curriculum and serves as an introduction to play therapy and creative art theories and techniques.

This course recognizes the 2016 competencies determined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for Clinical Mental Health Counseling and will introduce the Social Justice Advocacy Competencies of the American Counseling Association.

COU67860 - Motivational Interviewing
(*2 units*) Motivation Interviewing (MI) is an evidence-based counseling approach designed to help reduce ambivalence and elicit behavioral change. This course will focus on the history, theory, research, and practice of MI, including empirical findings in the field that lends support to its efficacy. The course will examine the theoretical underpinnings, the four processes of MI, and the spirit of MI. Students will be expected to demonstrate core communication skills associated with MI and integrate other essential elements of MI into clinical practice.

COU68100 - Marriage, Couple, and Family Counseling
(*3 units*) This course explores advanced theories, interventions and research related to couple and family relationship issues. Couple and family systems theory therapies and practices are considered relative to assessment, diagnosis, and treatment issues. There is an emphasis on developing advanced knowledge of couple and family therapy theories and critical thinking. Students will also be encouraged to consider the role that contextual factors play, such as ethnicity, gender, sexual orientation, religion, legal issues, privilege, and oppression. The course challenges students to examine and better understand their personal beliefs, values and assumptions about couples, families, and marriage, as well as biases for working with diverse couples, families, and relationships.

COU68200 - Child and Adolescent Counseling
(*3 units*) This course explores theories, interventions and research related to child and adolescent family relationship issues. Child, adolescent, and family systems theory, therapies, and practices are considered relative to assessment, diagnosis, and treatment issues. There is an emphasis on developing familiarity with strength based and developmentally appropriate theories and critical thinking when working with children and adolescents. Students will also be encouraged to consider the role that contextual factors play, such as race, ethnicity, gender, sexual orientation, religion, privilege, and oppression. The course challenges students to examine and better understand their beliefs, values and assumptions about children and adolescents as well as biases for working with diverse families and relationships.

COU68300 - Consultation in Counseling
(*3 units*) Introduces students to the concepts, processes, and styles of consultation and highlights the role of counselors as consultants. Emphasis placed on comparing and contrasting consultation to other helping roles. This is a course requirement for the Board of Behavioral Sciences (BBS) for licensure in the state of California for Marriage and Family Therapists.

COU68990 - Clinical Counseling Internship Extension
(*3 units*) Experiential introduction to skills, methods, and procedures in counseling practice: building and maintaining the therapeutic relationship; professional, legal, multicultural, and ethical issues including abuse reporting; case conceptualization, and treatment planning; case management and record keeping; self-monitoring and self-reflection; utilization of qualified supervision. Students must be enrolled in an internship course until all hour requirements are complete.
Prerequisites: PSY67620/PSY67430B and PSY67430E

COU68995 - Clinical Counseling Continuous Matriculation: Exit Exam
(*0 units*) Students enrolled in this course are actively preparing to pass the MACC Program exit exam requirements and have fulfilled all other program requirements. Requires that student be registered to take the MACC Program Exit Exam as required in the MACC Program Student Handbook and University Catalog.
Prerequisites: COU67430E

CPD70000 - Career and Professional Development
(1 unit) In this professional practice course, students are expected to become better prepared to utilize the knowledge and skills developed in their coursework in a practical context. Professional practice and application are required throughout the program. Students can complete the required professional practice hours by working on a practical project, a client project, or an internship. The students are responsible for working actively to acquire an internship, a practical project, or a client project. The professional practice coordinator or instructor will assist students in this process and share available practical projects offered by their program. International students should contact the International Office if they have an internship site identified before the start of the course and choose the internship option. The course will have at least three on-ground meetings during the term to discuss students' progress.

CPD70000B - Career and Professional Development Projects
(*1 unit*) This professional practice course is designed for online students who want to apply the knowledge and skills gained in their coursework to real-world projects. By actively seeking out practical or client projects, students can deepen their understanding of course concepts, improve their critical thinking skills, and gain valuable experience that can be showcased to potential employers. In addition to the practical benefits, this course also has academic aspects that help students integrate what they've learned into their future coursework. Feedback from instructors will be provided to ensure students are on track and progressing effectively. Overall, this course provides a valuable opportunity for online students to enhance their skills, gain practical experience, and prepare for their future careers.

CTE70400 - 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.

CTE74100 - 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.

CTE74150 - 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).

CTE74160 - Assessment and Instruction of English Learners
(*3 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).

CTE74200 - 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.

CTE74210 - Principles of Linguistics
(*3 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.

CTE74990 - Enrollment Extension
(*0 units*) Candidates are enrolled in this course after the completion of the final term. Candidates are required to register in Enrollment Extension per California Commission on Teacher Credentialing (CTC) requirements and to maintain continuous enrollment with the university.

DAT50000 - 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.

DAT50050 - 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.

DAT60050C - Data Science with R Programming
(*3 units*) This course will cover ways of programming and data analysis using the R language. This course explores software, tools and techniques used to analyze complex data.

DAT60100 - 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. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

DAT60200 - 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. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

DAT60200C - 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.

DAT60300 - 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: DAT60200

DAT60300C - 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.

DAT60400 - 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.

DAT60400C - 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.

DAT60500 - 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: DAT60300

DAT60500C - 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: DAT60300

DAT69000 - 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.

DAT70240 - Qualitative Research Methods
(*3 units*) This course introduces students to qualitative research design and methodology and gives them in the skills and competencies to undertake independent research using qualitative methodology. Designing qualitative research, collecting, and analyzing qualitative data, and writing and presenting qualitative research will be covered. The course will also discuss ways of linking quantitative and qualitative methods in multi-methods research. Topics covered may include ethnography, participant observation, interviews, focus groups, case study and document analysis/content analysis.

DAT70250 - Qualitative Research
(*2 units*) Course will cover materials of qualitative research. It will also prepare students for a DBA qualifying project.

DAT70260 - Survey Research
(*2 units*) Course will cover materials of survey research. It will also prepare students for a DBA qualifying project.

DAT70500 - 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.

DAT70500C - 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.

DAT80210 - 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.

DAT80220 - 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.

DAT80230 - 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.

DAT80240 - 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.

ECO30000 - 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.

ECO50000 - 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.

EDP80010 - 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.

EDP80020 - 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.

EDP80100 - 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.

EDP80160 - 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.

EDP80170 - Educational Psychology Practice: Current Trends/Legal Issues in Schools and Child Psychology
(*3 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 consultation and general professional private practice.

EDP80180 - 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.

EDP80230 - 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.

EDP80250 - 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.

EDP80270 - 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.

EDP80280 - 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.

EDP80300 - 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.

EDP80500 - 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.

EDP80520 - 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.

EDP80530 - 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.

EDP80540 - 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.

EDP80550 - 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.

EDP80560 - 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.).

EDP80610 - Multicultural Counseling
(*3 units*) An advanced course on working with various types of families in private practice as related to educational psychological services. The course will focus on the psychotherapeutic interventions from multi-theoretical perspectives that are used in working with children, adolescents and their families.

EDP85110 - 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.

EDP85130 - 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.

EDP85180 - 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.

EDP85200 - Advanced Clinical Applications of Neuropsychological Principles
(*3 units*) This course is an advanced level of examination of the field of School Neuropsychology including the following areas: learning disabilities, developmental disorders and medical conditions and their impact on development and academic success. Attention will be paid to the administration, scoring, and interpretation of assessment tools that are routinely utilized in school neuropsychological process. This knowledge will enhance the student's ability to provide a meaningful neuropsychological assessment and relate that information to research-and evidence-based interventions.

EDP85250 - 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.

EDP85270 - 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.

EDP85500 - Research Design
(*3 units*)

EDP85570 - 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.

EDP99010 - 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.

EDP99010A - 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: EDP99020a/EDP85130, EDP99020b/ EDP80560

EDP99010B - PsyD Doctoral Project Seminar: Initial Phase II
(*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, EDP8061, ELM8878, EDP8518, EDP8511, ELM8832, ELM8850, EDP8527, EDP8550, EDP8525, EDP9901A

EDP99020 - 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.

EDP99020A - PsyD Doctoral Project Seminar Initial Phase III
(*1 unit*) The Intermediate Phase of the Doctoral Project Series occurs during the 3rd and 4th Psy.D project series (EDP99020A/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.
Prerequisites: EDP8017, ELM8830, EDP8061, ELM8878, EDP8518, EDP8511, ELM8832, ELM8850, EDP8527, EDP8550, EDP8525, EDP9901A/B, EDP9902A

EDP99020B - 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 (EDP99020A/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.

EDP99030 - 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.

EDP99030A - 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 (99030A/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: EPD99310

EDP99030B - 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 (99030A/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: EPD99310

EDP99310 - 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).

EDP99320 - 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).

EDP99500 - 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.

EDP99500A - Dissertation/Project Extension
(*1.5 units*)

EDP99500B - Dissertation/Project Extension
(*1.5 units*)

EDP99500C - Dissertation/Project Extension
(*1.5 units*)

EDP99500D - Dissertation/Project Extension
(*1.5 units*)

EDP99500E - Dissertation/Project Extension
(*1.5 units*)

EDP99501 - Dissertation/Project Extension
(*3 units*)

EDP99502 - Dissertation/Project Extension
(*3 units*)

EDU60030 - 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.

EDU60040 - 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.

EDU60050 - 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.

EDU60120 - 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)

EDU60200 - 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: EDU60360 or EDU60460 or EDU60560

EDU60210 - 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: EDU60370 or EDU60470 or EDU60570

EDU60220 - 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: EDU60380 or EDU60480 or EDU60580

EDU60230 - 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: EDU60390 or EDU60490 or EDU60590

EDU60350 - 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.

EDU60360 - 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: EDU60200

EDU60370 - 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: EDU60210

EDU60380 - 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: EDU60220

EDU60390 - 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: EDU60230

EDU60460 - 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: EDU60200

EDU60470 - 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: EDU60210

EDU60480 - 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: EDU60220

EDU60490 - 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: EDU60230

EDU60560 - 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: EDU60200

EDU60570 - 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: EDU60210

EDU60580 - 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: EDU60220

EDU60590 - 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: EDU60230

EDU60630 - 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.

EDU60990A - Advanced Mentoring
(*2.5 units*) Standard Interns, Student Teachers, and Early Completion Option (ECO) students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer. If this documentation is not filed and verified by the credential department after the completion of the final term, the student is required to register in Advanced Mentoring per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

Student Teachers may self-elect to enroll for this additional support and guidance; Extended Enrollment allows a Student Teacher to remain enrolled in current program and to be recommended for a Preliminary Credential when they become a Program Completer. If a Student Teacher does not self-elect to enroll, the student will be responsible for satisfying requirements from changes that may have occurred within the curriculum, catalog, or CTC before being recommended for a Preliminary Credential.

EDU60990B - Advanced Mentoring
(*2.5 units*) Standard Interns, Student Teachers, and Early Completion Option (ECO) students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer. If this documentation is not filed and verified by the credential department after the completion of the final term, the student is required to register in Advanced Mentoring per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

Student Teachers may self-elect to enroll for this additional support and guidance; Extended Enrollment allows a Student Teacher to remain enrolled in current program and to be recommended for a Preliminary Credential when they become a Program Completer. If a Student Teacher does not self-elect to enroll, the student will be responsible for satisfying requirements from changes that may have occurred within the curriculum, catalog, or CTC before being recommended for a Preliminary Credential.

EDU60991A - Advanced Mentoring
(*1 unit*) Standard Interns, Student Teachers, and Early Completion Option (ECO) students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer. If this documentation is not filed and verified by the credential department after the completion of the final term, the student is required to register in Advanced Mentoring per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

Student Teachers may self-elect to enroll for this additional support and guidance; Extended Enrollment allows a Student Teacher to remain enrolled in current program and to be recommended for a Preliminary Credential when they become a Program Completer. If a Student Teacher does not self-elect to enroll, the student will be responsible for satisfying requirements from changes that may have occurred within the curriculum, catalog, or CTC before being recommended for a Preliminary Credential.

EDU60991B - Advanced Mentoring
(*1 unit*) Standard Interns, Student Teachers, and Early Completion Option (ECO) students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer. If this documentation is not filed and verified by the credential department after the completion of the final term, the student is required to register in Advanced Mentoring per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

Student Teachers may self-elect to enroll for this additional support and guidance; Extended Enrollment allows a Student Teacher to remain enrolled in current program and to be recommended for a Preliminary Credential when they become a Program Completer. If a Student Teacher does not self-elect to enroll, the student will be responsible for satisfying requirements from changes that may have occurred within the curriculum, catalog, or CTC before being recommended for a Preliminary Credential.

EDU61030 - Pre-Induction
(*1 unit*) This one-unit course supports teacher candidates in preparing for their individual learning plan and individual induction plan in accordance with state requirements.

EDU61120 - 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.

EDU61990 - Enrollment Extension (Teacher Education)
(*0 units*) Teacher Education Candidates are expected to upload/submit and verify documentation through the Student Portal for clearance to register for Clinical Practice. Candidates not receiving clearance will be registered for this course: prior to Clinical Practice I for Interns and/or Student Teachers and prior to Clinical Practice III for Student Teachers (only). Candidates are required to maintain continuous enrollment until program completion. Candidates will be registered for this course in order to be compliant with the continuous enrollment policy while completing program requirements.

EDU62030 - Professional Learning and Practice
(*3 units*) This course provides candidates with the foundational tools and knowledge necessary to successfully obtain their teacher certification by the completion of their enrolled program. Requirements of teacher certification for candidate's state and the teacher education program standards will be explored so candidates will become deeply familiar with the requirements and will be able to establish a solid foundation as they begin their teaching career. Candidates will review program expectations, codes of conduct, academic performance expectations, and various technology tools. Candidates will also be introduced to core concepts in teaching such as

content development, co-teaching, co-planning, lesson planning, and various teaching models to support the diverse needs of all learners.
Co-requisite: course may be taken with EDU62040A/ EDU62040B or TEL71710
Course must be taken in first Term and prior to Clinical Practice courses.

EDU62040 - Educational Foundations: The Learner and the Learning Environment
(*3 units*)

EDU62040A - Educational Foundations: The Learner and the Learning Environment
(*3 units*) This course provides a survey of the history and major philosophies of education, including the impact of federal, state, and local legislation on education today. The context within which educational philosophy taking place will be explored by identifying the composition of a diversity of learners and the inclusive learning environment. Candidates will build a framework for their personal philosophy of education that will support all learners, providing examples that include instructional strategies, learning outcome goals, and support of content knowledge concepts.
Co-requisite: EDU62030
This course can be taken concurrently with EDU62030 or immediately following EDU62030.

EDU62040B - Special Educational Foundations: The Learner and the Learning Environment
(*3 units*) This course provides a survey of the history and major philosophies of education, including the impact of federal, state, and local legislation on special education today. You will examine the protections and rights afforded to elementary and secondary students under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, specifically the Free and Appropriate Education (FAPE) requirement, the Least Restrictive Environment (LRE) requirement, and the development of Individualized Education Plans (IEPs). The course will also explore legal legislative history and the history of disability and special education in the U.S.
Co-requisite: EDU62030; TEL71710
This course can be taken concurrently with EDU62030 or immediately following EDU62030.

EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning
(*3 units*) This course will provide you with the knowledge and tools to successfully implement Differentiated Instruction as a teaching strategy in your future classrooms. You will explore what differentiated instruction looks like, how to create a learning environment that focuses on student readiness and instruction that responds to student variances. You will learn how to determine student learning gaps through a task analysis of state standards that will pinpoint prerequisite skills. Through this process you will also create ongoing formative assessments that will move students towards mastery of those skills. By the end of the course you will understand the importance of student readiness, identify student interests and student learning styles as well as when it is appropriate to differentiate instruction. You will be able to implement a variety of instructional strategies that will differentiate student learning through the content, the process, the product and/or the classroom environment.
Prerequisites: EDU62630, EDU62380 or EDU62480
Co-requisite: EDU62390 or EDU62490 or EDU68880B or EDU68900B

EDU62120 - Content Knowledge and Instructional Practice II: Literacy Pedagogy
(*3 units*)

EDU62120A - Content Knowledge and Instructional Practice II: Literacy Pedagogy
(*3 units*) Academic content in English Language Arts, which is critical to learner development and content acquisition across various subjects, is presented in this course. This research-based methodology course addresses Reading and Language Arts in cross-culturally and linguistically diverse classrooms. This course will provide the foundation for effectively integrating literacy instruction across the curriculum. Candidates will examine the reading process from phonemic awareness to reading comprehension and learn how to effectively implement research-based strategies in the classroom and in lesson planning. Candidates will also learn about common types of reading problems for students and research-supported methods for overcoming those problems. Technology tools available to enhance, reinforce, and supplement instruction will be explored and candidates will have the opportunity to implement reading assessments and interpret the results within various content areas.
Prerequisites: EDU62350 or EDU62280, EDU62360 or EDU62460
Co-requisite: EDU62370 or EDU62470

EDU62120B - Content Knowledge and Instructional Practice II: Literacy Pedagogy
(*3 units*) This course will provide the foundation for effectively integrating literacy instruction across the curriculum. You will learn how to effectively implement research-based reading strategies in your classroom and in lesson planning to support a diversity of learners and the inclusive learning environment. Technology tools available to enhance, reinforce, and supplement instruction will be explored.
Prerequisites: EDU62350 or EDU62280, EDU62360 or EDU62460
Co-requisite: EDU62370 or EDU62470

EDU62280 - Content Knowledge and Instructional Practice I: Secondary Methods
(*3 units*) Secondary Methods explores the concerns common to secondary instruction: classroom management, instructional planning, assessment planning, differentiated instruction, and integrating technology into instruction. You will apply the California State Framework and the Common Core State Standards (CCSS) to design a unit, with accompanying lesson plans, to create a safe learning environment that promotes student growth. You will develop the ability to plan multi-faceted instruction within your specific content area that is appropriate to the developmental characteristics and learning styles of diverse students. Your unit of instruction will demonstrate blended-learning principles of personalized learning and balance online and classroom-based experiences. Emphasis will be placed on the integration of technological resources specific to your content areas.
Prerequisites: EDU62030, EDU62040A or EDU62040B
Co-requisite: EDU62360 or EDU62460

EDU62330 - Content Knowledge and Instructional Practice V: 21st Century Approaches
(*3 units*)

EDU62340 - Content Knowledge and Instructional Practice V: Math Pedagogy and 21st Century Approaches
(*3 units*) This course will provide the construct for how K-12 students think about and learn mathematics. You will explore research-based mathematics pedagogy which develop students' ability to think critically and demonstrate computational thinking and problem-solving skills in math. Developmentally appropriate strategies and supports for designing instruction for all learners to provide access and equity in your math practice will be analyzed. You will learn how to effectively integrate technology and content standards across the curriculum to support students' conceptual understanding and procedural fluency in mathematics.
Prerequisites: EDU62030, EDU62040A or EDU62040B

EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods
(*3 units*) The purpose of this course is to provide teacher candidates enrolled in the multiple subject pathway and educational specialist pathway with the methodologies and tools to plan and provide instruction and assessments based on data analysis across multiple subjects. You will develop an understanding of your state mandated professional teaching standards, your content standards and how to work with diverse populations. Emphasis will be placed on strategies for integrating STEM, writing across the curriculum, and co-teaching models to support an inclusive educational environment.
Prerequisites: EDU62030, EDU62040A or EDU62040B
Co-requisite: EDU62360 or EDU62460

EDU62360 - Clinical Practice I: Planning
(*1.5 units*) This course provides an introductory overview of planning and instruction, focusing on the key elements for effective instructional design using a student-centered approach. You will identify how lessons are designed and reflect how your state's professional teaching standards are incorporated in your lessons. You will be introduced to the evidence-based practice of backwards design principles and will use the evidence from your coursework to develop lesson plans by applying culturally responsive teaching practices to create effective learning goals, differentiated instruction and UDL principles, develop learning tasks that are connected to real world applications, and give students the opportunity to develop their language skills to deepen content understanding. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023.

Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.

Student Teacher candidates must be assigned a Master Teacher with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.
Prerequisites: EDU62030, EDU62040A or EDU62040B
Co-requisite: EDU62350 or EDU62280

EDU62370 - Clinical Practice II: Teaching and Learning
(*1.5 units*) This course provides an introductory overview of teaching and learning, focusing on the key elements for effective instruction using a student-centered approach. You will identify how lessons can be analyzed for evidence of student learning and growth and reflect on how your state's professional teaching standards are incorporated in your lessons. You will use the evidence from your coursework to develop lesson plans by applying reflective teaching practices to create effective instructional activities and learning tasks that are connected to real world applications, and give students the opportunity to develop their skills to deepen content understanding. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023.

Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.

Student Teacher candidates must be assigned a Master Teacher with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.
Prerequisites: EDU62350 or EDU62280, EDU62360 or EDU62460
Co-requisite: EDU62120A or EDU62120B

EDU62380 - Clinical Practice III: Assessment
(*1.5 units*) This course provides practical experience with the implementation and analysis of formative assessments and summative evaluations to monitor and adjust student learning. You will learn how to establish measurable objectives, create assessments, and develop learning tasks and materials based on pre-assessment strategies, knowledge of students, and effective application of backwards design principles. How to provide timely feedback to students based on their performance in meeting or not meeting the measurable objectives will be examined. Through a whole class analysis of summative evaluation, you will identify trends to offer appropriate supports and modified instruction to meet the needs of your students.

Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.

Student Teacher candidates must be assigned a Master Teacher with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.
Prerequisites: EDU62120A or EDU62120B, EDU62370 or EDU62470
Co-requisite: EDU62630

EDU62390 - Clinical Practice IV: Reflection and Professional Responsibility
(*2.5 units*) The goal of this course is to engage in reflection of your role as a professional educator. You will analyze and evaluate your skills in planning, instruction, and assessment by applying the Understanding by Design (UbD) Framework. You will continue to analyze formative and summative data and modify instruction to improve student potential in meeting state standards. Throughout this course, you will identify and revise artifacts that demonstrate your levels of proficiency at meeting your state's teaching standards for your Individual Development Plan (IDP) Portfolio.

Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023.

Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.

Student Teacher candidates must be assigned a Master Teacher with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.
Prerequisites: EDU62630, EDU62380 or EDU62480
Co-requisite: EDU62050

EDU62460 - Clinical Practice I: Planning
(*1.5 units*) This course provides an introductory overview of planning and instruction, focusing on the key elements for effective instructional design using a student-centered approach. You will identify how lessons are designed and reflect how your state's professional teaching standards are incorporated in your lessons. You will be introduced to the evidence-based practice of backwards design principles and will use the evidence from your coursework to develop lesson plans by applying culturally responsive teaching practices to create effective learning goals, differentiated instruction and UDL principles, develop learning tasks that are connected to real world applications, and give students the opportunity to develop their language skills to deepen content understanding. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023. Intern and ECO candidates must be assigned a District Support Provider with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.

Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.

Intern and ECO candidates must be assigned a District Support Provider with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.
Prerequisites: EDU62030, EDU62040A or EDU62040B
Co-requisite: EDU62350 or EDU62280

EDU62470 - Clinical Practice II: Teaching and Learning
(*1.5 units*) This course provides an introductory overview of teaching and learning, focusing on the key elements for effective instruction using a student-centered approach. You will identify how lessons can be analyzed for evidence of student learning and growth and reflect on how your state's professional teaching standards are incorporated in your lessons. You will use the evidence from your coursework to develop lesson plans by applying reflective teaching practices to create effective instructional activities and learning tasks that are connected to real world applications, and give students the opportunity to develop their skills to deepen content understanding. Candidates on the Intern Teacher Track must have a valid Intern Credential and are operating as a contracted Teacher-of-Record (TOR). Intern & ECO candidates must be assigned a credentialed District Support Provider (in their field of study) by their employer. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023.

Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.

Intern and ECO candidates must be assigned a District Support Provider with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.
Prerequisites: EDU62350 or EDU62280, EDU62360 or EDU62460
Co-requisite: EDU62120A or EDU62120B

EDU62480 - Clinical Practice III: Assessment
(*1.5 units*) This course provides practical experience with the implementation and analysis of formative assessments and summative evaluations to monitor and adjust student learning. You will learn how to establish measurable objectives, create assessments, and develop learning tasks and materials based on pre-

assessment strategies, knowledge of students, and effective application of backwards design principles. How to provide timely feedback to students based on their performance in meeting or not meeting the measurable objectives will be examined. Through a whole class analysis of summative evaluation, you will identify trends to offer appropriate supports and modified instruction to meet the needs of your students. Candidates on the Intern Teacher Track must have a valid Intern Credential and are operating as a contracted Teacher-of-Record (TOR). Intern & ECO candidates must be assigned a credentialed District Support Provider (in their field of study) by their employer. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023. Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.

Intern and ECO candidates must be assigned a District Support Provider with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.
Prerequisites: EDU62120A or EDU62120B, EDU62370 or EDU62470
Co-requisite: EDU62630

EDU62490 - Clinical Practice IV: Reflection and Professional Responsibility
(*1.5 units*) The goal of this course is to engage in reflection of your role as a professional educator. You will analyze and evaluate your skills in planning, instruction, and assessment by applying the Understanding by Design (UbD) Framework. You will continue to analyze formative and summative data and modify instruction to improve student potential in meeting state standards. Throughout this course, you will identify and revise artifacts that demonstrate your levels of proficiency at meeting your state's teaching standards for your Individual Development Plan (IDP) Portfolio. Candidates on the Intern Teacher Track must have a valid Intern Credential and are operating as a contracted Teacher-of-Record (TOR). Intern & ECO candidates must be assigned a credentialed District Support Provider (in their field of study) by their employer.

The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023. Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.

Intern and ECO candidates must be assigned a District Support Provider with a valid, clear credential (in the same subject or disability area in which the candidate is seeking) as well as a minimum of 3 years of teaching experience.
Prerequisites: EDU62630, EDU62380 or EDU62480
Co-requisite: EDU62050

EDU62560 - Clinical Practice I: Planning
(*1.5 units*)

EDU62570 - Clinical Practice II: Teaching and Learning
(*1.5 units*)

EDU62580 - Clinical Practice III: Assessment
(*1.5 units*)

EDU62590 - Clinical Practice IV: Reflection and Professional Responsibility
(*1.5 units*)

EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners
(*3 units*) This course examines all aspects of teaching English Language Learners in K-12 schools. School based Language Arts programs as well as all core content areas are examined in the context of state and federal legislative mandates pertaining to the education and access of English Language Learners. You will understand the instructional needs of ELs and learn about effective use of materials, methods, and strategies for assessing a student's English proficiency level and use this knowledge to provide targeted instruction that leads to supporting access to grade-level English listening, speaking, reading, and writing skills. You will learn the difference between Designated and Integrated ELD and incorporating Language Standards into cross-content curricular areas. Your state's most current English Language Development Standards will become the central point for lesson planning for your EL students.
Prerequisites: EDU62120A or EDU62120B, EDU62370 or EDU62470
Co-requisite: EDU62380 or EDU62480

EDU62990 - Clinical Practice Extension
(*0 units*)

EDU64990 - Advanced Mentoring (Teacher Education)
(*0 units*) Standard Interns, Student Teachers, and Early Completion Option (ECO) Interns are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer. If this documentation is not filed and verified by the Credential Department after the completion of the final term, the candidate is required to register in Advanced Mentoring per California Commission on Teacher Credentialing (CTC) requirements and to maintain continuous enrollment. Resources will be accessible to facilitate the completion of the documentation needed to meet requirements. It is the responsibility of the candidate to ensure that final documents are uploaded/submitted through the Student Portal to be a Program Completer and to be recommended for a Preliminary Credential. Service fee applies.

EDU68120 - 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.

EDU68130A - Curriculum and Instruction for Students with Mild/Moderate Disabilities
(*3 units*) This course teaches effective strategies to teach students who struggle with reading to overcome their challenges and become effective readers.

EDU68130B - 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.

EDU68150 - Assessment and Evaluation for 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.

EDU68160 - Positive Behavior Support
(*3 units*) This course prepares the students 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 students to demonstrate competence in establishing and maintaining a positive and productive educational environment. In addition, this course prepares students to participate effectively in school wide behavior support processes cornerstone of this course.

EDU68180A - 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 them in demonstrating "best-practices" in their role as a Special Educator.

EDU68180B - 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 them in demonstrating "best-practices" in their role as a Special Educator.

EDU68200A - 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.

EDU68210A - 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.

EDU68280 - 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.

EDU68300 - 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.

EDU68310 - 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: EDU68300
Co-requisite: EDU68300

EDU68320 - 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 EDU68300 and EDU68310, 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: EDU68300, EDU68310
Co-requisite: EDU68300, EDU68310

EDU68340 - 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 EDU68300 and EDU68310 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 (EDU68320). 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: EDU68300, EDU68310, EDU68320

EDU68340B - 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: EDU68340

EDU68350B - Research Paper/Portfolio
(3 units) This course combines the best practices studied in EDU68340B 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: EDU68340, EDU68340B, EDU68350

EDU68620 - Teaching the English Language and Diverse Learner in the Special Education Setting
(*3 units*) This course prepares students 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 students to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments. This course also prepares students to demonstrate competence in establishing and maintaining a positive and productive educational environment. In addition, this course prepares students to participate effectively in school wide behavior support processes cornerstone of this course.

EDU68850A - 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 they 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.

EDU68850B - 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 they 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: EDU68850A

EDU68880A - Clinical Practice III: Assessment
(*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: EDU68910A, EDU68910B

EDU68880B - Clinical Practice IV: Reflection and Professional Responsibility
(*1.5 units*) The goal of this course is to identify your state's specific Mild/Moderate Special Education professional teaching standards, identify the special educator's roles and responsibilities in multiple learning environments, educational law, policies and procedures and the ability to prepare and conduct an Individual Plans and supports for qualifying students. Candidates will apply appropriate instructional strategies, accommodations, and modifications, and demonstrate co-planning, co-teaching models and teaching methods to support diverse learners in a variety of inclusive learning environments. Candidates will continue to analyze formative and summative data and modify instruction to improve student potential in meeting academic, social, and emotional standards, objectives/goals.

The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023. Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.
Prerequisites: EDU62630, EDU62380 or EDU62480
Co-requisite: EDU62050

EDU68900A - Clinical Practice III: Assessment
(*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: EDU68850A, EDU68850B

EDU68900B - Clinical Practice IV: Reflection and Professional Responsibility
(*1.5 units*) The goal of this course is to identify your state's specific Mild/Moderate Special Education professional teaching standards, identify the special educator's roles and responsibilities in multiple learning environments, educational law, policies and procedures and the ability to prepare and conduct an Individual Plans and supports for qualifying students. Candidates will apply appropriate instructional strategies, accommodations, and modifications, and demonstrate co-planning, co-teaching models and teaching methods to support diverse learners in a variety of inclusive learning environments. Candidates will continue to analyze formative and summative data and modify instruction to improve student potential in meeting academic, social, and emotional standards, objectives/goals. Throughout this course, you will identify and revise artifacts that demonstrate your levels of proficiency at meeting your state's teaching standards for your Individual Development Plan (IDP) Portfolio.

Candidates on the Intern Teacher Track must have a valid Intern Credential and are operating as a contracted Teacher-of-Record (TOR). Intern candidates must be assigned a credentialed District Support Provider (in their field of study) by their employer.

The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Education Specialist will be required to complete the TPA with the new implementation of the Mild/Moderate Ed Specialist Standards in 2022/2023

Clinical Practice field experience hours must be earned, logged, and obtained during the current term of enrollment of the Clinical Practice course.
Prerequisites: EDU62630, EDU62380 or EDU62480
Co-requisite: EDU62050

EDU68910A - 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.

EDU68910B - 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: EDU68910A

EDU76150 - 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.

EDU76250 - 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. Students 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.

EIL10020 - 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)

ELM78100 - Educational Leadership
(*3 units*) This course is designed to examine and analyze theories of leadership, organizational behavior, decision making, and the role of the leader within the context of educational organizations. Comparisons of management and leadership styles and its relationship to effective schools will be explored. The course will

investigate the role of the leader in various contexts and analyze approaches to issues such as decentralization, the change process, shared governance, decision making, school climate and culture, program improvement, and student rights. This course also includes the study of political, social, and economic forces affecting public school systems. Federal, state, and county mandates and policies related to funding requirements, court decisions, and other influences are discussed. The organization administration and control of local school districts including school boards, administrators, unions, professional organizations, and pressure groups are given thorough attention. Concepts of authority, power, and influence will be examined.

ELM78200 - School Law and Ethics
(*3 units*) This course integrates the study of legal and financial frameworks as each framework interacts with political processes and policy-making, including philosophical influences and political jurisdictions affecting educational policies and practices, influence of legal aspects to educational control, political and sociological aspects to educational control, political and sociological forces directly and indirectly affecting school practices, and theory of individual and group dynamics in achieving compromise, consensus, and coalitions to achieve educational goals. This course introduces students to federal and state laws and court cases that regulate public education operations and financing in California. The course focuses on current issues facing educators including the interaction between law, politics, and public education.

ELM78300 - Management of Human Resources
(*3 units*) The course is focused on theoretical paradigms and pragmatic approaches to the leadership of educational systems. The course provides opportunities for the candidate to 1) examine, practice, and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families, 2) practice professional leadership capacity, including shared decision-making, problem-solving, and conflict management and foster those skills in others, 3) examine site and district responsibilities with regard to students with special needs, 4) develop the ability to effectively act as a spokesperson for the school to the extended school community, 5) model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers, 6) reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others, and 7) develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities. Candidates are introduced to practices for developing communities of practice, strengthening partnerships, and establishing opportunities for collaboration with families and other stakeholders.

ELM78500 - 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.

ELM78600 - Assessment and Accountability
(*3 units*) The course provides an opportunity for the candidate to learn how to select, monitor, analyze and evaluate data to improve student learning. The coursework focuses on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems. In the course, candidates develop an assessment and accountability plan for their school.

ELM78700 - School Finance and Plant Operations
(*3 units*) In this course Candidates explore the organization and management of financial and business operations, funding sources and problems affecting financing at State and local levels, business office operations, budget preparation, financial management strategies and control, and facility construction projects. This course introduces students to federal and state laws and court cases that regulate public education operations and financing in California.

ELM79910A - Research Seminar & Field Experience
(*3 units*) The Research Seminar will engage candidates in professional communities that promote opportunities for leading administrators and practitioners in the field of educational administration to share space further allowing for collaborative exchange and appropriate mentoring creating a foundation for candidates to learn the skills necessary for becoming future leaders.

The Field Experience will engage candidates in relevant field experiences at their own school site as they develop an action research plan. Partners will facilitate opportunities to promote communities of practice and establish productive, working relationships to promote student success. Candidates will collect and analyze data on student performance, school culture, and demographics guided by the CalAPA Standards and their action research projects. Coaches will guide the cognitive rhetoric for effectively facilitating the analysis and revisions of existing curriculum, content standards, and pedagogical strategies.

ELM79910B - Research Seminar & Field Experience
(*3 units*) The Research Seminar will engage candidates in professional communities that promote opportunities for leading administrators and practitioners in the field of educational administration to share space further allowing for collaborative exchange and appropriate mentoring creating a foundation for candidates to learn the skills necessary for becoming future leaders.

The Field Experience will engage candidates in relevant field experiences at their own school site as they develop an action research plan. Partners will facilitate opportunities to promote communities of practice and establish productive, working relationships to promote student success. Candidates will collect and analyze data on student performance, school culture, and demographics guided by the CalAPA Standards and their action research projects. Coaches will guide the cognitive rhetoric for effectively facilitating the analysis and revisions of existing curriculum, content standards, and pedagogical strategies.

ELM79910C - Research Seminar & Field Experience
(*3 units*) The Research Seminar will engage candidates in professional communities that promote opportunities for leading administrators and practitioners in the field of educational administration to share space further allowing for collaborative exchange and appropriate mentoring creating a foundation for candidates to learn the skills necessary for becoming future leaders.

The Field Experience will engage candidates in relevant field experiences at their own school site as they develop an action research plan. Partners will facilitate opportunities to promote communities of practice and establish productive, working relationships to promote student success. Candidates will collect and analyze data on student performance, school culture, and demographics guided by the CalAPA Standards and their action research projects. Coaches will guide the cognitive rhetoric for effectively facilitating the analysis and revisions of existing curriculum, content standards, and pedagogical strategies.

ELM79910D - Research Seminar & Master's Thesis
(*3 units*) The Master's Thesis is an opportunity for students to complete their Master's degree by addressing a realistic, real issue at their respective school using the skills and knowledge they have gained through their program of instruction. It is the culmination of graduate work in the program and the final product of the degree. The capstone process is an opportunity for students to examine in depth an important policy, leadership issue, or an educational problem within their school or school district with the idea of developing a real solution to that problem. Candidates will apply various research methodologies including research study planning, data collection strategies, data analysis, and presentation of findings.

ELM79990 - Enrollment Extension
(*0 units*) Candidates will be automatically enrolled into this course by the Academic Advising Department to maintain continuous enrollment as well as if they have not met all final documentation requirements for program completion and/or recommendation of the Administrative Services Credential.

ELM81750 - Integrative Technology Systems
(*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.

ELM82100 - Foundations in Multicultural and Global Educational Systems
(*3 units*) The course will explore historical antecedents of current policies and practices, facilitate in-depth exploration of the sociocultural experiences of diverse social groups, and support a critical understanding of the processes of globalization and its implications for education. As reflective and ethical decision makers committed to diversity, you will become capable of critical analysis of socio-political, legal, cultural, and educational trends, and underlying ideological foundations, to lay the foundation for your own ethical and culturally responsive practice.

ELM88100 - 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.

ELM88110 - Leadership and Change Management
(*3 units*) This course will explore the various theories and strategies for implementing organizational change within the context of higher education institutions. Students will gain an understanding of the unique challenges and opportunities faced by colleges and universities as they seek to adapt to changing external conditions and internal dynamics.

ELM88120 - 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.

ELM88150 - K-12 Public School Principalship
(*3 units*) This course provides the student with an opportunity to learn the leadership skills and concepts to implement, advocate for, nurture, and sustain a culture that is conducive to staff and faculty professional growth within an elementary, middle, and/or high school. Coursework focuses on K-12 and higher education approaches to professional development in support of organizational and student improvement. Course also reviews mechanism to assess and demonstrate evidence of success.

ELM88160 - Foundations of Social Justice
(*3 units*) Foundations of Social Justice is an interdisciplinary course which draws from ethics, psychology, philosophy, the social sciences, and the humanities. It exposes students to the theoretical issues of Social Justice regarding the demographics and history of socially diverse groups in the United States, including oppression, ecological degradation, sexism, racism, and homophobia.

ELM88220 - 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: GSE80330

ELM88300 - 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.

ELM88320 - 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.

ELM88340 - 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.

ELM88400 - 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.

ELM88450 - 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.

ELM88550 - 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.

ELM88560 - K-12 Public School and Charter School Development
(*3 units*) This course provides the student with an opportunity to learn the concepts to advocate and nurture the effectiveness of charter schools. Course work will contain material on selecting board members, community and parent involvement, board governance, and creating the right culture. Additional material will include facilities development and management, managing talent and recruiting students.

ELM88570 - Global Perspective & Social Development
(*3 units*) In this course, students will explore, examine, and comprehend current issues related to culture, education, and globalization utilizing socially situated theoretical perspectives in framing methods in curriculum, instruction, and assessment. Study significant developments and implications associated with globalization and culture that are shaping education - culminating in an inclusive research paper.

ELM88580 - Governance of Educational Systems
(*3 units*)

ELM88590 - Current Leadership Trends & Issues in TK12
(*3 units*) This doctoral-level course examines contemporary trends, issues, and challenges in educational leadership in TK-12 schools. Students will explore theoretical and practical frameworks related to leadership, change, innovation, equity, diversity, and inclusion in K-12 educational settings. Weekly research projects will culminate in a capstone project including a video presentation. Weekly topics focus on current issues for this sector of the educational setting.

ELM88650 - Higher Education Leadership
(*3 units*) This course will provide an overview of the various theories that inform leadership in higher education. In this course, students will be presented with leadership as a discipline that transcends functional areas and will serve as a framework to lead and guide within higher education and the world beyond. This course explores and generates an in-depth understanding of leadership theories as well as contemporary issues influencing education with an emphasis on reading, researching, and discussion of topics. Students will be expected to read widely and be knowledgeable about current issues affecting the field of education, and understand relevant background and historical information relating to the issues. Students will be able to articulate the issues in oral and written presentations. Active participation in class is essential. This course will involve discussion, written and oral reports, online postings, and the integration of knowledge across the spectrum of higher leadership issues in education.

ELM88720 - Financial and Business Management
(*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.

ELM88720A - 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.

ELM88720B - 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.

ELM88730 - K-12 Public School Urban Education
(*3 units*) This course provides the student with an opportunity to learn the concepts of the social, economic, and political factors surrounding urban schools today. Course work will examine the emergence and evolution of urban schools, historical construct, and conditions found in urban educational facilities as well as best practices for effectiveness.

ELM88740 - Leadership for the Digital Educator
(*3 units*) This course provides a comprehensive introduction to issues surrounding the effective use of technology in a K-12 institution. Students will gain exposure and experience in defining what it is to be a digital leader and develop leadership skills to introduce, implement, and support 21st century learning in their schools or districts. As digital leaders, students will practice assessing and evaluating current educational technology, as well as develop strategies to use technology, and support others as they learn to effectively implement new technology in the classroom.

ELM88750 - Social Justice and Changing Organizational Structure
(*3 units*) This course will develop students' distinction in advocacy and social justice comprehension, competences, mindfulness, and achievement. Students will be provided opportunities to acquire an amplified awareness of critical perception and foster a social justice focus that can be used to provide positive change within their organizations as related to their roles as leaders.

ELM88780 - 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.

ELM88790 - Academic Support Services
(*3 units*)

ELM89980 - Special Topics Field Project
(*4 units*)

ELM89990 - Special Topics
(*3 units*) Courses are designed to enhance or supplement curricula.
Topics vary:
1. Technology 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.

ELM89990A - Special Topics
(*3 units*) Courses are designed to enhance or supplement curricula.
Topics vary:
1. Leadership Case Study

ELM89990B - Special Topics
(*3 units*) Courses are designed to enhance or supplement curricula.
Topics vary:
1. Leadership Case Study

ELM89993A - Special Topics: Leadership Seminar
(*3 units*)

ELM89993B - Special Topics: Marketing and Institutional Development Strategies
(*3 units*)

ELM89993C - Special Topics: Technology for Educational Leadership
(*3 units*)

ELR60350 - Instructional Design and Technology: Learning Theories & Models
(*3 units*) This course explores foundational learning theories in online education, the role of technology to support the teaching and learning process, the role of online assessment, the history and evolution of online learning, and instructional design models. The online curriculum design/project management process, with a particular emphasis on collaboration and questioning techniques will also be reviewed.

ELR61120 - Instructional Design: Media and Technology
(*3 units*) This course will provide students with education and training in the design, development, and integration of digital media in online learning. The process for selecting appropriate instructional materials and creating appropriate technology-enhanced learning experiences will be reviewed. The course will also evaluate the influence of the media, emerging and mobile tools, and online applications on learning environments.

ELR62410 - Instructional Design Evaluation
(*3 units*) This course reviews best practices for continuous quality improvement in the online environment, including evidence-based evaluation models. Effective leveraging of learning management system (LMS) data analytics will also be explored.

ENG09990 - 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.

ENG11060 - Composition I
(*3 units*) In this composition I course, students will develop writing, reading, and critical thinking skills. In this first of the two courses, students will explore expository and narrative composition, understand the writing process, and learn basic research and documentation skills using strategies such as analytical reading, rhetorical methods of organization, and application of the elements of style to written assignments.

ENG11060A - 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 ENG09990 or passing the English Placement Test

ENG11060B - 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.

ENG11200 - 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: ENG11060

ENG11200A - 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.

ENG11200B - 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.

ENG22060 - 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: ENG11060

ENG22060A - 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 ENG11060 (grade of "C" or higher) or equivalent

ENG22060B - 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 ENG11060 (grade of "C" or higher) or equivalent

ENG33030 - 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 11060 and ENG22060 or equivalents

ENT60100 - 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.

ENT60500 - 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.

ESL20000A - 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.

ESL20000B - 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.

ESL21000A - 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.

ESL21000B - 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.

ESL22000A - 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.

ESL22000B - 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.

ESL23000A - 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.

ESL23000B - 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.

ESL30000A - 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.

ESL30000B - 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.

ESL31000A - 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.

ESL31000B - 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.

ESL32000A - 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.

ESL32000B - 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.

ESL33000A - 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.

ESL33000B - 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.

ESL40000A - 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.

ESL40000B - 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.

ESL41000A - 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.

ESL41000B - 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.

ESL42000A - 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.

ESL42000B - 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.

ESL43000A - 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.

ESL43000B - 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.

FAR10000 - 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.

FIN30100 - Principles of Finance
(*3 units*) The application of financial principles to problems involving the acquisition and management of funds by private and public organizations.

FIN40100 - International Managerial Finance
(*3 units*) The international financial environment, international capital and money markets and financial operations of the multinational enterprise.
Prerequisites: FIN30100

FIN40200 - 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: FIN30100

FIN40300 - Investments
(*3 units*) Study of stocks, bonds, mutual funds, treasury and other government bonds, gold and other commodities, real estate and collectibles.
Prerequisites: FIN30100

FIN40400 - 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: FIN30100

FIN40600 - Advanced Financial Accounting
(*3 units*) This course will examine several complex topics and their effect on financial reporting and disclosure. Topics include investments in debt and equity securities; business combinations; consolidation at acquisition; consolidation subsequent to acquisition; consolidation and intercompany profit in inventory, land, and depreciable assets; foreign currency transactions; translation and consolidation of international operations.
Prerequisites: ACT40200

FIN60000 - 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.

FIN60010 - Analysis of Financial and Accounting Data
(*3 units*) Through use of technological tools like excel, python and R, students are exposed to financial planning techniques, risk management strategies. 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 data driven financial manager and be a persuasive oral and written communicator of corporate financial information. A venture/business plan is developed during the course.

FIN60100 - Advanced Finance and Managerial Accounting
(*3 units*) This course comprises two segments - managerial accounting and advanced finance. Roughly one third of the course time is devoted to topics in the area of managerial finance and about two third to topics in Advanced Finance. In managerial accounting, the course looks at cost concepts, job-order costing, activity-based costing, flexible budgets, standard costs, and variance analysis. Finally, this segment of the course delves into using differential analysis to make important managerial decisions such as adding and dropping product lines, the make or buy decision, special orders, and use of constrained resources. The second segment does a deep dive into some advanced finance topics in the area of options, capital structure, risk and return, and lease financing. The formulation of binomial option pricing and Black Scholes Option Pricing are studied and applied to the valuation of firm and financial products whose valuation is contingent upon future uncertain outcomes. Real options are studied with respect to their application in capital budgeting decisions. Modigliani and Miller Theorems, the Miller Model and their extensions form the core of the capital structure considerations. Portfolio theory, CAPM, the Arbitrage Pricing Theory and the Fama French Three Factor Model provide students with insight into risk and return relationships. Finally, the course winds down with a discussion of lease financing.
Prerequisites: FIN60000

FIN60150 - 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.
Prerequisites: FIN60000

FIN60200 - 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.

FIN60250 - 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.

FOR30050 - Situational Analysis of Behavior and Decision-Making in Complex Situations
(*5 units*) This course provides an overview of the foundational concepts that influence situational awareness, including perception, processing, consolidation, analysis, and conclusion. The roles of experience, training, bias, genetics, and the environment will also be explored, as will fundamentals of human behavior analysis. Decision-making models commonly employed in risk management, including Classical, Naturalistic, and Heuristic Decision-Making models, will also be reviewed. Evidence-informed techniques, including convergent and divergent thinking, storytelling, circle of voices, and meta-questioning, for improving decision-making under various stress conditions will be applied.

FOR30290 - Peer Counseling
(*5 units*) This course introduces students to the fundamentals of peer counseling, including building rapport, active listening, identifying mental health issues, advocacy, leading groups, teaching life skills, and providing referrals. Additional aspects of the peer counselor relationship, such as maintaining appropriate boundaries and confidentiality, are also explored. Complex dynamics, such as working with peers who are experiencing crisis, mental illness and/or substance abuse, or who demonstrate signs of risk to self or others. Fundamentals of providing trauma-informed care, mental health first aid, and crisis management are incorporated.

FOR30370 - Responding to Individuals in Crisis
(*5 units*) Designed for law enforcement, school resource officers, mental/behavioral health practitioners, educators, and community-based professionals, this course explores basic concepts associated with mental illness, mental health crises, violence risk, and behavioral threat assessment. Criteria associated with specific mental illnesses, including signs, symptoms, and behavioral indicators of potential crises, are explored. Bullying, suicidality, child abuse and neglect, domestic violence, stalking, human trafficking, homelessness, and active assailants will be explored. The basics of behavioral threat assessment, investigation and interview strategies, and interdisciplinary interventions will be reviewed.

FOR30390 - Emergency and Disaster Preparedness & Planning
(*3 units*) This course provides students with an understanding of historical and contemporary core principles and practices of emergency preparedness and planning. Topics include vulnerability detection and hazard analysis, planning and preparedness, communication, prevention and mitigation strategies, rapid decision-making, and functioning collaboratively within the rapidly evolving landscape. Current emergency management models, including the National Response Framework (NRF) and the National Incident Management System (NIMS) are reviewed. Laws, regulations, and policies that impact interagency cooperation are also reviewed.

FOR31000 - 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)

FOR31170 - Decision-Making in Complex Situations
(*3 units*) This course explores the factors that contribute to and hinder rapid decision-making, decision-making under stress, and decision-making in rapidly evolving complex situations. The course examines the respective and combined roles of cognition, physiology and behavior on the decision-making process, as well as the impact of feedback, group dynamics, and situational awareness. Applications of decision-making in complex situations, such as those encountered by military, law enforcement, organizational leaders, risk managers, threat assessment personnel, crisis responders, and critical incident commanders will be reviewed.

FOR31270 - Complex Issues in Peer Counseling
(*3 units*) This course will review protocols related to working with peers who are experiencing crisis, mental illness and/or substance abuse, or who demonstrate signs of risk to self or others. Fundamentals of providing trauma-informed care, mental health first aid, and crisis management are incorporated.

FOR31280 - Psychology of Disasters
(*3 units*) This course explores the factors that influence the immediate and long-term impact of natural and human-induced disasters on individuals, communities, and responders. Common post-disaster physical, psychological, and sociological dynamics are reviewed, as are evidence-based practices associated with mitigating adverse outcomes.

FOR31400 - 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.

FOR31430 - Model Law Enforcement-Mental Health Response Initiatives
(*3 units*) This course, designed for law enforcement, school resource officers, mental/behavioral health practitioners, educators and community-based professionals, reviews the models of specialized mental health-law enforcement response units, and school resource officer approaches, and their efficacy in humanely and safely responding to those in crisis. The course provides students with the option of focusing on community or school-based response models.

FOR31500 - 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)

FOR31600 - 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.

FOR31700 - 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.

FOR31800 - 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?

FOR32140 - Communication & Human Factors in Crisis & Conflict
(*4 units*) This course addresses communication and human factors as they relate to crisis management, effective mediation, and conflict resolution. The course incorporates challenges to effective communication caused by interpersonal, intrapersonal, intergroup or intragroup conflict, and the role of communication in resolving such conflicts. The course focuses on the human, psychological, social, cultural and emotional aspects of conflict and effective communication strategies, including the roles of gender, ethnicity, race, religion, culture and generation, and addresses

concepts such as group processes, identity, needs, cooperation/competition, and barriers to effective communication in conflict or crisis contexts.

FOR32210 - Peer Counseling with Specific Populations
(*4 units*) This course allows students to explore the nuances of facilitating peer counseling with one or more populations, including veteran's, firefighters, and those affected by domestic violence, chronic illness, substance abuse, disaster, and trauma. Appropriate similarities and differences in approaches will be reviewed, allowing the student to gain a framework for expanding to different sectors and contexts.

FOR32230 - Crisis Response & Emergency Management
(*3 units*) This course provides students with an understanding of historical and contemporary core principles and practices of crisis response and emergency management. The course focuses on operating during and immediately after large-scale crises. The course addresses critical skills and systems, strategies for setting and managing a course of action, mobilizing and co-ordinating resources, and collaborating with multiple agencies and the community at-large. Topics also include decision-making under stress, crisis and post-crisis communication, post-disaster protocols, and recovery operations.

FOR32380 - Expanding the Impact of Law Enforcement-Mental Health Response Initiative
(*4 units*) This course focuses on situational dynamics that increase risk between law enforcement and individuals in crises. Bullying, suicidality, child abuse and neglect, domestic violence, stalking, human trafficking, homelessness, and active assailants will be explored. The basics of behavioral threat assessment, investigation and interview strategies, and interdisciplinary interventions will be reviewed. Students have the option of focusing upon a community- or school-based context.

FOR35310 - Contemporary Security, Safety & Protection
(*5 units*) This course provides students with foundational knowledge in security concepts, theory, and application in organizational and individual contexts. Industry standards and best-practices in various forms of asset protection; vulnerability, threat, and impact assessment; technology, multi-agency partnerships, legal issues and ethical practice will be explored. Evidence-based planning, implementation, management, assessment and improvement of security programs, projects, procedures, and policies in various contexts including executive protection and corporate, education, and travel security will also be reviewed.

FOR35320 - Security and Protection Policies & Programs
(*3 units*) This course provides students an understanding of evidence-based planning, implementation, management, assessment and improvement of security programs, projects, procedures, and policies in various contexts including executive protection and corporate, education and travel security.

FOR35330 - Organizational Security & Response
(*4 units*) This course provides students with knowledge in principles and practices associated with organizational and personnel protection and security. Specific topics include risk management strategies (e.g., avoid, assume/accept, transfer, spread), risk mitigation techniques (e.g., technology, personnel, process, facility design), background investigations and personnel onboarding, organizational security awareness and training methodologies and resources, and critical incident response.

FOR60000 - Fundamentals of Forensic Leadership
(*3 units*)

FOR60010 - Fundamentals of Forensic Psychology
(*4 units*) This course introduces students to the fundamentals of forensic psychology -- the study of psychology and the law, criminal justice, and mental health. Emphasis is given to a broad thematic coverage of relevant theory, policy and practice. Specific elements of practice within the forensic arena, such orienting to the Specialty Guidelines for Forensic Psychologists, conducting basic legal research, forensic report writing, and expert testimony will be reviewed.

FOR60050 - Situational Analysis of Behavior
(*3 units*) This course provides a foundation for the interpretation of covert behavioral and environmental stimuli through each of the different aspects of non-verbal behavior, namely biometrics, kinesics, proxemics, geographics, heuristics, and atmospherics. The course covers applications for analyzing non-verbal behavior in contexts such as deception detection, interviewing, crisis intervention, investigations, threat assessment, risk management, law enforcement, conflict resolution and critical incident response.

FOR60080 - The History, Structure, and Culture of Fire Departments
(*3 units*) This course provides mental and allied health professionals with an orientation to the history, traditions, and culture of the fire service, offering foundational information that will assist in understanding the worldview of the more than 1.1 million firefighters in the U.S.

FOR60100 - Theory and Application of Forensic Behavioral Science
(*3 units*) This 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.

FOR60102 - Applications in Forensic Behavioral Science
(*2 units*) This 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.

FOR60110 - Forensic Science, Investigation & Analytics: Foundations, Principles & Applications
(*3 units*) This course will provide an overview of the foundation and history of forensic science, and the role that physical evidence plays in the criminal justice system. The course will address foundational principles in forensic science in the lab, forensic investigation in the field, and data management and analysis. Disciplines and specialties within forensic science, such as biology, chemistry, toxicology, microscopy, ballistics, anthropology, investigative techniques, and applications in analytics will be explored.

FOR60120 - Fundamentals of Mediation
(*3 units*) This course examines mediation theory and practice and provides an in-depth exploration of selected aspects of the mediation process is it relates to the larger conflict resolution context. The course addresses topics such as resistant parties, overcoming impasse, mediating with individuals and groups, using a decision-tree analysis, and employing counterintuitive and "mindful" mediation strategies. Ethical issues and public policy concerns, such as the limits of confidentiality and expectations of procedural fairness, are also explored.

FOR60200 - Research Methodology in Forensic Science & Analytics
(*3 units*) This course will explore contemporary quantitative and qualitative methods applied to forensic research, pattern analysis, and investigations.

FOR60220 - Mass, Serial and Pattern Criminals
(*3 units*) Course examines perpetrators of mass, spree and serial violence in terms of psychology, motivation and behavior. Topics include violent crime sprees, school and workplace mass assaults, family annihilation, domestic terrorism, serial murder, serial sex offending, and stalking behavior on its own and in the context of deliberate lethal violence.

FOR60240 - Fundamentals of Forensic Victimology
(*3 units*) This course provides students with an overview of the field of forensic victimology, and explores the latest research on victim-offender dynamics in relation to crime and event subtypes.

FOR60260 - Case Conceptualization and Presentation
(*4 units*) This course provides an in-depth examination of theory and practice related to theme development and case conceptualization. The course draws upon law, psychology and marketing disciplines as they apply to framing and persuasion in a courtroom setting. Witness communication and presentation are also addressed.

FOR60280 - Developing a Correctional Professional Identity
(*3 units*) This course provides an introduction to and overview of the field of correctional psychology, and of the unique relational factors that contribute

to and/or hinder realization of professional identify within correctional settings. Students will learn about the unique culture of correctional institutions, and the health professional's role as a member of an inter-professional team. Students will explore the factors associated with successful and intentional development of a solid professional identity, including addressing difficult situations within corrections, common lapses in judgment and missteps that occur in correctional institutions, conditions that lead to burn out, compassion fatigue, vicarious trauma, strategies for self-care, and best practices for conflict resolution in an adversarial environment. Special emphasis will be placed on ethical decision-making in the correctional setting.

FOR60300 - Forensic Evidence, Law and Ethics
(*3 units*) This course examines the laws and ethics associated with forensic evidence, investigation, data collection, and criminal and administrative proceedings. Real-world ethical and legal issues in areas of forensic science, as well as ethical questions about specific disciplines and methodologies under the forensic science umbrella will be explored. Methods for legal and ethical evidence and data collection, management and interpretation will be explored.

FOR60320 - Forensic Linguistics: Theory and Application
(*3 units*) This course covers the historical and contemporary principles and practices related to forensic linguistics, as well as the numerous contexts in which they may be applied, such as author identification, discourse analysis, forensic phonetics, linguistic dialectology, plagiarism detection, security and threat assessment.

FOR60330 - Foundational Concepts in Victimology
(*3 units*) This course provides an overview of the field of forensic victimology, and explores current research on victim-offender dynamics in relation to crime and event subtypes. The course focuses upon risk and protective factors associated with victimology subtypes, the construction of victim profiles to inform violence prevention, investigation, intervention, and policy efforts, and the compassion-science-balance approach to forensic victimology.

FOR60340 - The History, Structure, and Culture of the U.S. Military
(*4 units*) This course provides an overview of the evolution of the U.S. military, its current structure and culture, and the systems of treatment. Emphasis will be placed on the manner in which military culture and training foster both protective and risk factors impacting the psychological health of service members and veterans.

FOR60360 - Fundamentals of Police Psychology and the Culture of Law Enforcement
(*4 units*) This course provides an introduction to and overview of the field of police and public safety psychology, examining the role of the police psychologist, the psychological impact of police work on the individual officer, and the issues involved in providing psychological services to officers and law enforcement agencies. It covers the many and diverse roles of the police psychologist and the legal, ethical and practical considerations inherent in these roles. Survey the history of police psychology and its evolution to its current state. Also explores the unique culture of police and sheriff's departments, including the differentiation between working custody versus working patrol; common lapses in judgment and common pitfalls that can negatively affect new officers; differences and dynamics specific to sworn versus civilian law enforcement employees; elements of effective interactions with the public and the press.

FOR60370 - Responding to Mental Illness
(*3 units*) This course is designed for both law enforcement and mental health practitioners, and covers basic concepts of mental illness: signs and symptoms, when behaviors represent crisis, approaches to de-escalation, and resources (including via 5150 and 5250 holds) for those in crisis. Mental illness as experienced from multiple perspectives - law enforcement, mental health professionals, those with mental illness, the family of those with mental illness - will be examined. The course will also discuss the evidence supporting the effectiveness of law enforcement-mental health professional collaboration in responding to calls involving individuals with mental illness, including in relation to improving public safety, officer safety, and community relations.

FOR60380 - The Fundamentals of Telemental Health
(*3 units*) This course provides an overview of TeleMental Health, including the current state of the industry, trends, and practice requirements. Considerations for selection and use of appropriate technology are also explored.

FOR60400 - Investigative & Scientific Communication and Testimony
(*3 units*) This course will focus on legal standards for scientific evidence in the courtroom and on professional, effective communication in the forensic sciences. Topics include various forms of scientific, professional and legal communication, case and data presentation, subpoenas, written reports and communicating evidence-based conclusions, and providing scientific testimony in legal proceedings.

FOR60600 - Forensic Documentation and Report Writing
(*3 units*) This course will address evidence documentation, case and data presentation, and report-writing. The course will focus on the various types of documentation, evidence logging procedures, chain of evidence and written reports, with an emphasis on written communication and evidence integrity.

FOR60700 - Forensic Science, Investigation and Technology Thesis I
(*1 unit*) Students in the MS, Forensic Science, Investigation, & Technology are required to complete a research-based, publication-quality thesis. Thesis I supports students to identify and refine an appropriate research question and conduct a preliminary literature review.

FOR60710 - Forensic Science, Investigation and Technology Thesis II
(*1 unit*) Students in the MS, Forensic Science, Investigation, & Technology are required to complete a research-based, publication-quality thesis. Thesis II supports students to apply a research methodology appropriate to their hypothesis/research question, to successfully complete the institutional review board process, and to begin data collection.

FOR60720 - Forensic Science, Investigation and Technology Thesis III
(*1 unit*) Students in the MS, Forensic Science, Investigation, & Technology are required to complete a research-based, publication-quality thesis. Thesis III supports students to conclude data completion, and to finalize the writing of their thesis.

FOR61150 - Violence and Criminal Behavior
(*3 units*) This course addresses micro- and macro-level factors and constructs related to violence and criminal behavior with an emphasis on psychological and sociocultural factors. Explores violent intent, human aggression, interpersonal violence and violent groups; media influence; mental illness, personality and psychopathy; and motivation.

FOR61170 - Decision-Making in Complex Situations
(*3 units*) This course provides a foundational understanding of the factors that contribute to and hinder rapid decision making, decision making under stress and decision making in rapidly evolving complex situations. The course examines the respective and combined roles of cognition, physiology and behavior on the decision-making process, as well as the impact of feedback, group dynamics, stress and situational awareness. The course covers applications of decision making in complex situations such as those encountered by military, law enforcement and other first responders, organizational leaders, risk managers, threat assessment personnel, crisis responders, critical incident commanders and the like.

FOR61190 - Conflict and Crisis Negotiation: De-escalation & Violence Prevention
(*3 units*) This course teaches the theories and tactics associated with assessing, understanding and mitigating violence potential in contexts such as hostage or barricade situations, standoffs, and other conflicts. The course focuses reducing the potential for violence; engaging in quick, strategic assessment and problem-solving, and responding to and managing threats to personal or public safety at the interpersonal and intergroup levels. The course explores how psychological processes-cognitive and emotional, individual and collective-combine with external factors to influence violent outcomes and how these psychological insights can help prevent and resolve violent conflicts. The course incorporates research and best practice findings into case examination and interactive, experiential learning.

FOR61220 - Sex Crimes & Offenders
(*3 units*) Examines sex crimes, offenders and the complex factors and motivations associated with offending. Topics include paraphilia, psychogenic

motivation, rape and sexual violence, sexual predators, juvenile offenders, female offenders, sexual homicide, sex trafficking and tourism, and the roles of society, commerce and law. Also addresses systems responses to sex offending, including sexually violent predator laws, offender registries and treatment modalities.

FOR61240 - Prevention and Safety Planning
(*3 units*)

FOR61260 - Legal and Procedural Concepts in Trial Consulting
(*3 units*) This course provides a foundation for engaging in courtroom consultation. The course covers the pre-trial through post-trial processes in criminal and civil, state and federal courtrooms as they relate to all aspects of trial consulting. Constitutional and statutory provisions, jurisdictional differences, the ethics of courtroom consultation, and the numerous ways in which behavioral science can benefit the trial process are discussed.

FOR61430 - Understanding the Law Enforcement Environment
(*3 units*) Designed for mental health professionals, this course explores the unique culture of police and sheriff's departments, including the differentiation between working custody versus working patrol; common lapses in judgment and common pitfalls that can negatively affect new officers; differences and dynamics specific to sworn versus civilian law enforcement employees; elements of effective interactions with the public and the press. The course will also explore the basics of teaching and consulting in the law enforcement community: common pitfalls for the mental health professional.

FOR61800 - Ethics, Values and Diversity in Forensic Contexts
(*3 units*) This course provides an understanding of ethics applicable to the forensic behavioral sciences and to a larger framework of values and worldview. Addresses ethical aspects of the conduct of forensic behavioral scientists in the civil and criminal justice systems. Explores the tension between civil liberties and public safety, as well as topics such as profiling and interment, the monitoring of Americans, and recent Court decisions.

FOR61900 - Residency Master's Project: E-Portfolio Development I
(*0 units*) During the residency weekend, and under the supervision with faculty, students will begin to more thoroughly apply the theoretical knowledge gained during coursework through the inception of an e-portfolio, a Capstone project designed to be completed over the course of the program and to assist students to enter or advance in their chosen career. The residency will also include lectures on best practices in forensic consulting, applicable to both those who work within or external to organizations.

FOR61905 - Capstone Proposal
(*0.5 units*) Under the supervision of faculty, students will begin to more thoroughly apply the knowledge gained during coursework through the inception of an E-Portfolio designed to highlight their work and a Capstone Project designed to be completed over the course of the program. In this portion of the Capstone Project process, students set up their E-Portfolio and select their Capstone Project and create and submit a proposal.

FOR62000 - Residency Master's Project: E-Portfolio Development II
(*0 units*) During this final residency, students will present their e-portfolio Capstone project, articulating its relevance to their chosen professional field. The residence will include additional lectures on best practices in forensic consulting.

FOR62005 - Capstone Project & Presentation
(*0.5 units*) Under the supervision of faculty, students apply the knowledge gained during coursework by completing their Capstone Project and preparing and delivering a presentation on it. Students also submit their E-portfolio.

FOR62010 - Help That is Helpful: Assessment and Intervention with Fire Personnel
(*3 units*) Tragic events, particularly 9-11, resulted in an enhanced understanding of the unique behavioral health needs of firefighters and their families, as well as an expanded body of knowledge regarding the interventions that are most effective when working with this population. This course explores the common challenges facing fire personnel, which range from depression, anxiety, and PTSD to stress-induced hypertension and overexertion. Evidence-based interventions, such as positive psychology, are explored, as are the roles of spirituality, peer counseling, on-scene crisis responding, memorial and funeral support, and the use of social media in family intervention.

FOR62100 - Personnel Engagement, Motivation and Retention
(*3 units*)

FOR62110 - Forensic Assessment Instruments: Criminal and Civil Contexts
(*5 units*) This course will review assessment instruments used to answer common referral questions in criminal and civil contexts. Part one will focus on the criminal justice system, including competency to stand trial, risk of recidivism, mental state at time of the offense, psychopathy, and malingering. Part two will focus on child custody, civil commitment, civil competencies, torts for emotional distress, and employment discrimination/sexual harassment.

FOR62120 - Biopsychosocial Elements of Stress Responses
(*3 units*) This course examines biological, psychological, social, environmental and situational triggers, mechanisms, presentations and effects of human responses to acute and prolonged stress events and explores ways to manage them effectively.

FOR62140 - Communication & Human Factors in Crisis & Conflict
(*3 units*) This course addresses communication and human factors as they relate to crisis management, effective mediation, and conflict resolution. The course incorporates challenges to effective communication caused by interpersonal, intrapersonal, intergroup or intragroup conflict, and the role of communication in resolving such conflicts. The course focuses on the human, psychological, social, cultural and emotional aspects of conflict and effective communication strategies, including the roles of gender, ethnicity, race, religion, culture and generation, and addresses concepts such as group processes, identity, needs, cooperation/competition, and barriers to effective communication in conflict or crisis contexts.

FOR62160 - Investigative Psychology and Criminal Profiling
(*3 units*) This course explores the fundamental concepts, theories, methodologies, assumptions and practices associated with using psychology as an investigative tool. The course focuses on the application of behavior analysis to criminal investigation, criminal profiling and behavioral evidence, geographic profiling, psychological autopsy, and equivocal death analysis.

FOR62180 - Investigation
(*3 units*)

FOR62200 - Conflict and Discipline in Forensic Settings
(*3 units*)

FOR62220 - Voir Dire, Jury Selection & Decision Making
(*5 units*) This course provides an in-depth examination of theories, research, controversies and practices associated with empaneling juries and in predicting outcomes. Pre-trial methods of managing the impact of individual factors on deliberation, evidence processing and decision-making in criminal and civil trials are reviewed. Group (jury) and individual (juror) deliberation and decision-making processes in a courtroom setting. The course explores the separate and interacting roles of cognition, bias, personality, attribution, belief, personal judgment, influence, extra-evidentiary and extralegal information, and group dynamics in the contexts of criminal and civil trials.

FOR62240 - Developmental Bases of Criminal Behavior
(*4 units*) This course will explore the major distinctions between normative and criminal human development, including the major theories of personality development as related to criminal behavior. The impact of various factors on criminal behavior, including macro-level factors (culture, media, political context), neuroscientific factors, and major theories of cognitive development, related to criminal behavior.

FOR62270 - Discourse as Evidence
(*3 units*) This course provides an overview of the methodological approaches to language analysis, with an emphasis on the language of police interrogations, emergency calls, victim-witness and witness statements, confessions, and criminal threats. The course also examines the relationship of forensic linguistics to the judicial process, such as admissibility in court and the numerous roles of forensic linguists in informing the judicial system related to a range of domestic and international legal issues.

FOR62280 - Forensic Victimology: Prevention and Safety Planning
(*3 units*) This course focuses on the practices that support prevention of victimization and revictimization. Research related to crime prevention will be explored. The course will also focus upon threat assessment in various milieu (public venues, households, the workplace, school campuses), as well as specific safety planning strategies to support the prevention of victimization.

FOR62290 - Assessment and Interventions to Support Military Personnel
(*5 units*) This course explores the types of conflict and associated stressors commonly experienced by military personnel, and examines typical psychological and physiological responses to extreme circumstances and environments. Evidence-based assessment of common psychiatric responses, including acute stress, depression, substance use disorder, combat-related PTSD, and traumatic brain injury will be applied. The epidemiology, identification, prevention, and treatment of psychiatric conditions including combat-related PTSD, substance use disorder, traumatic brain injury, and depression will also be explored, as will contemporary research establishing empirical links between combat exposure and elevated risks for specific psychiatric conditions, internet-based interventions, and veteran's courts. The effects of military service on interpersonal relationships, particularly relationships with spouses and children, will be explored. Evidence-informed intervention models to enhance military and veteran family functioning will be reviewed.

FOR62320 - Threats to Police Officer Wellness & Psychological Svcs in Law Enforcement
(*3 units*) This course explores police officer wellness and the psychological services that help to maintain optimal functioning. The first half of the course focuses on the internal and external threats to officer wellness. The internal threats include maladaptive stress responses, the nature of fear, implicit bias and the role of heuristics, and the neurobiology of police wellness. External threats include the moral risks of policing, compassion fatigue and burnout, moral distress, moral injury, and other operational stress injuries. The course examines the rates of PTSD, the epidemic of police suicide, and the relationship between police wellness and ethics. The second half of the course focuses on psychological services in law enforcement organizations and covers models and strategies of intervention as well as initiatives for prevention. Interventions include traditional psychotherapeutic modalities and critical and traumatic incident response as well as specialized mental health services for first responders. Ancillary prevention and intervention services are explored including peer support, chaplaincy, dedicated wellness units, spouse auxiliary groups, and positive psychology workshops.

FOR62340 - Telemental Health and the Law
(*3 units*) This course examines relevant legal and ethical considerations for mental health professional seeking to engage in telemental health as part of their practice. Privacy considerations, informed consent, HIPAA-HITECH, and multijurisdictional issues are explored.

FOR62380 - Effective Collaboration
(*3 units*) This course provides the mental health professional collaborating with law enforcement with guidelines for supporting a successful partnership through identification of comprehensive community resources and linkages, and engagement in case management follow-up. Program evaluation design and implementation are also discussed to ensure on-going efficacy of the collaboration.

FOR63000 - Crisis Communication and Leadership
(*3 units*)

FOR63020 - Criminal Law and The American Justice System
(*3 units*) The course provides an understanding of basic criminal law and the criminal justice process. Addresses criminal law elements and definitions, as well as factual and legal questions and controversies. Examines the criminal judicial process from arrest through appeal and explores guiding legal rulings and principles. Includes criminal defenses, constitutional guarantees, and issues in punishment.

FOR63050 - Threat Assessment & Risk Management
(*3 units*) This course provides an overview of approaches to identifying and mitigating potential violent activity in a variety of contexts, with an emphasis on Behavioral Threat Assessment processes and strategies. The course examines identifying, assessing and managing threats to safety through the lenses of Behavioral Threat Assessment, quantitative & qualitative violence risk assessment, behavior analysis, victim roles and dynamics, and industry best-practices in threat management.

FOR63055 - Contemporary Threat Assessment & Threat Management
(*5 units*) This course covers basic concepts of threat assessment, including theories of violence, empirical foundations and limits of violence risk assessment, correlations between substance use, mental disorders, and violence, and threat subtypes. Static and dynamic factors, warning behaviors associated with risk of rule violation, general violence, sexual violence, and violence against intimate partners, are also explored. Best practices for collecting and assessing information related to threats are reviewed, as are the legal issues associated with threat management in various contexts and sectors. This course will teach students research-based interventions for effectively mitigating and managing threats. Includes review of best practices for witness interviewing and report writing.

FOR63070 - Ideological & Political Conflict
(*3 units*) This course examines conflict arising from differences in closely held modern-day ideologies. The course addresses extremism in all forms, and the pathways from ideology to extremism to conflict to violent action. Conflict between ideology and law, the contribution of identity to conflict, the potential for violent conflict between small and large groups and between fringe groups and establishment, and historical and contemporary measures to reduce such conflict are covered.

FOR63120 - Targeted Violence and Threat Assessment
(*3 units*) This course examines theories and approaches to identifying and mitigating potential acts of targeted violence across contexts. The course examines risk factors for violence, behavioral indicators of intent, and threatening communications; provides an overview of evaluation and management of human threats to safety in a variety of contexts, stalking, school and workplace threats; and addresses victim factors associated with risk and safety.

FOR63140 - Victim Advocacy and the Justice System
(*3 units*) This course addresses victims' rights, historically and currently, victim interactions with the justice community, and court decisions and legislation impacting victims. Justice system and social service programs, partnerships and initiatives are explored, as are victim advocacy and restorative justice, its theory, application, efficacy, and potential in different contexts and in relation to different types of victimization.

FOR63160 - Voir Dire & Jury Selection
(*3 units*) This course provides an in-depth examination of theories, research, controversies and practices associated with empaneling juries and in predicting outcomes. The course explores pre-trial methods of managing the impact of individual factors on deliberation, evidence processing and decision-making in criminal and civil trials.

FOR63170 - Forensic Linguistics: Global Case Studies
(*3 units*) This course takes a case-analysis approach to explore the application of forensic linguistics to legal questions, and its use in investigations, intelligence, and criminal and civil court proceedings. Topics include death threats and suicide letters, valid and false confessions, authorship investigations, perjury, plagiarism, criminal apprehension, and exoneration.

FOR63180 - Threat Management in Context: School, Higher Ed., and Workplace Violence
(*3 units*) This course examines intended violence in schools, institutions of higher education, and workplaces from a threat assessment and management perspective. The course includes violence prevention, investigation, and mitigation strategies within these contexts, as well as relevant legal issues and strategies to overcome potential barriers.

FOR63184 - Threat Management in Context
(*4 units*) This course focuses on the nuances associated with the management of four threat subtypes: Stalking, Family and Intimate Partner Violence, Workplace Violence, Religious Institution Violence, and School Violence. Prevalence rates, case studies, and best practices for prevention, preparedness, intervention, and investigation are reviewed.

FOR63210 - Threats & Intimacy: Stalking, Family & Intimate Partner Violence
(*3 units*) This course explores stalking and its relationship to violence from a threat assessment perspective. The course examines the factors that respectively increase and decrease the risk of violence

and potential lethality in these contexts and focuses on methods of identifying violent intent and mitigating violence potential.

FOR64000 - Forensic Risk Assessment
(*3 units*) This course examines theories and evidence-based approaches to identifying and ameliorating risk for deviant or criminal behavior in various contexts including societal, interpersonal, school and workplace. Explores factors associated with problem behavior, including both contributing (risk) and protective factors, and the controversies associated with risk prediction. Provides an overview of risk assessment tools and methods and of risk management techniques and issues.

FOR64020 - Evidence, Testimony & The Expert Witness
(*3 units*) This course provides a comprehensive overview of the rules of evidence, including physical evidence, testimony, and scientific evidence. Concepts including types of evidence, principles of evidence gathering, search and seizure, presumptions, exclusionary rules, eyewitnesses, and admissions and confessions will be explored. Additionally, the course covers principles associated with providing scientifically-sound expert testimony, writing expert witness reports, and the legal and ethical principles associated with serving as an expert witness.

FOR64030 - Arson Dynamics and Prevention
(*3 units*) This course explores the crime of arson - its prevalence rates, common characteristics, and the general profile of arsonists - as well as the standard programs adopted by municipalities and businesses to promote fire safety and prevention, and to reduce recidivism.

FOR64040 - Investigation, Forensic Interviewing and Report Writing
(*3 units*) This course provides a comprehensive overview of the rules of evidence, including physical evidence, testimony, and scientific evidence. Concepts including types of evidence, principles of evidence gathering, search and seizure, presumptions, exclusionary rules, eyewitnesses, and admissions and confessions will be explored. Additionally, the course covers principles associated with providing scientifically-sound expert testimony, writing expert witness reports, and the legal and ethical principles associated with serving as an expert witness.

FOR64120 - Contemporary Threat Management
(*3 units*) This course provides a foundation for assessing and managing human threats to safety in a variety of contexts and types of locations including businesses and organizations, schools and universities, hospitals and other medical facilities, centers of worship and other public and private establishments.

FOR64140 - Conflict Resolution and Peacebuilding
(*3 units*) This course incorporates theory and contemporary evidence-based models and best practices to analyzing conflict and achieving positive outcomes in a variety of contexts. Explores barriers to effective resolution and peacebuilding and methods for overcoming those barriers, as well as differences among approaches. Includes an emphasis on analyzing ethical responsibilities and dilemmas in third-party intervention and employs case studies to examine and formulate ethical approaches to conflict resolution and peacebuilding.

FOR64160 - Psychology of Media, Violence & Extremism
(*3 units*) This course examines violent crime, domestic extremism and radicalization and the various roles of entertainment, news and social media. The course explores the psychological, physiological, cognitive and social mechanisms of media influence on behavior-as well as aspects of visual news media, advertising, entertainment media and social media-that facilitate and strengthen that influence. The course addresses topics such as violent media and aggression, portrayal of crime in media, 'copycat crime', radicalization and violent extremism in the US.

FOR64180 - Linguistics and Online Media
(*3 units*) This course examines the ways language is used in various media-particularly the internet and social media-to advance nefarious, subversive, or criminal objectives. The course focuses on the application of forensic linguistics to identifying and interrupting potentially violent behavior and addresses issues related to exploitation of the vulnerable for criminal purposes, the language of online bullying, and hate, radicalization and the pathway from ideology to violent action. The courses addresses these concepts against a backdrop of free speech and privacy.

FOR64190 - Victimology in Context: Mass Casualty and Disaster Contexts
(*3 units*)

FOR64210 - Forensic Assessment Instruments II: Civil Contexts
(*3 units*) This course will review assessment instruments used to answer common referral questions in the civil sector, including child custody, civil commitment, civil competencies, torts for emotional distress, and employment discrimination/sexual harassment.

FOR64220 - Scientific Inquiry in Trial Consulting
(*3 units*) This course focuses on the body of scientific research that is designed to inform the jury process and on the behind-the-scenes, research-based activities involved in courtroom consulting. Topics include community attitude and change of venue surveys; mock trials, shadow juries and focus groups; supplemental juror questionnaires; and data collection & management.

FOR64260 - Evidence-Based Practices in Corrections
(*5 units*) This course reviews the impact of common and co-morbid physical, psychological, and environmental conditions on clinical intervention in correctional settings. Common treatment interventions utilized in the correctional environment, including motivational interviewing and various cognitive-behavioral and psychoeducational interventions, are reviewed and practiced. The course will also review basic psychopharmacology commonly used in correctional settings. Additional best practices specific to correctional settings, including establishing a therapeutic alliance, including the strategies for working with resistant patients; counter-transference issues that arise when working within correctional settings; and special considerations, such as screening for and treating suicidality and homicidality, will be reviewed. Students will also learn about the unique culture of correctional institutions, and factors associated with successful and intentional development of a solid professional identity.

FOR64280 - Evaluating Authorship
(*3 units*) This course teaches students how to evaluate linguistic patterns and variations that support author profiling and author attribution. Professional, ethical, and legal issues specific to evaluating authorship are addressed.

FOR64290 - Forensic Victimology: Investigation and Intervention
(*3 units*) This course provides an in-depth review of the evidence-based techniques and best practices used to engage in investigations common in victimology. Specific focus areas include Title IX, sexual harassment workplace violence/crime investigations, and school violence investigations. Students will be trained to the nuances specific to these contexts, as well as the general best practices related to interviewing subjects, working with difficult and complex witnesses, and safety planning. The last week of the course is spent in consolidating learning, and practicing self-care.

FOR64320 - Interventions to Support Returning Military Personnel
(*3 units*) This course focuses on the etiology, diagnosis, and treatment of psychiatric conditions including combat-related PTSD, substance use disorder, traumatic brain injury, and depression. Research establishing empirical links between combat exposure and elevated risks for specific psychiatric conditions will be explored. Contemporary interventions, including telehealth and veteran's courts will be examined. The effects of military service on interpersonal relationships, particularly relationships with spouses and children, will also be examined. An overview of the impact of the deployment cycle on attachment based upon a myriad of variables - length of marriage, number of children, age of children, prior exposure to military culture - will be explored. Evidence-informed intervention models to enhance military and veteran family functioning will reviewed.

FOR64340 - Specialized Operational Support in Police Psychology
(*5 units*) This course will provide an overview of the intervention domain of police psychology. Topics will include the difference between 'in-house' and 'out-of-house' or contract psychological services; the stressors unique to first responders and law enforcement personnel and the cultures in which they work; the unique ethical considerations which must be considered when providing psychological services to law enforcement personnel including voluntary vs. mandatory counseling, confidentiality, and safety concerns; the critical incidents that law enforcement personnel encounter including officer involved shootings, mass casualty incidents, public mistrust,

homicides, undercover work, child abuse, etc.; an understanding of critical incident stress debriefings and defusings, early intervention strategies, and whether they should be recommended or mandatory; an understanding of multiple intervention/counseling techniques including individual therapy, couples counseling, family therapy and group interventions. The course explores the value of adjunctive services such as those provided by chaplains, peer counseling programs, employee assistance programs for the treatment of substance use/abuse and early prevention programs.

FOR64360 - Best Practices in the Delivery of Telemental Health Care
(*3 units*) This course explores best practices for providing effective, high quality care in the telemental health environment. Includes best practices for scheduling appointments and office set-up as well as theory and practice related to assessment and intervention in the telemental health environment. Also explores best practices for managing complex patient/client issues in the telemental health environment, including clinical emergencies.

FOR65020 - Assessment in Correctional Settings
(*3 units*) This course supports students to discern the purposes and differences between clinical and forensic assessments in correctional settings. Additionally, the legal standards inform choice of assessment tools, and the commonly employed assessments and the specific considerations for interpretation when working with correctional populations will be examined.

FOR65040 - Psychological Assessment in Law Enforcement
(*3 units*) This course provides students with knowledge and skills related to assessment of police and public safety personnel in areas including: pre-employment, post-offer psychological evaluations of job candidates; psychological fitness-for-duty evaluations of incumbents; evaluations for FMLA eligibility; Police Officer Standards and Training (POST) requirements for PEPE and FFDE; direct threat and workplace violence assessments; psychological autopsies (for purposes other than case resolution); promotional assessments, assessment centers and in-basket approaches to assessment; and evaluations for high risk, high stress positions. Basics of utilizing the MMPI2-RF for law enforcement, CPI, open ended tests, and 16PF will be reviewed.

FOR65310 - Security, Safety & Protection
(*3 units*) This course provides students with foundational knowledge in security concepts, theory, and application in organizational and individual contexts. The course focuses on knowledge critical to the security professional including industry standards and best-practices in various forms of asset protection; vulnerability, threat, and impact assessment; technology, multi-agency partnerships, legal issues and ethical practice.

FOR65320 - Security and Protection Policies & Programs
(*3 units*) This course provides students an understanding of evidence-based planning, implementation, management, assessment and improvement of security programs, projects, procedures, and policies in various contexts including executive protection and corporate, education and travel security.

FOR65330 - Organizational Security & Response
(*3 units*) This course provides students with knowledge in principles and practices associated with organizational and personnel protection and security. Specific topics include risk management strategies (e.g., avoid, assume/accept, transfer, spread), risk mitigation techniques (e.g., technology, personnel, process, facility design), background investigations and personnel onboarding, organizational security awareness and training methodologies and resources, and critical incident response.

FOR65340 - Threat Investigation, Case Management & Communication
(*3 units*) This course provides students with knowledge and skills critical to conducting security investigations and managing and presenting cases. Topics include investigative terminology; surveillance, interviewing and other methods of information gathering; evidence gathering and chain of custody; principles of forensic evidence analysis; case classification, analysis and flow; case presentation, testimony and report-writing; and legal and ethical issues.

FOR65500 - Program Evaluation in Forensic Contexts
(*3 units*) This course provides an overview of the concepts, techniques and processes of creating, implementing and evaluating programs designed to address forensic concerns, to reduce or prevent crime or victimization, to educate the public, to improve practices, and/or to assist victims.

FOR70050 - Situational Analysis of Behavior
(*3 units*) This course provides a foundation for the interpretation of covert behavioral and environmental stimuli through each of the different aspects of non-verbal behavior, namely biometrics, kinesics, proxemics, geographics, heuristics, and atmospherics. The course covers applications for analyzing non-verbal behavior in contexts such as deception detection, interviewing, crisis intervention, investigations, threat assessment, risk management, conflict resolution, and critical incident response.

FOR70150 - Communication and Context in Conflict Resolution
(*3 units*)

FOR70160 - Crisis Negotiation and Mediation
(*3 units*)

FOR70180 - Ideological, Political and Environmental Conflict
(*3 units*)

FOR70190 - Trauma and Peace Building
(*3 units*)

FOR70240 - Fundamentals of Forensic Victimology
(*3 units*) This course provides students with an overview of the field of forensic victimology, and explores the latest research on victim-offender dynamics in relation to crime and event subtypes.

FOR70250 - Case Conceptualization and Presentation
(*3 units*) This course provides an in-depth examination of theory and practice related to theme development and case conceptualization. The course draws upon law, psychology and marketing disciplines as they apply to framing and persuasion in a courtroom setting. Witness communication and presentation are also addressed.

FOR70260 - Mass, Serial and Pattern Criminals
(*3 units*)

FOR70270 - Sex Crimes and Offenders
(*3 units*)

FOR70280 - Investigative Psychology and Criminal Profiling
(*3 units*)

FOR70290 - Behavioral Threat Assessment
(*3 units*) This course examines theories and approaches to identifying and mitigating potential acts of targeted violence across contexts. The course examines risk factors for violence, behavioral indicators of intent, and threatening communications; provides an overview of evaluation and management of human threats to safety in a variety of contexts, stalking, school and workplace threats; and addresses victim factors associated with risk and safety.

FOR70320 - Forensic Linguistics: Theory and Application
(*3 units*) This course covers the historical and contemporary principles and practices related to forensic linguistics, as well as the numerous contexts in which they may be applied, such as author identification, discourse analysis, forensic phonetics, linguistic dialectology, plagiarism detection, security and threat assessment.

FOR70400 - Advanced Criminalistics + Lab
(*3 units*) This course advances students' knowledge of criminalistics in a laboratory setting, providing an understanding of the processes, principles, tools, and techniques associated with the identification and evaluation of evidence with an emphasis on ethical lab management and quality assurance and quality control practices.

FOR70410 - Forensic Serology and DNA Analysis
(*3 units*) This course will address the principles and techniques associated with forensic serology and the evaluation of DNA evidence in civil and criminal matters, including technologies and methodologies, analysis, interpretation and reporting.

FOR70420 - Trace Evidence Analysis
(*3 units*) This course addresses the principles and methods associated with the collection and handling, preservation, identification, analysis, and in-court presentation of evidence associated with materials and substances such as glass, hair and textile fibers, paint, fire debris, explosives and accelerants, firearm discharge, illicit drugs, and paper, inks and toners.

FOR70430 - Forensic Pharmacology & Toxicology
(*3 units*) This course explores general and advanced principles of toxicology, forensic toxicology, forensic pharmacology, drug biotransformation, and the related analytical techniques. The course also addresses pharmacokinetics, drug elimination, doping control, and postmortem toxicology.

FOR70440 - Identity Analysis Applications
(*3 units*) This course explores current approaches to identity verification, including via the use of facial recognition software, document verification, and background checks. Legal and ethical challenges in current practices will be discussed.

FOR70450 - Forensic Pattern Analysis
(*3 units*) This course addresses principles and techniques associated with identifying, analyzing, and interpreting pattern evidence associated with firearms, toolmarks, bloodstains, fingerprints, questioned documents, footwear, and tire tread.

FOR70500 - Advanced Crime Scene and Incident Investigation + Lab
(*3 units*) This course provides advanced education in principles, practices, tools and techniques involved in the identification, measurement, documentation, collection, preliminary testing, preservation, and transportation of crime scene and incident evidence, as well as in scene reconstruction. Focus will be placed on safety, quality assurance, quality control, and proper custodial procedures. Supervisory issues will also be addressed.

FOR70510 - Forensic Photography and Field Documentation
(*3 units*) This course addresses photographic evidence collection principles, practices, equipment and techniques. The course will cover documenting and photographing crimes scenes, deceased-person scenes, traffic collisions, mass casualty incidents, latent prints and other low-visibility evidence, and photographing living victims, witnesses, and suspects.

FOR70520 - Transportation Safety and Collision Investigations
(*3 units*) This course addresses the practices, tools and techniques associated with the investigation and reconstruction of large- and small-scale transportation-related incidents. Principles associated with impact, speed, acceleration and deceleration rates, lighting, distance and reaction times, kinetic energy and momentum, vehicle-occupant dynamics, risk factors for transportation-related safety issues, and evidence collection are covered.

FOR70530 - Arson and Explosives Investigations
(*3 units*) This course addresses the principles, processes, tools and techniques associated with investigating fire or explosion incidents. The course provides instruction in identifying the origin or cause of fire and explosion incidents and in distinguishing between an accident and an intentional act. The course covers explosives effects, IED component recognition and evidence recovery, fire dynamics, fire chemistry and burn pattern analysis, and documentation and evidence collection.

FOR70550 - Medicolegal Death Investigations
(*3 units*) This course addresses the principles and practices involved in medicolegal death investigation with a focus on best practices in observation, documentation and processing a death scene. The course provides fundamental knowledge in scene integrity and cross-contamination, time of death indicators, trauma and wound characteristics and postmortem changes, evidence collection, scene observations and documentation, and in distinguishing among manners of death.

FOR70600 - Criminal Intelligence and Data Analysis + Lab
(*3 units*) This course addresses the principles, processes, technology, and methodologies associated with intelligence analysis and its role in investigation, crime prevention and response, and threats to public safety. Legal and ethical issues are also addressed, as are the roles of cognition and bias in data analysis.

FOR70610 - Geospatial Analysis and Crime Mapping
(*3 units*) This course focuses on the application of theory, research and analytical techniques central to spatial analysis and crime mapping.
The course provides fundamental knowledge and skill in investigating spatial problems, displaying and presenting spatial information, conducting and reporting spatial research, data collection and analysis techniques, GIS crime mapping, and using data to identify crime problems and patterns, and to facilitate operational decision making.

FOR70620 - Digital Intelligence and Criminal Networks
(*3 units*) This course addresses the principles, processes, technology, and techniques associated with the application of intelligence analysis to domestic criminal networks and transnational organized crime. The course focuses on using criminal intelligence analysis to identify and target group members and structural crime patterns, to analyze and exploit trends, weaknesses, capabilities, intentions, changes, and warnings in an effort to eliminate criminal networks, and to implement and test interventions. The course also addresses legal and ethical considerations in digital intelligence.

FOR70630 - Open-Source Intelligence and Digital Investigations
(*3 units*) This course teaches principles and skills related to conducting digital investigations and gathering and analyzing open-source intelligence as part of the investigative process. The course focuses on the use of digital forensics in criminal and civil matters, policy enforcement, and security, and on manual and automated open-source data collection methodologies. The course also addresses legal issues related to collecting, aggregating, and using open-source data.

FOR70650 - Data Analytics and Threat Assessment
(*3 units*) The course provides a foundation from which to understand and conduct analysis of potential threats to personal, organizational, and national security.

FOR71170 - Critical Decision-Making
(*3 units*) This course explores the factors that contribute to and hinder rapid decision-making, decision-making under stress, and decision-making in rapidly evolving complex situations. The course examines the respective and combined roles of cognition, physiology and behavior on the decision-making process, as well as the impact of feedback, group dynamics, and situational awareness. Applications of decision-making in complex situations, such as those encountered by military, law enforcement, organizational leaders, risk managers, threat assessment personnel, crisis responders, and critical incident commanders will be reviewed.

FOR71270 - Legal and Procedural Concepts in Trial Consulting
(*3 units*) This course provides a foundation for engaging in courtroom consultation. The course covers the pre-trial through post-trial processes in criminal and civil, state and federal courtrooms as they relate to all aspects of trial consulting. Constitutional and statutory provisions, jurisdictional differences, the ethics of courtroom consultation, and the numerous ways in which behavioral science can benefit the trial process are discussed.

FOR72220 - Jury Dynamics & Decision Making
(*3 units*) This course examines both group (jury) and individual (juror) deliberation and decision-making processes in a courtroom setting. The course explores the separate and interacting roles of cognition, bias, personality, attribution, belief, personal judgment, influence, extra-evidentiary and extralegal information, and group dynamics in the contexts of criminal and civil trials.

FOR72270 - Discourse as Evidence
(*3 units*) This course provides an overview of the methodological approaches to language analysis, with an emphasis on the language of police interrogations, emergency calls, victim-witness and witness statements, confessions, and criminal threats. The course also examines the relationship of forensic linguistics to the judicial process, such as admissibility in court and the numerous roles of forensic linguists in informing the judicial system related to a range of domestic and international legal issues.

FOR72280 - Forensic Victimology: Prevention and Safety Planning
(*3 units*) This course focuses on the practices that support prevention of victimization and revictimization. Research related to crime prevention will be explored. The course will also focus upon threat assessment in various milieu (public venues, households, the workplace, school campuses), as well as specific safety planning strategies to support the prevention of victimization.

FOR73160 - Voir Dire & Jury Selection
(*3 units*) This course provides an in-depth examination of theories, research, controversies and practices associated with empaneling juries and in predicting outcomes. The course explores pre-trial methods of managing the impact of individual factors on deliberation, evidence processing and decision-making in criminal and civil trials.

FOR73170 - Forensic Linguistics: Global Case Studies
(*3 units*) This course takes a case-analysis approach to explore the application of forensic linguistics to legal questions, and its use in investigations, intelligence, and criminal and civil court proceedings. Topics include death threats and suicide letters, valid and false confessions, authorship investigations, perjury, plagiarism, criminal apprehension, and exoneration.

FOR73180 - Forensic Linguistics
(*3 units*) This course provides students with foundational knowledge about the historical and contemporary principles and practices related to forensic linguistics, as well as the numerous contexts in which they may be applied. The course covers topics such as evaluation of authorship, discourse analysis, forensic phonetics, linguistic dialectology, linguistics in court, plagiarism detection, technology, security and threat assessment.

FOR73220 - Security, Safety & Protection
(*3 units*)

FOR73230 - Security and Protection Policies & Programs
(*3 units*)

FOR73240 - Organizational Security & Response
(*3 units*)

FOR74120 - Contemporary Threat Management
(*3 units*) This course provides a foundation for assessing and managing human threats to safety in a variety of contexts and types of locations including businesses and organizations, schools and universities, hospitals and other medical facilities, centers of worship and other public and private establishments.

FOR74160 - Psychology of Media, Violence & Extremism
(*3 units*) This course examines violent crime, domestic extremism and radicalization and the various roles of entertainment, news and social media. The course explores the psychological, physiological, cognitive and social mechanisms of media influence on behavior-as well as aspects of visual news media, advertising, entertainment media and social media-that facilitate and strengthen that influence. The course addresses topics such as violent media and aggression, portrayal of crime in media, 'copycat crime', radicalization and violent extremism in the US.

FOR74180 - Linguistics and Online Media
(*3 units*) This course examines the ways language is used in various media-particularly the internet and social media-to advance nefarious, subversive, or criminal objectives. The course focuses on the application of forensic linguistics to identifying and interrupting potentially violent behavior and addresses issues related to exploitation of the vulnerable for criminal purposes, the language of online bullying, and hate, radicalization and the pathway from ideology to violent action. The courses addresses these concepts against a backdrop of free speech and privacy.

FOR74220 - Scientific Inquiry in Trial Consulting
(*3 units*) This course focuses on the body of scientific research that is designed to inform the jury process and on the behind-the-scenes, research-based activities involved in courtroom consulting. Topics include community attitude and change of venue surveys; mock trials, shadow juries and focus groups; supplemental juror questionnaires; and data collection & management.

FOR74280 - Evaluating Authorship
(*3 units*) This course teaches students how to evaluate linguistic patterns and variations that support author profiling and author attribution. Professional, ethical, and legal issues specific to evaluating authorship are addressed.

FOR74290 - Forensic Victimology: Investigation and Intervention
(*3 units*) This course provides an in-depth review of the evidence-based techniques and best practices used to engage in investigations common in victimology. Specific focus areas include Title IX, sexual harassment workplace violence/crime investigations, and school violence investigations. Students will be trained to the nuances specific to these contexts, as well as the general best practices related to interviewing subjects, working with difficult and complex witnesses, and safety planning. The last week of the course is spent in consolidating learning, and practicing self-care.

FOR75340 - Threat Investigation, Case Management & Communication
(*3 units*)

FOR78060 - Applied Research in Violence and Conflict
(*3 units*) Under faculty supervision, students will perform research tasks related to the Violence & Safety Institute's Targeted Attacks Research Project. In addition to contributing to the body of knowledge related to targeted attacks students will produce a publication-quality journal article.

FOR80010 - Introduction to Forensic Psychology
(*3 units*) This course provides a foundational understanding of the dynamic, multidimensional, sometimes dysfunctional, relationship between psychology and the legal system, as well as of the evolving application of psychology to issues of justice, safety, and security. The course focuses on both criminal and civil areas of practice, and on topics such as forensic evaluation; mental illness and adjudication; competency in legal proceedings; risk assessment; child custody; perception, cognition, and witnesses; expert testimony; trial consulting; and legal decision-making. The course also highlights psychologically informed laws and legal principles such as "psychiatric holds," civil commitment, sexual predator statutes, juvenile waivers to adult court, and more.

FOR80020 - Psychopathology and Abnormal Behavior
(*3 units*) A working knowledge of mental health disorders is vital to understanding criminal behavior, the underpinnings of some policy development, risk management, and navigating interactions with others who have been formally diagnosed with a disorder. This course provides a general understanding of mental health disorders as they are described and differentiated in the newly released DSM-V in addition to providing opportunities for students to think critically about how knowledge of adult psychopathology is essential in a variety of fields and potential policy implications.

FOR80030 - Psychology and Law in Public Policy
(*3 units*) This course examines the current and potential impact of psychology on law and public policy. Through case studies, the course explores how the application -- or lack thereof -- of science regarding human behavior, cognition, affect, and pathology influences legal, legislative, and administrative decision-making. The course includes a particular focus on the intersections between security and liberty and between social benefit and autonomy.

FOR80040 - Legal Research
(*2 units*) The course introduces foundational principles and provides practical skills associated with legal research and writing for non-law practitioners in the forensic arena. The course provides students with the ability to locate, read and interpret relevant legislation, regulations, case law and statutes; confirm that legal information is current and applicable; and cite and communicate legal information accurately. Instruction will also include legal terminology, case briefing, and other foundational components of the legal research and application process.

FOR80050 - Media Psychology, Law, and Policy
(*2 units*) This course examines the relationship between media, psychology, crime, and law. The course focuses largely on the psychological aspects of media influence, the manifestations of media influence, the media-violence symbiosis, and legal and ethical considerations in news and social media. The course addresses topics such as media influence on individuals and on the legal system, social media celebrity, the First Amendment as it relates to news and social media, the evolution of news media, and media's roles and responsibilities in public safety and social equity.

FOR80060 - Research Design and Data Analysis
(*3 units*) This is a practical course in research design, statistical analysis, and program evaluation. It is the first course in a series of courses to support development of research competencies in psycho-legal research including students' dissertation research and develops fundamental knowledge and skills. Design and statistical procedures are presented in lectures, reading materials and other learning activities, 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 or research project. Statistical analyses will include t-tests, correlation, ANOVA, MANOVA, multiple linear and logistic regression, factor analysis, ARIMA time series analysis, survival analysis, power analysis, and non-parametric analyses.

FOR80070 - Advanced Statistics
(*3 units*) This is a practical course in research design, statistical analysis, and program evaluation, and it is the second course in a series of courses to support development of research competencies in psycho-legal

research including students' dissertation research. It is an advanced course in statistics and builds on knowledge and skills developed in Statistics I. Design and statistical procedures are presented in lectures, reading materials and other learning activities, 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 or research project.
Prerequisites: FOR80060

FOR80080 - Civil Law and Justice
(*2 units*) The United States has made significant progress in addressing de jure discrimination, but persistent de facto discrimination and inequality remain. This course will consider several reform initiatives that have tried to tackle crucial civil justice system problems and will focus on the role of law in making progress on these problems. This course will examine all of these subjects through the lens of policy advocacy: identifying the problems, the individuals, and communities most affected, and the legal solutions that can, and are, making a difference.

FOR80090 - Criminal Law and Justice
(*3 units*) This course will focus primarily on the legal standards used by mental health professionals in the criminal justice system including 1) competence to stand trial evaluations, 2) mental state at the time of the offense (mens rea and the insanity defense), and 3) the assessment of risk/prediction of future dangerousness. This course will draw on research in clinical psychology to examine evidence law (e.g., eyewitness testimony, polygraphy, expert testimony), procedure (e.g., line-ups, trial conduct, jury selection, settlement negotiations), and other various topics in criminal law. The content of the course will be about evenly divided between understanding the legal issues involved in criminal and the practical application of psychological principals and knowledge.

FOR80100 - Victimology
(*2 units*) This survey course introduces students to the scientific study of crime victims and to approaches to addressing victimization. In addition to emphasizing laws and legal issues associated with crime victimization, the course provides a foundation for understanding and evaluating current issues in the field of victimology, such as victim-offender overlap, the measurement of victimization, the impact of victimization, evidence-based prevention, contemporary theories of victimization, and systems responses to victims. Topics will also include forensic victimology and other victim-centered applications and practices.

FOR80110 - Neurocriminology
(*2 units*) This course introduces students to the scientific study of neurocriminology, the application of neuroscience to understanding criminality. The course provides a foundation for understanding and evaluating current issues in the fields of neurocriminology and neuroscience and law. Topics also include the legal and ethical controversies associated with neurocriminology, as well as applications in legal contexts and public policy implications.

FOR80120 - Forensics in a Global Context
(*3 units*)

FOR80122 - Forensics in a Global Context
(*2 units*)

FOR80130 - Forensic Consulting
(*2 units*) Forensic Consulting supports students to explore the knowledge, skills, and competencies associated with consulting in forensic contexts. Specific ethical and professional considerations will be examined, as will the various settings in which forensic consultants engage. Students will also learn best practices for establishing and maintaining a forensic consultancy.

FOR80140 - Forensic Program Evaluation
(*2 units*) This is an advanced course in applied forensic program evaluation that both reinforces and applies the foundational research design, statistical analysis, and program evaluation principles from the Statistics I-II series of courses to further develop research competencies in psycho-legal research. In addition to covering the design principles and procedures for program evaluation more deeply, the content is directly applied during the course to critically appraise forensically-oriented program evaluations across multiple disciplines such as: the impact of mental health courts on recidivism; formative and impact evaluations of community and school prevention programs for reducing children's exposures to violence at home or in school; the impact of crisis intervention teams on various aspects of community policing; the efficacy of behavioral management units in correctional settings; and the impact of school-based intervention programs on of youth gang violence.

FOR80150 - Communication and Conflict Resolution
(*3 units*)

FOR80160 - Conflict and Crisis Negotiation
(*3 units*)

FOR80170 - Fundamentals of Mediation
(*3 units*)

FOR80180 - Religion, Politics and International Conflict
(*3 units*)

FOR80190 - Trauma and Peace Building
(*3 units*)

FOR80200 - Capstone Project
(*3 units*)

FOR80210 - Fundamentals of Forensic Victimology
(*3 units*)

FOR80220 - Prevention and Safety Planning
(*3 units*)

FOR80230 - Investigation
(*3 units*)

FOR80240 - Mass Casualty and Disaster Contexts
(*3 units*)

FOR80250 - Research in Disaster Planning and Management
(*3 units*)

FOR80260 - Mass, Serial and Pattern Criminals
(*3 units*)

FOR80270 - Sex Crimes & Offenders
(*3 units*)

FOR80280 - Investigative Psychology and Criminal Profiling
(*3 units*)

FOR80290 - Targeted Violence & Threat Assessment
(*3 units*)

FOR80300 - Cyberpsychology
(*3 units*)

FOR80310 - Introduction to Behavior Analysis
(*3 units*)

FOR80320 - Decision-Making in Complex Situations
(*3 units*)

FOR80330 - Biopsychosocial Elements of Stress Responses
(*3 units*)

FOR80340 - The Fundamentals of Threat Assessment
(*3 units*)

FOR80350 - Contemporary Threat Management
(*3 units*)

FOR80360 - Juvenile Crime and Violence
(*2 units*) Juvenile Crime and Violence focuses on the sociological, psychological, biological, and environmental factors that lead to youth engagement in crime. The continuum of criminal and violent behaviors, as well as contemporary practices for prevention, intervention, and adjudication of juveniles will be explored.

FOR82480 - 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.

FOR99010 - Dissertation I
(*1 unit*) One of the goals of the PhD in Psychology, Public Policy and Law program is to develop and enhance students' research skills to become informed consumers of research, to design and execute research projects to inform policy and decision making, to design effective programs and to conduct program evaluation. To this end, this program includes a sequence of coursework including research design, statistical analysis, program evaluation, and their application through completion of a doctoral dissertation in an area of each student's interest or expertise. This is the first in a sequence of seven dissertation courses to guide and support students' dissertation research. In this course, students will identify a dissertation topic and research question, provide a compelling rationale for their research project, and develop a rough plan for its execution. The draft to be submitted to the

instructor at conclusion of this course will include a problem statement, an introduction to the topic based on a first review of the literature with a minimum of 10 references, one or more research questions, and a rough outline of the methodology required to answer the research question(s). Students will engage weekly with their peers to brainstorm ideas, and to provide and receive feedback and recommendations on the developing draft. In addition, students will schedule at least two individual meetings with the instructor during this term to further support their efforts.

FOR99012 - Dissertation I
(*2 units*) One of the goals of the PhD in Psychology, Public Policy and Law program is to develop and enhance students' research skills to become informed consumers of research, to design and execute research projects to inform policy and decision making, to design effective programs and to conduct program evaluation. To this end, this program includes a sequence of coursework including research design, statistical analysis, program evaluation, and their application through completion of a doctoral dissertation in an area of each student's interest or expertise. This is the first in a sequence of seven dissertation courses to guide and support students' dissertation research. In this course, students will identify a dissertation topic and research question, provide a compelling rationale for their research project, and develop a rough plan for its execution. The draft to be submitted to the instructor at conclusion of this course will include a problem statement, an introduction to the topic based on a first review of the literature with a minimum of 10 references, one or more research questions, and a rough outline of the methodology required to answer the research question(s). Students will engage weekly with their peers to brainstorm ideas, and to provide and receive feedback and recommendations on the developing draft. In addition, students will schedule at least two individual meetings with the instructor during this term to further support their efforts.

FOR99020 - Dissertation II
(*1 unit*) In this course, students will focus on the literature review, building on the preliminary rough plan developed during Dissertation I to further support hypotheses related to the research question and to fine-tune methodology. Students will engage regularly with their peers to brainstorm ideas, and to provide and receive feedback and recommendations. In addition, students will identify and meet with a committee member to provide further expertise for their research project and schedule at least two individual meetings with the instructor during this term to further support their efforts.

FOR99022 - Dissertation II
(*2 units*) In this course, students will focus on the literature review, building on the preliminary rough plan developed during Dissertation I to further support hypotheses related to the research question and to fine-tune methodology. Students will engage regularly with their peers to brainstorm ideas, and to provide and receive feedback and recommendations. In addition, students will identify and meet with a committee member to provide further expertise for their research project and schedule at least two individual meetings with the instructor during this term to further support their efforts.

FOR99030 - Dissertation III
(*1 unit*) In this course, students will focus on preparation for their preliminary oral defense. Building on the work completed in Dissertation I and Dissertation II, students will work increasingly independently with regular meetings with their dissertation chair and committee member to produce a final draft of the dissertation proposal including introduction, literature review, methodology and measures, and references in APA format.

FOR99032 - Dissertation III
(*2 units*) In this course, students will focus on preparation for their preliminary oral defense. Building on the work completed in Dissertation I and Dissertation II, students will work increasingly independently with regular meetings with their dissertation chair and committee member to produce a final draft of the dissertation proposal including introduction, literature review, methodology and measures, and references in APA format.

FOR99040 - Dissertation IV
(*1 unit*) In this course, students will continue with the process of approval of their preliminary oral defense, making any required modifications to their proposal, and submit the final proposal to the Institutional Review Board (IRB). Following that approval, students will conduct their data collection. Given variations in students' study designs, the precise nature of some weekly assignments may vary according to arrangement with the instructor to support each student's mastery of learning outcomes. Also, required edits from proposal defense and IRB review will vary, as will lengths of time from submitting drafts and requests for review and approval by dissertation committee and IRB.

FOR99050 - Dissertation V
(*1 unit*)

FOR99060 - Dissertation VI
(*1 unit*)

FOR99070 - Dissertation VII
(*1 unit*)

FOR99072 - Dissertation VI
(*2 units*) In this course, students should be finalizing their dissertation research. In this course, students will focus on completing data analysis, writing results and discussion sections, editing the final draft, completion of the final defense, and submission of the manuscript to the library.

FOR99400 - Dissertation/Doctoral Project Supervision
(*1 unit*) Summer dissertation supervision.

FOR99950 - Dissertation Extension
(*3 units*)

FOR99950A - Dissertation Extension
(*1.5 units*)

FOR99950B - Dissertation Extension
(*1.5 units*)

FOR99950C - Dissertation Extension
(*1.5 units*)

FOR99950D - Dissertation Extension
(*1.5 units*)

FOR99950E - Dissertation Extension
(*1.5 units*)

FOR99951 - Dissertation Extension
(*3 units*)

FOR99952 - Dissertation Extension
(*3 units*)

GLS30000 - 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.

GMP15000 - 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.

GMP20010 - 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.

GSE80300 - 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.

GSE80300A - 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.

GSE80300B - 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.

GSE80330 - Quantitative Research Methods
(*3 units*) Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.

GSE80330A - Quantitative Research Methods
(*2 units*) Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.

GSE80330B - Quantitative Research Methods
(*2 units*) Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.

GSE80360 - 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.

GSE80360A - 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.

GSE80360B - 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.

GSE99010 - 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

GSE99010a - Dissertation Plan
(*1.5 units*)

GSE99010b - Dissertation Plan
(*1.5 units*)

GSE99020 - 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.

GSE99020a - Dissertation Proposal
(*1.5 units*)

GSE99020b - Dissertation Proposal
(*1.5 units*)

GSE99200 - Dissertation Preparation
(*3 units*) Supervised research and writing of dissertation. Successful completion of dissertation, oral examination and placement of dissertation in the library.
Prerequisites: GSE99020

GSE99200a - Dissertation Preparation
(*1.5 units*)

GSE99200b - Dissertation Preparation
(*1.5 units*)

GSE99400 - Dissertation/Doctoral Project Supervision
(*1 unit*) Summer dissertation supervision.

GSE99500 - 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

GSE99500A - Dissertation/Project Extension
(*1.5 units*)

GSE99500B - Dissertation/Project Extension
(*1.5 units*)

GSE99500C - Dissertation/Project Extension
(*1.5 units*)

GSE99500D - Dissertation/Project Extension
(*1.5 units*)

GSE99500E - Dissertation/Project Extension
(*1.5 units*)

GSE99501 - Dissertation/Project Extension
(*3 units*)

GSE99502 - Dissertation/Project Extension
(*3 units*)

HCA60000 - 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.

HCA60000C - 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.

HCA60100 - 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.

HCA60200 - 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.

HCA60250c - Data Driven Quality Improvement
(*3 units*) Data and QI in healthcare are essential for improving patient care, care coordination, efficiency, and quality while assuring compliance standards are met. The course provides powerful quality improvement (QI) methodology and tools, that will enhance the ability to establish measures and data collection planning and design required for generating reports and supporting continuous quality initiatives to meet State and Federal regulations. Students who take the course will learn an overview of continuous quality improvement techniques and understand the importance of quality and process improvement in healthcare. The course will provide the technical skills to harness data from electronic health records (EHR) that allow Data Analyst to be able to support QI teams and departments.

HCA60300 - Informatics for Patient Care, Public Health, and Epidemiology
(*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.

HCA60300C - Informatics for Patient Care, Public Health, and Epidemiology
(*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.

HCA60400 - 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.

HCA60400c - Project Management and Healthcare Systems/Applications Life Cycles
(*3 units*)

HCA60500 - 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.

HCA60510 - Advanced Analysis, Design and Project Management for Healthcare Informatics
(*3 units*) The course is a deeper dive into the analysis, design, initiating, planning, executing, controlling, and project goals fulfillment 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 and project management methodologies, approaches, and alternatives in the process of identifying healthcare interventions and industry solutions.

HCA69000 - 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.

HCM60100 - 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.

HCM60100C - 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.

HCM60150 - 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.

HCM60200 - 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. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

HCM60250 - 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.

HIS10500 - 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.

HIS20000 - 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.

HMG30550 - Hospitality Career Development and Self Image
(*3 units*)

HMG30560 - Hospitality Career Development
(*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 is emphasized. Students survey the wide variety of workforce and talent management needs and techniques in the hospitality industry.

HMG30600 - Hospitality Law
(*3 units*)

HMG31000 - Hotel Operations Practical Training I
(*4 units*)

HMG31100 - Practicum 1
(*1.5 units*) The goal of this practicum course is to help 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. Students are required to get real-world experience through a practicum in an approved organizational setting for 120-160 hours (minimum 15 hours per week). 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.

HMG31150 - Practicum 2
(*1.5 units*)
The goal of this practicum course is to help 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. Students are required to get real-world experience through a practicum in

an approved organizational setting for 120-160 hours (minimum 15 hours per week). 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.

HMG31500 - Hotel Operations Practical Training II
(*4 units*)

HMG40100 - 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.

HMG40200 - 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.

HMG40300 - 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.

HMG40400 - 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.

HMG40450 - Hospitality Finance Management
(*3 units*)

HMG40500 - Hospitality Sales and Marketing
(*3 units*)

HMG40650 - Wine, Beer, and Spirits Essentials
(*3 units*) This course is an examination of the history, community and business of beer, wine and spirits in hospitality management, from its international beverage markets to the small craft distributors. Comprehension of styles, regions, processes and food pairings are explored through weekly tastings and sensory applications of the principles of beverage making. An examination of the economic impact of beverage on the hospitality industry is also included.

HMG40800 - Hospitality Human Resources
(*3 units*)

HMG41000 - Hotel Operations and Practicum
(*3 units*)

HMG43000 - Supervisory Practical Training I
(*4 units*)

HMG43100 - Practicum 3
(*1.5 units*) The goal of this practicum course is to help 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. Students are required to get real-world experience through a practicum in an approved organizational setting for 120-160 hours (minimum 15 hours per week). 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.

HMG43150 - Practicum 4
(*1.5 units*) The goal of this practicum course is to help 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. Students are required to get real-world experience through a practicum in an approved organizational setting for 120-160 hours (minimum 15 hours per week). 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.

HMG43500 - Supervisory Practical Training II
(*4 units*)

HMG44000 - Event Operations Management
(*3 units*) This course focuses on reaching and servicing the group meetings and events market. The process of selling space, functions and events to groups, and the methods for servicing group business after the sale are outlined. Also identified are methods to market an event business, track and contain costs, and measures for operational effectiveness and efficient work schedules. Event Operations Management from a front-of-the-house perspective is presented, as is theme development with specifics in design and décor.

HMG44500 - Management Practical Training I
(*4 units*)

HMG44550 - Management Practical Training II
(*4 units*)

HMG44600 - Hospitality Management Capstone
(*3 units*)

HMG60000 - 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.

HMG60010 - Human Resources Management in Hospitality
(*3 units*) This course covers basic and advanced human resource management strategies, laws, theories and data collection. Students will understand the cumulative regulations within human resources including organizational behavior and industrial behavior. Additionally, students will research and demonstrate strategy implementation that supports successful HR management. Lastly, students will review and implement data analysis and learn to draw conclusions and inferences from data results, such as qualitative and quantitative data collection. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

HMG60100 - 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.

HMG60200 - 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.

HMG60300 - 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.

HMG70010 - Human Resources Management in Hospitality
(*3 units*) Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

HMG70100 - Trends and Systems in Hospitality & Tourism
(*3 units*) This course examines the growth, progress, infrastructure and technology applications of hospitality and tourism management. Segments studied range from tourism, lodging, destination planning, restaurants, clubs, event management for sports and entertainment. This course will integrate data analytics to focus on sustainable solutions for the tourism sector. This includes, demographic analysis, destination management optimization, and technological improvements such as AI, virtual reality, and new technologies under development. 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. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

HMG70200 - Entrepreneurship in Hospitality
(*3 units*) Investigates current innovative entrepreneurial issues inside and outside the hospitality & tourism sector 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. Additionally, students will be introduced to integrative feasibility concepts such as probability analysis, risk-reward calculations, break-even financial management and sociographic and demographic analysis. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

HMG80210 - Sales Management for Hospitality
(*3 units*) This course covers topics related to sales and services in the hospitality industry. Objectives include conducting research on 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.

HMG80220 - Entrepreneurship in Hospitality
(*3 units*) Investigates and conducts research on 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.

HMG80230 - Seminar in Special Topics 1
(*3 units*) The seminar focuses on research in new directions in research and models of hospitality management. It explores approaches on related topics in new frontiers of hospitality management for thought-leaders and researchers.

HMG80240 - Seminar in Special Topics 2
(*3 units*) This seminar will provide students with the opportunity to analyze and simulate real world business situations and develop domestic & international strategy models based on good decision making. Case studies will be analyzed based on theoretical foundations in hospitality management, examining real life data and measuring the effectiveness of alternative decision making. This course focuses on applied research and business consulting.

HRM40150 - 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.

HRM40250 - 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.

HRM40350 - 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.

HRM40450 - 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.

HRM60150 - 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.

HRM60250 - 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.

HRM60350 - 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.

HRM60450 - 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.

HUM10200 - 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.

HUM10300 - 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. Students 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.

HUM11000 - Introduction to Humanities
(*3 units*) This course is an introductory humanities course. In this course, students will engage in interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and society. In this course, students will trace the evolution of the idea of the individual in/and society in the humanities from antiquity to contemporary times.

IND60000 - 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.

IND60010 - Industry Research Project
(*3 units*) The Industry Research Project course allows students to focus in depth on various aspects of the business and technology industry environment and its functions relevant to them and in which they plan to work upon graduation. Students complete a thesis-style research projects that have practical industry implications. Students will identify the problem, frame the research question, identify key performance and revenue indicators (KPIs and KRIs), scrape data sources based on key variables research, conduct data munging, cleansing, and mapping, apply appropriate data modeling analytical tactics, and draw data-driven conclusions with a high confidence interval regarding infrastructure, functions and systems in place within the industry segment selected.

IND70001 - Industry Research Project
(*1 unit*) The Industry Research Project course allows students to focus in depth on various aspects of the business and technology industry environment and its functions relevant to them and in which they plan to work upon graduation. Students complete a thesis-style research projects that have practical industry implications. Students will identify the problem, frame the research question, identify key performance and revenue indicators (KPIs and KRIs), scrape data sources based on key variables research, conduct data munging, cleansing, and mapping, apply appropriate data modeling analytical tactics, and draw data-driven conclusions with a high confidence interval regarding infrastructure, functions and systems in place within the industry segment selected. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

IND70010 - Industry Research Project
(*3 units*) The Industry Research Project course allows students to focus in depth on various aspects of the business and technology industry environment and its functions relevant to them and in which they plan to work upon graduation. Students complete a thesis-style research projects that have practical industry implications. Students will identify the problem, frame the research question, identify key performance and revenue indicators (KPIs and KRIs), scrape data sources based on key variables research, conduct data munging, cleansing, and mapping, apply appropriate data modeling analytical tactics, and draw data-driven conclusions with a high confidence interval regarding infrastructure, functions and systems in place within the industry segment selected.

IRL20200 - 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.

IRL30000 - 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.

IRL30010 - 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.

IRL31500 - 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.

IST30200 - 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.

IST30250 - Electronic Principles and Applications
(*3 units*)

IST30300 - Intro to Computer Systems
(*3 units*)

IST30500 - Telecommunication and Networks
(*3 units*)

IST30600 - Internet and Web Development
(*3 units*)

IST30700 - Database Application Practice (Lab)
(*3 units*)

IST31200 - Fundamentals & Application of Sensors
(*3 units*)

IST31200C - Fundamentals & Application of Sensors
(*3 units*) The course discusses the trends of security and cybersecurity breaches in systems. Students will learn about tools and systems which will secure systems and organizations from these threats.

IST40000 - Information Security
(*3 units*) This course is an introduction to cybersecurity and information security fundamentals. It is designed to help students gain a baseline understanding of why this is such a prevalent priority for organizations today. Students will be introduced to cybersecurity technical content including a broad overview of essential concepts and methods for providing and evaluating security in information processing systems such as operating systems, applications, networks, and protocols.

IST40000c - Information Security
(*3 units*) This course is an introduction to cybersecurity and information security fundamentals. It is designed to help students gain a baseline understanding of why this is such a prevalent priority for organizations today. Students will be introduced to cybersecurity technical content including a broad overview of essential concepts and methods for providing and evaluating security in information processing systems such as operating systems, applications, networks, and protocols.

IST40200 - 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: IST30200

IST40300 - Database Management Systems
(*3 units*) Data structures and file organization; data description languages; integration of disk access time, block size, file structure, normal forms, linked lists, query types, tree structures and performance specifications into the data base; design of relational database management systems, characteristics of vendor supplied database software packages.
Prerequisites: IST30200

IST40400 - 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: IST30200

IST40410 - Decision Support System Practice
(*3 units*)

IST40450 - 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.

IST40550 - 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.

IST40550C - 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.

IST40950 - Cloud Computing
(*3 units*) This course will introduce students to fundamental concepts of cloud computing and its enabling technology. Other topics covered include, cloud infrastructure and security mechanisms, cloud architectures, and cloud delivery models (SaaS, Paas, and IaaS). After completion of this course, students will gain the fundamental knowledge to evaluate and assess the business and technical benefits of cloud computing, gain the foundation to analyze cloud applications for use in any organization, and learn how cloud computing can provide efficient solutions to technical, business, and administrative challenges.

IST40950c - Cloud Computing
(*3 units*) This course will introduce students to fundamental concepts of cloud computing and its enabling technology. Other topics covered include, cloud infrastructure and security mechanisms, cloud architectures, and cloud delivery models (SaaS, Paas, and IaaS). After completion of this course, students will gain the fundamental knowledge to evaluate and assess the business and technical benefits of cloud computing, gain the foundation to analyze cloud applications for use in any organization, and learn how cloud computing can provide efficient solutions to technical, business, and administrative challenges.

IST40990 - Software Engineering
(*3 units*)

IST41000 - Wireless Sensor Network Principles
(*3 units*) This course will introduce the student to the wireless sensor network architecture, communication protocols and key technologies, as well as wireless sensor network deployment and data processing methods. Through this course, students will gain an understanding of the wireless sensor network architecture, communication protocols, naming and addressing, topology control, time synchronization, energy consumption control, data processing and other technologies and application modes. They will also master the application and deployment of common wireless sensor networks.

IST41000C - Wireless Sensor Network Principles
(*3 units*) This course will introduce the student to the wireless sensor network architecture, communication protocols and key technologies, as well as wireless sensor network deployment and data processing methods. Through this course, students will gain an understanding of the wireless sensor network architecture, communication protocols, naming and addressing, topology control, time synchronization, energy consumption control, data processing and other technologies and application modes. They will also master the application and deployment of common wireless sensor networks.

IST41050 - Wireless Sensor Network Experiment
(*3 units*)

IST41100c - Information Systems Security
(*3 units*) This course will provide the students with an extensive overview of the telecommunications fundamentals, including the structure of local and international telephone networks, data networks and integrated services digital networks. In-depth study of layered communications architectures in local area networks (LANs) and wide area networks (WANs), and the international computer and telecommunication standards and standards organizations will be examined. Hands-on network installation, configuration, integration, and management will be practiced.

IST42000 - Data Acquisition and Information Processing System
(*3 units*)

IST42050 - Data Acquisition and Information Processing Practice (Lab)
(*3 units*)

IST43000 - Data Statistical Analysis and Modeling
(*3 units*)

IST43050 - Data Statistical Analysis and Modeling Practice (Lab)
(*3 units*)

IST60050 - Management of Information Security
(*3 units*) Organizations must be vigilant in securing internal operations from emerging cyber threats and attacks on their systems and infrastructures. In this course, you will identify cybersecurity threats, actors, and methods. You will develop best practices in implementing security strategy across organizations such as the implementation of access control policies to fortify layers of security over private data. Further, you will gain a foundational understanding of how to advise on cybersecurity best practices and risk management strategies.

IST60050C - Management of Information Security
(*3 units*) Organizations must be vigilant in securing internal operations from emerging cyber threats and attacks on their systems and infrastructures. In this course, you will identify cybersecurity threats, actors, and methods. You will develop best practices in implementing security strategy across organizations such as the implementation of access control policies to fortify layers of security over private data. Further, you will gain a foundational understanding of how to advise on cybersecurity best practices and risk management strategies.

IST60100 - 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.

IST60100C - Technology for Managerial Decision Making
(*3 units*)

IST60110 - Technology Tools for Managerial Decision Making
(*3 units*) The course covers a detailed study of a variety of state-of-the-art technology tools 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 technology tools for business functions integration and operational data/project management through R packages, SQL queries, and database modules enabling critical evaluation of blended performance metrics. A venture/business plan is developed during the course.

IST60110C - Technology Tools for Managerial Decision Making
(*3 units*) The course covers a detailed study of a variety of state-of-the-art technology tools 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 technology tools for business functions integration and operational data/ project management through R packages, SQL queries, and database modules enabling critical evaluation of blended performance metrics. A venture/business plan is developed during the course.

IST60950 - Cloud Computing
(*3 units*) This course will introduce students to fundamental concepts of cloud computing and its enabling technology. Other topics covered include, cloud infrastructure and security mechanisms, cloud architectures, and cloud delivery models (SaaS, Paas, and IaaS). After completion of this course, students will gain the fundamental knowledge to evaluate and assess the business and technical benefits of cloud computing, gain the foundation to analyze cloud applications for use in any organization, and learn how cloud computing can provide efficient solutions to technical, business, and administrative challenges.

IST61050c - Defensive Tools for Information System Security Management
(*3 units*) This course provides hands-on experience with security defensive tools and methodology. The application of defensive security best-practices can significantly reduce key exploits and risks. By leveraging the practical knowledge acquired from this course, students will build on the remediation strategies for stopping active offensive attacks. Students will conduct vulnerability assessments, how to thwart the exploitation of those vulnerabilities, and how to identify and secure against suspicious patterns of malicious user behavior.

IST63200 - 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: IST60100

IST64540 - 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.

IST64550 - Enterprise Systems Analysis
(*3 units*) This course is designed to give students a solid foundation in systems analysis and design. Students will study how organizations utilize computer systems, processes and technology to design information systems solutions to improve business effectiveness and efficiency. Information system development includes proper analysis of system components to identify their objectives and to assess how users and businesses interact with IT systems. The course provides a broad overview of agile system analysis, including system scope definition and requirements gathering and analysis to develop new system solutions or modify existing ones. As future IT managers, students will gain a general understanding of the tasks performed by systems analysts, system architects and designers.

IST64880 - Data Analytics and Decision Making
(*3 units*) While the increased capacity and availability of data gatherings and storage systems have allowed enterprises to store more information than ever before, most organizations still lack the ability to effectively consolidate, arrange and analyze this vast amount of data. This course will explore the theory and practice of Business Intelligence for Enterprise Resource Planning Systems (ERP). After completing the course, students will be able to extract, cleanse, consolidated, and transform heterogeneous data into a single enterprise data warehouse, analyze data to generate information and knowledge that lead to informed decisions for businesses, and show how ERP business intelligence can be derived from data warehouses.
Prerequisites: IST60100 (for MBA program only)

IST64880C - 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.

IST64990 - 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. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

IST64990C - 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.

IST65050 - Advanced Programming with Python
(*3 units*) Python, an open-source scripting language that allows rapid application development of both large and small software systems, is object-oriented by design and provides an excellent platform for extending advanced functions of language programming. Learn this language, ideal for team projects, that provides access to databases, data analytics, CGI programming, system administration and other useful services.
Prerequisites: DAT50000

IST65050c - Advanced Programming with Python
(*3 units*) Python, an open-source scripting language that allows rapid application development of both large and small software systems, is object-oriented by design and provides an excellent platform for extending advanced functions of language programming. Learn this language, ideal for team projects, that provides access to databases, data analytics, CGI programming, system administration and other useful services.

IST65100 - Cybersecurity Technology
(*3 units*) The course will discuss ways and mechanisms in which cyber security policy can be enforced in the operating system, in software development, and in networks. The course will teach about concepts of incident response, handling a breach, disaster recovery plans, engaging in investigation and forensics. Students will learn the roles IST professionals can play in enhancing and supporting cyber security in organizations. Students will have a conceptual understanding of cyber security as well as exposure to applied practice with exposure to popular cyber security tools.

IST65100C - Cybersecurity Technology
(*3 units*) The course will discuss ways and mechanisms in which cyber security policy can be enforced in the operating system, in software development, and in networks. The course will teach about concepts of incident response, handling a breach, disaster recovery plans, engaging in investigation and forensics. Students will learn the roles IST professionals can play in enhancing and supporting cyber security in organizations. Students will have a conceptual understanding of cyber security as well as exposure to applied practice with exposure to popular cyber security tools.

IST65110 - Threat Modeling & Intel
(*3 units*) Analysis and evaluation of threat modeling and cyber threat intelligence to reduce risk and enhance organizational Cybersecurity posture. Development and use of threat models to identify threats to systems and applications. Methods for collecting and utilizing threat intelligence to identify organizational threats are also covered.

IST65250 - Cloud Computing Concepts, Tools, and Applications
(*3 units*) Cloud computing enables organizations to achieve significant cost savings through minimal capital investment by providing expandable and scalable consumer and enterprise applications. Students will explore the fundamentals of building data infrastructures powered by server-less computing through a mix of lectures and hands-on Platform as a Service (PaaS) and Infrastructure as a Service (Iaas) demos. Research will be conducted to contrast the benefits and challenges of cloud computing, on-premises solutions, and traditional self-managed cloud architectures.

IST65250C - Cloud Computing Concepts, Tools, and Applications
(*3 units*) Cloud computing enables organizations to achieve significant cost savings through minimal capital investment by providing expandable and scalable consumer and enterprise applications. Students will explore the fundamentals of building data infrastructures powered by server-less computing through a mix of lectures and hands-on Platform as a Service (PaaS) and Infrastructure as a Service (Iaas) demos. Research will be conducted to contrast the benefits and challenges of cloud computing, on-premises solutions, and traditional self-managed cloud architectures.

IST66100 - Distributive Communications and Protocols
(*3 units*) Students will be exposed to review of LAN and WAN technologies, local and international networks and telecommunication standards. Course will include discussions on significance of network management on business operations and decision making.

IST66100C - Distributive Communications and Protocols
(*3 units*) Students will be exposed to review of LAN and WAN technologies, local and international networks and telecommunication standards. Course will include discussions on significance of network management on business operations and decision making.

IST74880 - Data Analytics and Decision Making
(*3 units*) While the increased capacity and availability of data gatherings and storage systems have allowed enterprises to store more information than ever before, most organizations still lack the ability to effectively consolidate, arrange and analyze this vast amount of data. This course will explore the theory and practice of Business Intelligence for Enterprise Resource Planning Systems (ERP). After completing the course, students will be able to extract, cleanse, consolidated, and transform heterogeneous data into a single enterprise data warehouse, analyze data to generate information and knowledge that lead to informed decisions for businesses, and show how ERP business intelligence can be derived from data warehouses.

IST74880C - Data Analytics and Decision Making
(*3 units*) While the increased capacity and availability of data gatherings and storage systems have allowed enterprises to store more information than ever before, most organizations still lack the ability to effectively consolidate, arrange and analyze this vast amount of data. This course will explore the theory and practice of Business Intelligence for Enterprise Resource Planning Systems (ERP). After completing the course, students will be able to extract, cleanse, consolidated, and transform heterogeneous data into a single enterprise data warehouse, analyze data to generate information and knowledge that lead to informed decisions for businesses, and show how ERP business intelligence can be derived from data warehouses.

LAW60000 - Success Skills
(*1 unit*)

LAW60010 - 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.

LAW60011 - Torts 1
(*2 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.

LAW60012 - Torts 2
(*2 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.
Prerequisites: LAW60011

LAW60020 - Contracts 1
(*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.

LAW60021 - Contracts 2
(*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.
Prerequisites: LAW60020

LAW60030 - 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.

LAW60031 - Criminal Law 1
(*2 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.

LAW60032 - Criminal Law 2
(*2 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.
Prerequisites: LAW60031

LAW60040 - Legal Writing 1
(*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.

LAW60041 - Legal Writing 2
(*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.

LAW60050 - Foundations of Legal Analysis
(*3 units*) This course develops fundamental lawyering skills: (1) sorting detailed factual material; (2) analyzing statutory, case, and administrative materials; (3) applying law to facts; (4) identifying and resolving ethical dilemmas; (5) communicating effectively in writing; and (6) timely completing lawyering tasks. Foundations of Legal Analysis (FLA) is taken in lieu of Legal Writing 2 in the second semester for students that earn a cGPA below 2.0 in their first semester. However, FLA does not replace the requirement to take and pass Legal Writing 2. Even after successfully completing FLA, students are still required to take and pass Legal Writing 2. FLA is credited as an elective course fulfilling three of the seven required elective units needed to graduate with a J.D.

LAW60060 - Multistate Bar Exam I
(*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.

LAW60061 - 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.

LAW60062 - Multistate Bar Exam III
(*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.

LAW60070 - Introduction to Analytical Skills I
(*1 unit*) This series of three, one credit, courses builds upon the legal analytical skills developed by students in prerequisite Analytical Skills courses and introduces students to a progressive succession of focused, systematic approaches to complex legal analyses. These courses will teach students the skills required to begin Analytical Skills I, II and III (3 CR).
Prerequisites: LAW60012, LAW60020, LAW60021, LAW60031, LAW60032

LAW60071 - Legal Research and Writing 1
(*3 units*) In this 3-credit course, students will become familiar with legal analysis. They will learn to spot analysis when they see it in cases, emulate it in their own writing, and understand it well enough that they can begin to use its components creatively in writing and in oral discussion. Students will learn acronyms like IRAC and CRExAC to help them remember how to structure their analyses. Students will also learn about relevance and the basic logic principles necessary to building strong, analytically sound legal arguments. In addition, students will learn how to write a basic issue statement using the Under-Does-When format. Students will learn about the US legal system, including the difference between the federal and state systems and foundational principles like common law, precedence, and jurisdiction, as they practice legal research on a variety of platforms. Students will also spend some time working on writing mechanics, especially as these principles relate to legal writing. However, students are expected to have a firm understanding of American English spelling and grammar before they enroll in this course; students without such an understanding should expect to spend additional time working on their writing mechanics skills during the course. By the end of this course, students should be able to (1) write a basic legal memo using proper legal citation formats and (2) discuss their findings. Students will also be able to articulate professional responsibility issues inherent in legal research and argumentation.

LAW60072 - Legal Research and Writing 2
(*3 units*) In this 3-credit course, students will build on the foundation laid in Legal Writing 1. They will continue to practice analytical thinking and writing. They will: (1) sharpen their ability to detect and exclude irrelevant facts and law; learn different ways to write issue statements; become more adept at framing rules and issues in their own words; practice organizing more complex arguments; understand more about what might impact a case's precedential value; and develop a workflow that includes using citators appropriately. By the end of this course, students should be able to (1) write an advanced legal memo using proper legal citation formats and (2) discuss their findings. Students will also be able to articulate professional responsibility issues inherent in legal research and argumentation.
Prerequisites: LAW60071

LAW60073 - Legal Research and Writing I w/Lab
(*4 units*) Before we can write clearly, we must think clearly. In this course, we will learn a framework to help us think about legal issues, organize our thoughts, and write clearly about those issues. We will also learn basic legal research skills, including how to use legal research databases.

LAW60074 - Legal Research and Writing II w/Lab
(*4 units*) Before we can write clearly, we must think clearly. In this course, we will learn a framework to help us think about legal issues, organize our thoughts, and write clearly about those issues. We will also learn basic legal research skills, including how to use legal research databases.

LAW70000 - Civil Procedure 1
(*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.
Prerequisites: Must be a 2L

LAW70001 - Civil Procedure 2
(*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.
Prerequisites: LAW70000

LAW70010 - Legal Research 1
(*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.

LAW70011 - Legal Research 2
(*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.

LAW70020 - Real Property 1
(*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.
Prerequisites: LAW60020, LAW60021

LAW70021 - Real Property 2
(*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.
Prerequisites: LAW70020

LAW70030 - Constitutional Law 1
(*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.
Prerequisites: Must be a 2L

LAW70031 - Constitutional Law 2
(*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.
Prerequisites: LAW70030

LAW70040 - 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.

LAW70041 - Mediation II
(1 unit) Prerequisites: LAW70440

LAW70050 - Analytical Skills I
(*2 units*) This series of four, two credit, courses progressively builds upon the legal analytical skills developed by students in prerequisite Analytical Skills courses. Instruction is offered in how to brief cases with the aim of deriving meaning and synthesizing legal rules, how to effectively identify legal and factual issues,

pinpoint key facts, identify the correct rule of law, apply the rule of law to the relevant facts, and produce a coherent legal analysis, and how to apply these skills to legal reasoning, outlining, and exam-taking.
Prerequisites: LAW60070

LAW70060 - Criminal/Civil Litigation
(*2 units*) This course features the practical application of legal principles to litigation at the trial court level. Students will conduct a civil or criminal case from case filing through jury verdict. Students will learn trial court practices and procedures, draft and orally argue pretrial motions, hold evidentiary hearings, conduct voir dire, conduct a full jury trial with witnesses, obtain a verdict and draft and argue post-trial motions.
Prerequisites: LAW60011, LAW60012, LAW60031, LAW60032, LAW70000

LAW70070 - Introduction to Analytical Skills II
(*1 unit*) This series of three, one credit, courses builds upon the legal analytical skills developed by students in prerequisite Analytical Skills courses and introduces students to a progressive succession of focused, systematic approaches to complex legal analyses. These courses will teach students the skills required to begin Analytical Skills I, II and III (3 CR).
Prerequisites: LAW60070, LAW70050, LAW70000, LAW70001, LAW70020, LAW70021, LAW80000

LAW70110 - Bar Study Preparation
(*2 units*) In this course students will begin preparing for their upcoming Bar Exam by reviewing fundamental exam preparation and taking techniques. The course will mirror and use materials from the BARBRI Early Start Study program and will cover the most heavily tested topics for each of the seven Multistate Bar Exam (MBE) topics.
Prerequisites: Final Semester of 4L

LAW70130 - California Civil Procedure
(*1 unit*)

LAW70140 - 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.

LAW70150 - Clinical Fieldwork
(*3 units*)

LAW70160 - Constitutional Law- First Amendment
(*1 unit*)

LAW70170 - E-Discovery
(*2 units*) Using the federal and California rules of civil procedure as our guide, we will explore discovery responsibilities and pitfalls in the modern age.

LAW70180 - Education Law
(*1 unit*)

LAW70185 - Secured Transactions
(*1 unit*) This is a basic course dealing with Secured Transactions related to goods under Article 9 of the Uniform Commercial Code. The topic encompasses most transactions of business and individuals involving secured interests in collateral, from commercial purchases to retail sales with consumers. It is a course that is essential to the everyday practice of law and the ability to provide competent services to clients. Its goals include the development of skills in statutory analysis and an in-depth understanding of the process of contract formation as it relates to collateral and security interests, as well as performance.

LAW70190 - 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.

LAW70195 - Mock Trial Court Competition
(*2 units*) The course emphasizes practical experience and specific tasks. Class sessions are a combination of lecture and training workshops. While in class, students participate actively in discussions and in the simulations and activities. Students learn best by doing, and Mock Trial Court Competition emphasizes critical and quick thinking skills.
Prerequisites: LAW60031, LAW60032, LAW70000, LAW70001, LAW70030, LAW70031, LAW80000, LAW80051, LAW80052

LAW70200 - 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.

LAW70210 - Entertainment Law
(*1 unit*)

LAW70221 - Entertainment Law II
(*1 unit*)

LAW70230 - Employment Law
(*1 unit*) The class will be a comprehensive study of employment law focusing on the discrimination laws that affect individuals and employers. The primary areas of attention will be: sexual discrimination, disparate treatment, harassment, race discrimination, age discrimination, retaliation, and constructive discharge.

LAW70250 - Family Law
(*2 units*) Family Law is a review of the laws that involve or apply to families. Students learn the legal rights of families, with or without marriage. This basic family law course examines dissolution, child custody, child support and spousal support. The legal principles and social policies governing the formation of families, dissolution of families and the recreation of blended families are all part of the focus of this class. The class also discusses interviewing, counseling and negotiation as it applies to the family law context. In this class students will learn the basics of divorce, as well as the other aspects of Family Law, such as custody, adoption and support. The class also discuss the history of a community property state and the characterization of property as separate or community. The course will also discuss the groundbreaking U.S. Supreme Court Case which permitted same-sex couples the same rights of heterosexual couples. The course will examine the legal rights of parents, grandparents, and third parties to have custody of children. Students will get a hands on experience in how to file and argue motions and how to conduct settlement conferences and draft Marital Settlement Agreements. You will learn the road map for filing a Petition for Dissolution, a Request for Order for Child Support and Custody and much more.

LAW70260 - Federal Taxation
(*3 units*)

LAW70270 - Identity Theft
(*1 unit*)

LAW70281 - Immigration Law
(*2 units*) 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.

LAW70290 - Immigration/Administrative Law
(*1 unit*) An intensive introduction to the Immigration and Nationality Act.

LAW70292 - Administrative Law
(*2 units*) This course provides a comprehensive introduction to administrative law and its practical application. Students will study the principles of administrative law including the constitutional foundation of administrative law, the role and functions of administrative agencies, the procedures and powers of administrative agencies, and the judicial review of administrative decisions.

LAW70300 - International Law
(*1 unit*) This course offers instruction in the nature, scope, and limits of international law. It provides a foundation for studying commitments to international cooperation.

LAW70310 - Intellectual Property
(*1 unit*)

LAW70320 - Judicial Demeanor
(*1 unit*)

LAW70330 - Juvenile Law
(*1 unit*) The course will introduce students to juvenile law with an emphasis on dependency, delinquency and education law in California. Students will explore the overlapping interests of the State, parents and juveniles coming into play when children and families interact with government institutions. The course will further examine the sources of law and procedure governing these interactions. The course is meant to present a realistic picture of how attorneys involved in the lives of children, as well as, the complex ethical issues arising in representation of juveniles.

LAW70340 - Disability Law
(*2 units*)

LAW70350 - 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.

LAW70360 - Law Practice Management
(*1 unit*)

LAW70370 - Legal Drafting
(*1 unit*)

LAW70390 - Practical Case Management
(*1 unit*)

LAW70400 - Introduction to Superior Court
(*1 unit*) Students will learn courtroom professionalism, how to file legal documents, who and what departments to contact for proper information.

LAW70410 - Bankruptcy Law
(*1 unit*) Bankruptcy Law is designed as an introductory survey of bankruptcy law, providing basic instruction for future bankruptcy practitioners as well as those students desiring essential practical knowledge of bankruptcy and the implications relevant to other areas of law practice. The Bankruptcy course studies the federal bankruptcy system as applied to individuals, families, small businesses and large corporations. The relationships between debtors and various types of creditors will be covered. Consumer bankruptcy and business bankruptcy filings will be discussed. Bankruptcy law governs the obligations and rights of debtors and creditors. Bankruptcy law combines transactional work and litigation. The necessary skills for attorneys to practice in this area will be discussed.

LAW70430 - 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.

LAW70440 - 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.

LAW70441 - Mediation II
(*1 unit*)

LAW70442 - Mediation III
(*1 unit*)

LAW70450 - Moot Court Competition
(3 units) Prerequisites: LAW70040, LAW60040/ LAW60041/LAW70010/LAW70011 or LAW60073/ LAW60074

LAW70460 - Contracts Drafting
(*1 unit*) Students will learn how to consider and understand a business deal, how to use contract concepts to accurately reflect the understanding of the parties, and how to use contract concepts to protect the interest of a particular party. Students will draft, revise and improve agreements based on hypothetical or actual business situations during in-class exercises and written assignments. Documents reviewed or drafted will include typical transactional documents, such as employment agreements, leases, or asset purchases. Assignments may also include ancillary transactional documents such as Letters of Intent, Term Sheets, and Nondisclosure Agreements.

During the course students will have opportunities to write portions of different contracts. Not the entire contract, although there will be an assignment of a simple contract writing in week three of the course. The final exam will be an essay similar to the Bar Exam's performance test. Students will be asked to write a contract based on a fact pattern.
Prerequisites: LAW60020, LAW60021

LAW70462 - Contracts Drafting
(*2 units*) Students will learn how to consider and understand a business deal, how to use contract concepts to accurately reflect the understanding of the parties, and how to use contract concepts to protect the interest of a particular party. Students will draft, revise and improve agreements based on hypothetical or actual business situations during in-class exercises and written assignments. Documents reviewed or drafted will include typical transactional documents, such as employment agreements, leases, or asset purchases. Assignments may also include ancillary transactional documents such as Letters of Intent, Term Sheets, and Nondisclosure Agreements.

During the course students will have opportunities to write portions of different contracts. Not the entire contract, although there will be an assignment of a simple contract writing in week three of the course. The final exam will be an essay similar to the Bar Exam's performance test. Students will be asked to write a contract based on a fact pattern.

LAW70470 - Introduction to Federal Taxation
(*2 units*) This course covers a broad (but not deep) overview of all facets of Federal tax law. Students will learn who makes the rules, who enforces them (and how), how the IRS collects tax, and how criminal law and tax law may intersect. Students will also learn about practitioner ethics rules. After taking this course, students should have a better understanding of roles Congress, the IRS, the Department of Justice, and the courts play in the US Federal tax system.

LAW80000 - 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.
Prerequisites: LAW60031, LAW60032

LAW80010 - 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.
Prerequisites: Must be a 2L, LAW60020, LAW60021

LAW80011 - Corporations 1
(*2 units*) This course reaches the formation; pre-incorporation activities; defacto corporations; ultra vires acts. Role, authority and meetings of officers, directors and shareholders, standard of care, Proxy solicitations; close corporations; fiduciary relations; shareholder litigation. Capitalizations, dividend distributions. Fundamental changes; partnerships and agency.

LAW80012 - Corporations 2
(*2 units*) This course reaches the formation; pre-incorporation activities; defacto corporations; ultra vires acts. Role, authority and meetings of officers, directors and shareholders, standard of care, Proxy solicitations; close corporations; fiduciary relations; shareholder litigation. Capitalizations, dividend distributions. Fundamental changes; partnerships and agency.
Prerequisites: LAW80011

LAW80020 - Wills and Trusts 1
(*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.

LAW80021 - Wills and Trusts 2
(*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.

LAW80023 - Wills and Trusts
(*3 units*) Wills and Trusts are courses in which students will explore primarily California law governing the disposition of a decedent's assets, estate and the creation and administration of trusts. Students will develop a working knowledge of the California Probate Code.
Prerequisites: LAW60020, LAW60021, LAW70020, LAW70021

LAW80030 - 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.
Prerequisites: Must be at least a 2L

LAW80040 - 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.
Prerequisites: LAW60020, LAW60021, LAW70020, LAW70021

LAW80050 - 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.

LAW80051 - Evidence 1
(*3 units*) The course deals with the law of evidence in California state courts and the federal courts. Consequently, we will be dealing with two codes, the California Evidence Code and the Federal Rules of Evidence. Since there are certain important differences on particular issues, we will spend time contrasting the codes.

LAW80052 - Evidence 2
(*2 units*) The course deals with the law of evidence in California state courts and the federal courts. Consequently, we will be dealing with two codes, the California Evidence Code and the Federal Rules of Evidence. Since there are certain important differences on particular issues, we will spend time contrasting the codes.
Prerequisites: LAW80051

LAW80060 - Analytical Skills II
(*2 units*) This series of four, two credit, courses progressively builds upon the legal analytical skills developed by students in prerequisite Analytical Skills courses. Instruction is offered in how to brief cases with the aim of deriving meaning and synthesizing legal rules, how to effectively identify legal and factual issues, pinpoint key facts, identify the correct rule of law, apply the rule of law to the relevant facts, and produce a coherent legal analysis, and how to apply these skills to legal reasoning, outlining, and exam-taking.
Prerequisites: LAW70050

LAW80070 - Appellate Litigation
(*2 units*) This course features the practical application of legal principles to litigation at the appellate court level. Students will represent either the Appellant or the Appellee from the filing of the notice of appeal through the issuance of an appellate decision. Students will learn advanced, professional level, oral and written legal, analytical skills, learn California and Federal appellate court procedure and practice, prepare appellate briefs and conduct oral argument before a panel of judges.
Prerequisites: LAW70000, LAW70001, LAW70030, LAW70031

LAW80080 - Introduction to Analytical Skills III
(*1 unit*) This series of three, one credit, courses builds upon the legal analytical skills developed by students in prerequisite Analytical Skills courses and introduces students to a progressive succession of focused, systematic approaches to complex legal analyses. These courses will teach students the skills required to begin Analytical Skills I, II and III (3 CR).

LAW90000 - Advanced Legal Reasoning 1
(*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)

LAW90001 - Advanced Legal Reasoning 2
(*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)

LAW90002 - Judicial Decision Making
(*2 units*) This course offers instruction on models of judicial decision making, competing practical and theoretical approaches, and how to understand, analyze and draft the various forms of judicial decisions. Students will serve as judges for the Criminal/Civil Litigation courses, where they will preside over a jury trial in every respect, including holding hearings, conducting voir dire, and issuing written opinions. Students shall also serve as appellate judges for the Appellate Ligation course, where they will preside over an appellate case in every respect, including holding oral argument and issuing written opinions.
Prerequisites: LAW70030, LAW70031, LAW70000, LAW70001, LAW60031, LAW60032, LAW80000, LAW80051, LAW80052

LAW90010 - 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)

LAW90020 - 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)

LAW90030 - 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.
Prerequisites: Must be a 4L

LAW90040 - Commercial Law
(*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.
Prerequisites: LAW60020, LAW60021, LAW70020, LAW70021

LAW90050 - Analytical Skills III
(*2 units*) This series of four, two credit, courses progressively builds upon the legal analytical skills developed by students in prerequisite Analytical Skills courses. Instruction is offered in how to brief cases with the aim of deriving meaning and synthesizing legal rules, how to effectively identify legal and factual issues, pinpoint key facts, identify the correct rule of law, apply the rule of law to the relevant facts, and produce a coherent legal analysis, and how to apply these skills to legal reasoning, outlining, and exam-taking.
Prerequisites: LAW70050

LAW90060 - Analytical Skills IV
(*2 units*) This series of four, two credit, courses progressively builds upon the legal analytical skills developed by students in prerequisite Analytical Skills courses. Instruction is offered in how to brief cases with the aim of deriving meaning and synthesizing legal rules, how to effectively identify legal and factual issues, pinpoint key facts, identify the correct rule of law, apply the rule of law to the relevant facts, and produce a coherent legal analysis, and how to apply these skills to legal reasoning, outlining, and exam-taking.
Prerequisites: LAW90050

LAW90100 - Externship
(*1 unit*) The Internship Credit course will allow students who are offered internships at law firms, courts, or municipal agencies to receive credit towards their J.D. degree for the hours they work at their internship. The number of credits received/earned is based on a sliding scale according to the number of hours worked at the internship as follows: *1 unit* for 60-hours of work a semester, *2 units* for 120 or more hours of work a semester, and if a student desires additional units for additional hours, the student must petition the Dean.

This course may be taken multiple times for credit. A maximum total of six (6) credits are allowed across all externship courses completed.

LAW90110 - Externship
(*2 units*) The Internship Credit course will allow students who are offered internships at law firms, courts, or municipal agencies to receive credit towards their J.D. degree for the hours they work at their internship. The number of credits received/earned is based on a sliding scale according to the number of hours worked at the internship as follows: *1 unit* for 60-hours of work a semester, *2 units* for 120 or more hours of work a semester, and if a student desires additional units for additional hours, the student must petition the Dean. This course may be taken multiple times for credit. A maximum total of six (6) credits are allowed across all externship courses completed.

LAW90120 - Externship
(*3 units*) The Internship Credit course will allow students who are offered internships at law firms, courts, or municipal agencies to receive credit towards their J.D. degree for the hours they work at their internship. The number of credits received/earned is based on a sliding scale according to the number of hours worked at the internship as follows: *1 unit* for 60-hours of work a semester, *2 units* for 120 or more hours of work a semester, and if a student desires additional units for additional hours, the student must petition the Dean. This course may be taken multiple times for credit. A maximum total of six (6) credits are allowed across all externship courses completed.

LDR60150 - 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.

LDR70150 - Contemporary Approaches to Organizational 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.

LDR70210 - 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: LDR70280

LDR70220 - 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: LDR70210

LDR70250 - 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.

LDR70260 - 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.

LDR70270 - 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: LDR70220

LDR70280 - Qualitative and Survey Research
(*3 units*) This course introduces students to qualitative research design and methodology and gives them in the skills and competencies to undertake independent research using qualitative methodology. Designing qualitative research, collecting, and analyzing qualitative data, and writing and presenting qualitative research will be covered. The course will also discuss ways of linking quantitative and qualitative methods in multi-methods research. Topics covered may include ethnography, participant observation, interviews, focus groups, case study and document analysis/content analysis.

LDR70310 - 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.

LDR70320 - 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: LDR70310

LDR70330 - 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: LDR70320

LDR70340 - 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: LDR70330

LDR80000 - Leadership Practicum
(*3 units*) This series of practicum courses requires a total of *12 units* to complete. The courses enable students to extend their major learning in content courses and gain applied and experiential learning with approaches for applying research and analysis in problem solving. For each 3-unit practicum course, the ground program students will need to spend 160-320 hours (minimum 20 hours per week) on a supervised applied project or engagement during the course.

LDR80000A - Leadership Practicum
(*1.5 units*) This series of practicum courses requires a total of *12 units* to complete. The courses enable students to extend their major learning in content courses and gain applied and experiential learning. Students will learn approaches for applying research and analysis in problem solving. For each 1.5-unit practicum course, the ground program students will need to spend 120-160 hours (minimum 15 hours per week) on a supervised applied project or engagement during the course.

LDR87100 - Inter-Disciplinary Foundations of Leadership: Psychology, Management
(*3 units*) In this course you will learn about the nature of people and how their behavior is influenced by leaders in organizations. You will study some basics of individual motivation, attitudes, and decision making, and see how the human practices can be led towards productive and ethical actions. You will read about how people are influenced by the politics and culture of an organization, and how people themselves shape the environment in which they work. Finally, you will have the opportunity to think critically about the future of leadership, in a world with increasing globalization and technological advances.

LDR87200 - 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.

LDR87300 - 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.

LDR87400 - 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.

LDR87500 - 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.

LDR87600 - 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.

LDR87700 - 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. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

LDR87800 - 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. The doctoral program has goals which include application to practice. Accordingly, students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals and may align with the goals of their dissertation as well.

LDR87900 - Assessment of Leadership Talent
(*2 units*)

LDR87910 - Assessment of Leadership Talent
(*3 units*)

LDR88200 - Core Leadership Skills: Practicum
(*2 units*) This practicum will enable students to develop basic and practical leadership skills, including, effective communication, listening, empowering, goal setting, conflict resolution and so on. Thereafter each class also builds in relevant skills building.

LDR88210 - Core Leadership Skills
(*3 units*)

LDR88300 - 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.

LDR88310 - International Leadership Experience (Practicum)
(*3 units*)

LDR88400 - 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.

LDR88500 - Leadership: Internship
(*3 units*) 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.*

LDR99800 - 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.

LDR99810 - 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.

LDR99820 - 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.

MGT30100 - 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.

MGT60000 - 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.

MGT60010 - Technology Enabled Operations Management and Logistics
(*3 units*) This course combines topics in operations and logistics such that students learn how the 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. Students will work with logistics technologies ranging from digital twins and cloud logistics to real-time supply chain visibility and shipment tracking systems and analytics. 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. Students will be required to apply the concepts learnt during the course by engaging in Practical Training in an applied setting, client project or internship. This will align with CSML's Career and Professional Development (CPD) plan and goals.

MGT60150 - Management & Marketing Models for Managerial Decision Making
(*3 units*) Effective management is influenced by how managers approach complex business decisions in the workplace which align with competing priorities. A range of tools are available to managers ranging from generative Artificial Intelligence (AI) to big data evaluations to visualize performance and competitive advantage in the marketplace. This course explores management and marketing frameworks that help managers consider competitive trade-offs and optimal choices to achieve critical end-state goals while satisfying customer's and stakeholder's needs. These optimal decision-making tactics and strategies will shape not just positive outcomes in the workplace, but outside business organizations in personal lives as well.

MGT60200 - 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.

MGT70240 - Qualitative Research Methods
(*3 units*) This course introduces students to qualitative research design and methodology and gives them in the skills and competencies to undertake independent research using qualitative methodology. Designing qualitative research, collecting, and analyzing qualitative data, and writing and presenting qualitative research will be covered. The course will also discuss ways of linking quantitative and qualitative methods in multi-methods research. Topics covered may include ethnography, participant observation, interviews, focus groups, case study and document analysis/content analysis.

MGT70250 - Qualitative Research
(*2 units*) Course will cover materials of qualitative research. It will also prepare students for a DBA qualifying project.

MGT70260 - Survey Research
(*2 units*) Course will cover materials of survey research. It will also prepare students for a DBA qualifying project.

MGT80210 - 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.

MGT80220 - 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.

MGT80230 - 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.

MGT80240 - Seminar in Special Topics 2
(*3 units*) This seminar will provide students with the opportunity to analyze and simulate real world business situations and develop domestic & international strategy models based on good decision making. Case studies will be analyzed based on theoretical foundations in management, examining real life data and measuring the effectiveness of alternative decision making. This course focuses on applied research and business consulting.

MKT30100 - 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.

MKT40150 - 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.

MKT40250 - 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.

MKT40350 - 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.

MKT60000 - 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.

MKT60010 - Strategic Marketing Management
(*3 units*) This course is designed to develop an understanding of a marketing strategy that maximizes long-term profits for the company. The focus of this course is on managing at the strategic level by targeting, acquiring, retaining, and growing customers. It will examine the management of both strategy and organization to build valuable customers for company growth and profits. It examines the marketing management concepts underlying both consumer and industrial marketing strategy and tactics. It also focuses on marketing environment and the marketing activities that have impact on organizational operations in competitive, global, multicultural business settings. It covers both domestic and international frameworks of the fundamental marketing functions of product, pricing, distribution, and promotion. It explores and analyzes modern marketing problems and solutions from conceptual, legal, social and ethical perspectives.

MKT60160 - Strategic and Tactical Marketing
(*3 units*) This course 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.

MKT60180 - Marketing Management in the Digital Age
(*3 units*) This course will help students understand the role of marketing in today's rapidly changing digital business environment. It examines how digital technologies challenge and change contemporary marketing theory and practice, and how businesses use digital technology to promote brands, reach customers, increase sales and involve end users. Students will analyze digital marketing methods including Internet marketing strategies, user-generated content, search engine optimization, website design and management, email marketing, social media campaigns, mobile apps and more to develop a solid grasp of the core concepts and tools of digital marketing management.

MKT60220 - 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.

MKT60260 - 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.

MKT60360 - 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.

MKT60420 - 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.

MKT60460 - 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.

MKT60560 - 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.

MKT60560C - 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.

MKT60570 - Digital and Social Media Marketing and Analysis
(*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.

MKT70240 - Qualitative Research Methods
(*3 units*) This course introduces students to qualitative research design and methodology and gives them in the skills and competencies to undertake independent research using qualitative methodology. Designing qualitative research, collecting, and analyzing qualitative data, and writing and presenting qualitative research will be covered. The course will also discuss ways of linking quantitative and qualitative methods in multi-methods research. Topics covered may include ethnography, participant observation, interviews, focus groups, case study and document analysis/content analysis.

MKT70250 - Qualitative Research
(*2 units*) Course will cover materials of qualitative research. It will also prepare students for a DBA qualifying project.

MKT70260 - Survey Research
(*2 units*) Course will cover materials of survey research. It will also prepare students for a DBA qualifying project.

MKT70360 - 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.

MKT80210 - Contemporary Readings in Marketing
(*3 units*) This course will be based on books and contemporary and academic journal articles published on theoretical foundations and models of marketing. Course topics will be modified somewhat to reflect the research interests of the students, and will cover some of the major theories on historical developments and contemporary evolutions of marketing thought. Students will develop an understanding, critically analyze theories and models and examine theoretical underpinnings for their own line of research.

MKT80220 - Management, Strategy and Leadership in Marketing
(*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 in Marketing. 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 regarding consumer behavior and culture. By reading the original founding thinkers of the field, students will be better able to absorb, critically assess and advance their own models of cross-cultural consumption behavior and write a proposition paper.

MKT80230 - Seminar in Special Topics 1
(*3 units*) The seminar focuses on research in integrated marketing communications to the digital marketing environment. It explores thought-leaders and researchers approaches on topics in new frontiers of marketing.

MKT80240 - Seminar in Special Topics 2
(*3 units*) This seminar will provide students with the opportunity to analyze and simulate real world business situations and develop domestic & international strategy models based on good decision making. Case studies will be analyzed based on theoretical foundations in management, examining real life data and measuring the effectiveness of alternative decision making. This course focuses on applied research and business consulting.

MTH09990 - 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.

MTH10200 - Math Concepts
(*3 units*) A problem solving approach to mathematics as it applies to life and the world of work. Development, demonstration, and communication of mathematical concepts and formulas that relate to measurement, percentage, statistics, and geometry.

MTH11090 - College Algebra
(*3 units*) This is a college algebra course. In this course, students will learn the algebra of functions- including polynomial, rational, exponential, and logarithmic functions. In addition, the course covers non-linear inequalities as well as systems of linear and non-linear equations and inequalities.

MTH11090A - 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: MTH09990 or pass Mathematics Placement Examination

MTH11090B - 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: MTH09990 or pass Mathematics Placement Examination

MTH20050 - Algebra
(*3 units*)

MTH20200 - Statistics I
(*3 units*)

MTH20300 - Statistics II
(*3 units*)

MTH30000 - Introduction to Statistics
(*3 units*) This is an introductory statistics course that focuses on statistical reasoning used to evaluate data from healthcare fields. In this course, students will learn to use statistical tools to organize and analyze data. Students will learn to use various statistical methods and principles such as descriptive statistics, measures of central tendency and variability, sampling, correlation, hypothesis tests and confidence intervals to analyze data.

MTH30005 - Introduction to Statistics
(*3 units*) This is an introductory statistics course that focuses on statistical reasoning used to evaluate data from healthcare fields. In this course, students will learn to use statistical tools to organize and analyze data. Students will learn to use various statistical methods and principles such as descriptive statistics, measures of central tendency and variability, sampling, correlation, hypothesis tests and confidence intervals to analyze data.

NSC12600 - 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: NSC12610

NSC12600A - 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.

NSC12600B - 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.

NSC12610 - 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: NSC12600

NSC12610A - 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.

NSC12610B - 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.

NSC20100 - 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: MTH11090
Co-requisite: NSC20110

NSC20100A - 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.

NSC20100B - 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.

NSC20110 - Introduction to Chemistry Lab
(*1 unit*) Introduction to basic quantitative chemical laboratory techniques. Principles of chemical reactions and physical measurements are illustrated.
Prerequisites: MTH11090
Co-requisite: NSC20100

NSC20120 - Introduction to Chemistry
(*4 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.

NSC21000 - Nutrition for Health and Wellness
(*2 units*) In this introductory nutrition course students will learn the concepts of biochemistry, metabolism and their connections to nutrition and human health. In this course, students will develop a deeper understanding of basic properties of biological macromolecules, various metabolic pathways and their regulation, and roles of these components in maintaining human health. Students will dive deep into the concepts and learn about current trends in the nutrition field.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, SOC22010, BIO25015, NUR20000, BIO25055
Co-requisite: NUR20020, NUR20030, NUR20010

NSC22160 - Introduction to Earth Sciences
(*4 units*) Introduction to topics from chemistry, geology, and astronomy; discusses the structure of atoms, the periodic table, chemical reactions, earth's geological structure and earthquakes, and stars and the solar system; taught through lectures, films, demonstrations, etc. This introductory earth and space science course covers basic principles from the fields of geology, astronomy, oceanography, and meteorology. Minerals and rocks, natural processes acting at the earth's surface and within the Earth, plate tectonics, geologic time and dating, composition and motions of the Earth, solar system, phases of the moon, origin and life cycles of stars, galaxies, water movements, ocean floor, weather and climate, along with other related topics will be studied.

NSC50010 - Nutrition for Health and Wellness
(*2 units*) In this introductory nutrition course students will learn the concepts of biochemistry, metabolism and their connections to nutrition and human health. In this course, students will develop a deeper understanding of basic properties of biological macromolecules, various metabolic pathways and their regulation, and roles of these components in maintaining human health. Students will dive deep into the concepts and learn about current trends in the nutrition field.

NUR10010 - Medical Terminology I
(*1 unit*) An introduction to the principles of medical word building to develop the necessary medical vocabulary that is used in healthcare settings. Students will analyze and interpret root words, prefixes and suffixes with spelling, pronunciation and definition of medical terms.

NUR10015 - Medical Terminology II
(*1 unit*) This course will focus on medical terms and concepts used to understand anatomy and physiology and to better prepare students in healthcare work environments. Includes terms related to diagnostic tools per body system as well as medical abbreviations.

NUR20000 - Introduction to Professional Nursing
(*3 units*) Students will review the role of the professional nurse and identify concepts related to the scope of practice and clinical decision-making in providing patient-centered care. Students will also incorporate effective communication tools and innovative technologies to promote healthy patient outcomes as a member of the interprofessional healthcare team.
Prerequisites: ENG11060, MTH11090, PSY11010, FAR10000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25000, SOC22010
Co-requisite: BIO25015, BIO25055, NUR20040

NUR20010 - Healthcare Informatics and Technologies
(*3 units*) This course examines the use of information and technology in the delivery of nursing practice and healthcare. The students will learn about current technologies and innovations, and how they are integrated into healthcare systems to promote quality healthcare. The nurse's role in the implementation and use of technologies including electronic health records, telehealth, and applications that support patient education, communication, safety, and privacy will be emphasized.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, SOC22010, BIO25015, NUR20000, BIO25055
Co-requisite: NUR20020, NUR20030, NSC21000

NUR20020 - Pathophysiology
(*3 units*) Students will analyze common diagnostic and laboratory results as well as identify pathophysiological concepts and their effects on body systems. Building on principles of anatomy and physiology, the students will explore deviations from normal body structure and function due to disease and health problems across the lifespan. Students will also investigate differences in disease incidence among ethnic, racial, and gender populations.
Prerequisites: ENG11060, MTH11090, PSY11010, FAR10000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, SOC22010, BIO25015, NUR20000, BIO25055
Co-requisite: NUR20030, NUR20010, NSC21000

NUR20030 - Fundamentals of Professional Nursing Practice
(*3 units*) In this course, students will focus on the knowledge, skills, and abilities of the professional nurse. With an emphasis on the fundamental healthcare needs of the client, students will utilize the clinical decision-making process and consider evidence-based nursing to advocate for quality patient-centered care.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, SOC22010, BIO25015, NUR20000, BIO25055
Co-requisite: NUR20020, NUR20010, NSC21000

NUR20030C - Fundamentals of Professional Nursing Practice Clinical
(*2 units*) In this course, students will focus on the knowledge, skills, and abilities of the professional nurse. With an emphasis on the fundamental healthcare needs of the client, students will utilize the clinical decision-making process and consider evidence-based nursing to advocate for quality patient-centered care.

NUR20030L - Fundamentals of Professional Nursing Practice Lab
(*2 units*) In this course, students will focus on the knowledge, skills, and abilities of the professional nurse. With an emphasis on the fundamental healthcare needs of the client, students will utilize the clinical decision-making process and consider evidence-based nursing to advocate for quality patient-centered care.

NUR20040 - Health Assessment
(*3 units*) Students will utilize evidence-based techniques and inclusive communication tools in collecting a comprehensive health history and assessment to identify patient needs. Students will also collaborate as a member of an interprofessional team in analyzing patient data to inform an appropriate plan of care.
Prerequisites: ENG11060, MTH11090, PSY11010, FAR10000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, SOC22010, BIO25015
Co-requisite: BIO25015, BIO25055, NUR20000

NUR20040L - Health Assessment Lab
(*1 unit*) Students will utilize evidence-based techniques and inclusive communication tools in collecting a comprehensive health history and assessment to identify patient needs. Students will also collaborate as a member of an interprofessional team in analyzing patient data to inform an appropriate plan of care.

NUR20050 - Pharmacology
(*4 units*) Students are introduced to pharmacological therapy, dry calculations, and medication administration including pharmacodynamics, pharmacokinetics, and major drug classifications. Students will explore interactions, indications and contraindications, administration, dose ranges, and therapeutic and adverse reactions for the major classifications and their prototypes.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105
Co-requisite: NUR30010, NUR20060, MTH30005

NUR20060 - Nursing Care of Older Adults
(*2 units*) In this course, students will evaluate attitudes, values, and expectations related to aging and their impact on the care of older adults and their families. Students will promote interdisciplinary team collaboration in providing respectful and compassionate care for older adults. Students will also identify community resources to assist older adults and their families in attaining personal goals, function, independence, and living in the least restrictive environment.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105
Co-requisite: NUR30010, NUR20050, MTH30005

NUR30010 - Care of Adults I
(*3 units*) In Care of Adults I, students will apply clinical decision-making processes in the care of adults with acute and chronic health disorders. Students will consider legal, ethical, and professional standards to promote inclusive patient safety and quality of care.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105
Co-requisite: NUR20050, NUR20060, MTH30005

NUR30010C - Care of Adults I Clinical
(*4 units*) In Care of Adults I, students will apply clinical decision-making processes in the care of adults with acute and chronic health disorders. Students will consider legal, ethical, and professional standards to promote inclusive patient safety and quality of care.

NUR30010L - Care of Adults I Lab
(*1 unit*) In Care of Adults I, students will apply clinical decision-making processes in the care of adults with acute and chronic health disorders. Students will consider legal, ethical, and professional standards to promote inclusive patient safety and quality of care.

NUR30020 - Mental Health Nursing
(*3 units*) Students will utilize a holistic approach to provide care to patients with psychiatric and behavioral health issues across their lifespan. Working with the interprofessional team, students will apply clinical judgment, therapeutic communication, and evidence-based approaches to the care of patients with mental health issues.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105, NUR30010, NUR20050, NUR20060, MTH30005
Co-requisite: GMP15000, NUR40010

NUR30020C - Mental Health Nursing Clinical
(*1 unit*) Students will utilize a holistic approach to provide care to patients with psychiatric and behavioral health issues across their lifespan. Working with the interprofessional team, students will apply clinical judgment, therapeutic communication, and evidence-based approaches to the care of patients with mental health issues.

NUR30030 - Evidence-Based Practice
(*3 units*) Students will examine foundational concepts of evidence-based practice and explore the research process. Students will critically appraise research and integrate scientific evidence to inform best practices for the achievement of safe, quality, optimal healthcare outcomes.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105, NUR30010, NUR20050, NUR20060, MTH30005, NUR20050, GMP15000, NUR40010, NUR30020
Co-requisite: NUR40020, NUR30040

NUR30040 - Nursing Care of Women, Children, and Families
(*5 units*) Students will explore trends in family-centered nursing to provide evidence-based and holistic care addressing the health and illness needs of the childbearing family with a focus on obstetric, newborn, and pediatric clients. Students will examine normal growth and development, safety and injury prevention, and the impact of culture on the family unit's response to psychological and physical stressors.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, ONSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105, NUR30010, NUR20050, NUR20060, MTH30005, NUR20050, GMP15000, NUR40010, NUR30020
Co-requisite: NUR30030, NUR40020

NUR30040C - Nursing Care of Women, Children, and Families Clinical
(*2 units*) Students will explore trends in family-centered nursing to provide evidence-based and holistic care addressing the health and illness needs of the childbearing family with a focus on obstetric, newborn, and pediatric clients. Students will examine normal growth and development, safety and injury prevention, and the impact of culture on the family unit's response to psychological and physical stressors.

NUR40010 - Care of Adults II
(*3 units*) In Care of Adults II, students will demonstrate effective nursing skills and clinical judgment in the care of complex patients and coordination of care for multiple patients. Students will provide inclusive patient-centered care by utilizing evidence-based practices and innovative technologies in collaboration with the interprofessional team.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105, NUR30010, NUR20050, NUR20060, MTH30005
Co-requisite: GMP15000, NUR30020

NUR40010C - Care of Adults II Clinical
(*3 units*) In Care of Adults II, students will demonstrate effective nursing skills and clinical judgment in the care of complex patients and coordination of care for multiple patients. Students will provide inclusive patient-centered care by utilizing evidence-based practices and innovative technologies in collaboration with the interprofessional team.

NUR40010L - Care of Adults II Lab
(*1 unit*) In Care of Adults II, students will demonstrate effective nursing skills and clinical judgment in the care of complex patients and coordination of care for multiple patients. Students will provide inclusive patient-centered care by utilizing evidence-based practices and innovative technologies in collaboration with the interprofessional team.

NUR40020 - Community Health Nursing
(*2 units*) Students will focus on the role of the nurse in community-based and public health nursing for individuals, families, and communities. Students will determine how local, state, and national government entities impact healthcare policy and delivery. Students will examine core concepts of epidemiology, disease prevention, environmental health, and contemporary health issues in developing healthier communities for diverse and vulnerable populations.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010,

BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105, NUR30010, NUR20050, NUR20060, MTH30005, NUR20050, GMP15000, NUR40010, NUR30020
Co-requisite: NUR30030, NUR30040

NUR40020C - Community Health Nursing Clinical
(*2 units*) Students will focus on the role of the nurse in community-based and public health nursing for individuals, families, and communities. Students will determine how local, state, and national government entities impact healthcare policy and delivery. Students will examine core concepts of epidemiology, disease prevention, environmental health, and contemporary health issues in developing healthier communities for diverse and vulnerable populations.

NUR40030 - Nursing Leadership and Management
(*3 units*) In this course, students will examine concepts and processes related to leadership and management as they relate to nursing and diverse healthcare settings. Students will analyze the impact that organizational structure and culture have on managerial decision-making, time and stress management, and the delivery of patient-centered nursing care. Students will also explore how nursing shared governance promotes patient safety and quality outcomes.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105, NUR30010, NUR20050, NUR20060, MTH30005, NUR20050, GMP15000, NUR40010, NUR30020, NUR30030, NUR40020
Co-requisite: NUR40100, NUR40090, NUR40040

NUR40040 - Healthcare Systems and Policy
(*3 units*) In this course, students will examine healthcare policymaking and politics within the United States. Students will explore economic, financial, and social determinants of health concepts and frameworks and their impact on nursing research, care quality and access, and health outcomes. Students will determine the skills needed as a nurse leader, to take action and advocate for effective health policies and practices that impact individuals, families, and communities.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105, NUR30010, NUR20050, NUR20060, MTH30005, NURS20050, GMP15000, NUR40010, NUR30020, NUR30030, NUR40020
Co-requisite: NUR40100, NUR40030, NUR40090

NUR40090 - Knowledge Integration for Professional Nursing Practice Capstone
(*3 units*) This course facilitates the integration and synthesis of essential concepts from the nursing curriculum related to the care of diverse patients across the lifespan and continuum of care. A case study approach allows students to safely apply current evidence and clinical judgment skills within complex systems of healthcare. A comprehensive review of nursing content is embedded in this course to support mastery of essential concepts for beginning practice as a registered nurse, preparation for the Next Generation NCLEX-RN licensure examination, and transition to professional nursing practice.
Prerequisites: ENG11060, MTH11090, PSY11010, HUM15000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25005, NSC21000, SOC22010, BIO25015, NUR20000, NUR20010, BIO25055, NUR20020, NUR20030, NUR20040, PSY20105, NUR30010, NUR20050, NUR20060, MTH30005, NURS20050, GMP15000, NUR40010, NUR30020, NUR30030, NUR40020
Co-requisite: NUR40100, NUR40030, NUR40040

NUR40100 - Professional Nursing Capstone Practicum
(*5 units*) Students will demonstrate increasing levels of autonomy in managing care for multiple patients integrating the knowledge and skills learned throughout the curriculum. Students will provide evidence-based holistic care for complex patients to promote patient safety and disease prevention in collaboration with the interprofessional team.
Prerequisites: ENG11060, MTH11090, PSY11010, FAR10000, BIO15000, ENG22060, POL22010 OR HIST10500, BIO25000, NSC21000, SOC22010, BIO25010, NUR20000, NUR20010, BIO25050, NUR20020, NUR20030, NUR20040, PSY20100, NUR30010, NUR20050, NUR20060, MTH30000, NURS20050, GMP15000, NUR40010, NUR30020, NUR30030, NUR40020
Co-requisite: NUR40030, NUR40090, NUR40040

NUR40100C - Professional Nursing Practicum Clinical
(*4 units*) Students will demonstrate increasing levels of autonomy in managing care for multiple patients integrating the knowledge and skills learned throughout the curriculum. Students will provide evidence-based holistic care for complex patients to promote patient safety and disease prevention in collaboration with the interprofessional team.

NUR40100L - Professional Nursing Practicum Lab
(*1 unit*) Students will demonstrate increasing levels of autonomy in managing care for multiple patients integrating the knowledge and skills learned throughout the curriculum. Students will provide evidence-based holistic care for complex patients to promote patient safety and disease prevention in collaboration with the interprofessional team.

NUR50000 - Introduction to Professional Nursing
(*3 units*) Students will review the role of the professional nurse and identify concepts related to the scope of practice and clinical decision-making in providing patient-centered care. Students will also incorporate effective communication tools and innovative technologies to promote healthy patient outcomes as a member of the interprofessional healthcare team.
Prerequisites: see admission criteria
Co-requisite: NUR50010, NUR60010, NUR50020

NUR50010 - Foundations of Human Pathophysiology
(*3 units*) Students will analyze common diagnostic and laboratory results as well as identify pathophysiological concepts and their effects on body systems. Building on principles of anatomy and physiology, the students will explore deviations from normal body structure and function due to disease and health problems across the lifespan. Students will also investigate differences in disease incidence among ethnic, racial, and gender populations.
Prerequisites: see admission criteria
Co-requisite: NUR50000, NUR60010, NUR50020

NUR50020 - Health and Physical Assessment
(*3 units*) Students will utilize evidence-based techniques and inclusive communication tools in collecting a comprehensive health history and assessment to identify patient needs. Students will also collaborate as a member of an interprofessional team in analyzing patient data to inform an appropriate plan of care.
Prerequisites: see admission criteria
Co-requisite: NUR5000, NUR50010, NUR60010

NUR50020L - Health and Physical Assessment Lab
(*1 unit*) Students will utilize evidence-based techniques and inclusive communication tools in collecting a comprehensive health history and assessment to identify patient needs. Students will also collaborate as a member of an interprofessional team in analyzing patient data to inform an appropriate plan of care.

NUR50030 - Fundamentals of Professional Nursing Practice
(*3 units*) In this course, students will focus on the knowledge, skills, and abilities of the professional nurse. With an emphasis on the fundamental healthcare needs of the client, students will utilize the clinical decision-making process and consider evidence-based nursing to advocate for quality patient-centered care.
Prerequisites: NUR50000, NUR50010, NUR50020, NUR60010
Co-requisite: NUR50040, NSC50010

NUR50030C - Fundamentals of Professional Nursing Practice Clinical
(*2 units*) In this course, students will focus on the knowledge, skills, and abilities of the professional nurse. With an emphasis on the fundamental healthcare needs of the client, students will utilize the clinical decision-making process and consider evidence-based nursing to advocate for quality patient-centered care.

NUR50030L - Fundamentals of Professional Nursing Practice Lab
(*2 units*) In this course, students will focus on the knowledge, skills, and abilities of the professional nurse. With an emphasis on the fundamental healthcare needs of the client, students will utilize the clinical decision-making process and consider evidence-based nursing to advocate for quality patient-centered care.

NUR50040 - Foundations of Pharmacology
(*5 units*) Students are introduced to pharmacological therapy, dry calculations, and medication administration including pharmacodynamics, pharmacokinetics, and major drug classifications. Students will explore

interactions, indications and contraindications, administration, dose ranges, and therapeutic and adverse reactions for the major classifications and their prototypes.
Prerequisites: NUR50000, NUR50010, NUR50020, NUR60010
Co-requisite: NUR50030, NSC50010

NUR50060 - Nursing Care Management: Adults & Older Adults I
(*3 units*) In Nursing Care Management Adults and Older Adults I, students will apply clinical decision-making processes in the care of adults with acute and chronic health disorders. Students will consider legal, ethical, and professional standards to promote inclusive patient safety and quality of care.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50040, NSC50010
Co-requisite: NUR50070, NUR50080

NUR50060C - Nursing Care Management: Adults & Older Adults I Clinical
(*3 units*) In Nursing Care Management Adults and Older Adults I, students will apply clinical decision-making processes in the care of adults with acute and chronic health disorders. Students will consider legal, ethical, and professional standards to promote inclusive patient safety and quality of care.

NUR50060L - Nursing Care Management: Adults & Older Adults I Lab
(*1 unit*) In Nursing Care Management Adults and Older Adults I, students will apply clinical decision-making processes in the care of adults with acute and chronic health disorders. Students will consider legal, ethical, and professional standards to promote inclusive patient safety and quality of care.

NUR50070 - Psychiatric/Mental Health Nursing
(*3 units*) Students will utilize a holistic approach to provide care to patients with psychiatric and behavioral health issues across their lifespan. Working with the interprofessional team, students will apply clinical judgment, therapeutic communication, and evidence-based approaches to the care of patients with mental health issues.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50040, NSC50010
Co-requisite: NUR50060, NUR50080

NUR50070C - Psychiatric/Mental Health Nursing Clinical
(*1 unit*) Students will utilize a holistic approach to provide care to patients with psychiatric and behavioral health issues across their lifespan. Working with the interprofessional team, students will apply clinical judgment, therapeutic communication, and evidence-based approaches to the care of patients with mental health issues.

NUR50080 - Nursing Care of Older Adults
(*2 units*) In this course, students will evaluate attitudes, values, and expectations related to aging and their impact on the care of older adults and their families. Students will promote interdisciplinary team collaboration in providing respectful and compassionate care for older adults. Students will also identify community resources to assist older adults and their families in attaining personal goals, function, independence, and living in the least restrictive environment.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50030, NSC50010
Co-requisite: NUR50060, NUR50070

NUR60000 - Leadership in Complex Healthcare Systems
(*3 units*) Building upon the direct-entry MSN student's leadership skills, this course provides knowledge, skills, attitudes and abilities essential for future nurse leaders. The course focuses on nursing roles and responsibilities within current and emerging healthcare environments, and business skills needed to be successful in these roles. Strategic management, professional practice models, continuous quality improvement processes, workforce management, and budgeting concepts will be explored. The impact of healthcare costs, reimbursement patterns, emerging technology, and healthcare policy on current nursing practice and quality healthcare delivery will also be discussed.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080
Co-requisite: NUR60060, NUR60050

NUR60005 - Leadership in Complex Healthcare Systems
(*3 units*) In this course, students explore nursing's diverse roles and responsibilities within current and emerging healthcare environments and the business skills needed to be successful in these roles. Students will utilize principles of strategic management, professional practice models, continuous quality improvement processes, workforce management, and budgeting concepts to address complex issues in healthcare. The impact of healthcare costs, reimbursement patterns, emerging technology, and healthcare policy on current nursing practice and quality healthcare delivery will also be examined.
Prerequisites: NUR60110, NUR60015
Co-requisite: NUR60120

NUR60010 - Health Promotion and Disease Prevention across the Globe
(*3 units*) This course explores supra-territorial healthcare systems and models, and their influence on health disparities and healthcare within the global environment. The direct-entry MSN student will analyze concepts of global health including measures for the burden of disease, identification of regional key health problems, impactful determinants, health system impacts, and the influence of international public health organizations and policies. The course emphasizes cross-cutting and timely issues in health promotion, disease control programs, and operational research in international settings. Roles in advanced nursing practice as they relate to the health of diverse individuals, families, communities, and populations are identified and explored.
Prerequisites: see admission criteria
Co-requisite: NUR50000, NUR50010, NUR50020

NUR60015 - Health Promotion & Disease Prevention Across the Globe
(*3 units*) This course explores supra-territorial healthcare systems and models and their influence on health disparities and healthcare within the global environment. Students analyze concepts of global health, including measures for the burden of disease, identification of regional key health problems, impactful determinants, health system impacts, and the influence of international public health organizations and policies. The course emphasizes cross-cutting and timely issues in health promotion, disease control programs, and operational research in global settings. Roles in advanced nursing practice, as they relate to the health of diverse individuals, families, communities, and populations, are identified and explored.
Co-requisite: NUR60110

NUR60020 - Population and Community Nursing Care
(*2 units*) Students will focus on the role of the nurse in community-based and public health nursing for individuals, families, and communities. Students will determine how local, state, and national government entities impact healthcare policy and delivery. Students will examine core concepts of epidemiology, disease prevention, environmental health, and contemporary health issues in developing healthier communities for diverse and vulnerable populations.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080, NUR60060, NUR60000, NUR60050
Co-requisite: NUR60030, NUR60040

NUR60020C - Population and Community Nursing Care Clinical
(*2 units*) Students will focus on the role of the nurse in community-based and public health nursing for individuals, families, and communities. Students will determine how local, state, and national government entities impact healthcare policy and delivery. Students will examine core concepts of epidemiology, disease prevention, environmental health, and contemporary health issues in developing healthier communities for diverse and vulnerable populations.

NUR60030 - Nursing Care of Women, Children, and Families
(*4 units*) Students will explore trends in family-centered nursing to provide evidence-based and holistic care addressing the health and illness needs of the childbearing family with a focus on obstetric, newborn, and pediatric clients. Students will examine normal growth and development, safety and injury prevention, and the impact of culture on the family unit's response to psychological and physical stressors.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080, NUR60060, NUR60000, NUR60050
Co-requisite: NUR60020, NUR60040

NUR60030C - Nursing Care Management: Women, Children, and Families Clinical
(*2 units*) Students will explore trends in family-centered nursing to provide evidence-based and holistic care addressing the health and illness needs of the childbearing family with a focus on obstetric, newborn, and pediatric clients. Students will examine normal growth and development, safety and injury prevention, and the impact of culture on the family unit's response to psychological and physical stressors.

NUR60040 - Technology and Informatics for Systems Leadership
(*3 units*) The students will learn about advanced principles and practices for working with information and communication technologies. Nurses play an integral role in envisioning, modifying, and integrating new and existing technologies. Students will explore how technology can improve their clinical judgment, the health of local and remote populations of patients, and how their work promotes high-quality safe, and cost-effective care.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50030, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080, NUR60060, NUR60000, NUR60050
Co-requisite: NUR60020, NUR60030

NUR60045 - Technology and Informatics for Systems Leadership
(*3 units*) Students learn about advanced principles and practices for working with information and communication technologies. Nurses play an integral role in envisioning, modifying, and integrating new and existing technologies. Students will explore how technology can improve their clinical judgment, the health of local and remote populations of patients, and how their work promotes high-quality, safe, and cost-effective care.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005
Co-requisite: NUR60055

NUR60050 - Scholarship & Evidence-Based Practice
(*3 units*) In this course, students will experience topics that provide a broad understanding of nursing research and evidence-based practice. Students will learn information literacy skills and understand the relationships among quality improvement, evidence-based practice, and research. As part of the learning experience, students will apply database research skills, identify interdisciplinary research and outcomes data, critically appraise research and the research process, and learn how to integrate scientific evidence to inform best practices. Legal, ethical, and cultural issues in research and methods of expanding an individual's evidence-based nursing practice will be examined. The course assignments allow students to apply skills and build a body of knowledge that will support the successful completion of the end-of-course EBP project and promote students' future scholarly work.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080
Co-requisite: NUR60060, NUR60000

NUR60055 - Scholarship & Evidence-Based Practice
(*3 units*) In this course, students develop and apply information literacy skills and discern the relationships among quality improvement, evidence-based practice, and research. As part of the learning experience, students apply database research skills, identify interdisciplinary research and outcomes data, evaluate the legal, ethical, and cultural issues of research, critically appraise research and the research process, and learn how to integrate scientific evidence to inform best practices. Students demonstrate the synthesis of knowledge and skills acquired through successfully developing an evidence-based project proposal.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005
Co-requisite: NUR60045
w/ 50 CPE hours

NUR60060 - Nursing Care Management: Adults and Older Adults II
(*3 units*) In Nursing Care Management: Adults and Older Adults II, students will demonstrate effective nursing skills and clinical judgment in the care of complex patients and coordination of care for multiple patients. Students will provide inclusive patient-centered care by utilizing evidence-based practices and innovative technologies in collaboration with the interprofessional team.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080
Co-requisite: NUR60000, NUR60050

NUR60060C - Nursing Care Management: Adults and Older Adults II Clinical
(*4 units*) In Nursing Care Management: Adults and Older Adults II, students will demonstrate effective nursing skills and clinical judgment in the care of complex patients and coordination of care for multiple patients. Students will provide inclusive patient-centered care by utilizing evidence-based practices and innovative technologies in collaboration with the interprofessional team.

NUR60060L - Nursing Care Management: Adults and Older Adults II Lab
(*1 unit*) In Nursing Care Management: Adults and Older Adults II, students will demonstrate effective nursing skills and clinical judgment in the care of complex patients and coordination of care for multiple patients. Students will provide inclusive patient-centered care by utilizing evidence-based practices and innovative technologies in collaboration with the interprofessional team.

NUR60080 - U.S. Health Policy and Politics
(*3 units*) The student will examine building on economic, finance and organizational theory concepts, this course examines the United States health care system from the perspective of providers, regulators, and consumers with a focus on contemporary issues related to health and social policy. The direct-entry MSN student will explore health policy and politics within government organizations, local communities, professional associations, special interest groups, and healthcare organizations, and examine the impact of culture, economics, technology and social justice on health care systems and policy. The course emphasizes advocacy and foundational skills necessary for the student and future nurse to take action and improve the health of individuals, families and communities.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080, NUR60060, NUR60000, NUR60050, NUR60020, NUR60040
Co-requisite: NUR60100, NUR60090

NUR60085 - U.S. Health Policy and Politics
(*3 units*) Students examine the United States healthcare system from the perspective of providers, regulators, and consumers, focusing on contemporary health and social policy issues. Students explore health policy and politics within government organizations, local communities, professional associations, special interest groups, and healthcare organizations and examine the impact of culture, economics, technology, and social justice on healthcare systems and policy. This course emphasizes the nursing advocacy skills necessary for the student to actively take action to improve the health of individuals, families, and communities.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045, NUR70010, NUR70020, NUR70061
Co-requisite: NUR70030, NUR70062

NUR60090 - Knowledge Synthesis for Professional Practice Capstone
(*3 units*) This course facilitates the integration and synthesis of essential concepts from the nursing curriculum related to the care of diverse patients across the lifespan and continuum of care. A case study approach allows students to safely apply current evidence and clinical judgment skills within complex systems of healthcare. A comprehensive review of nursing content is embedded in this course to support mastery of essential concepts for beginning practice as a registered nurse, preparation for the Next Generation NCLEX-RN licensure examination, and transition to professional nursing practice.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50030, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080, NUR60060, NUR60000, NUR60050, NUR60020, NUR60030, NUR60040
Co-requisite: NUR60080, NUR60100

NUR60100 - Professional Nursing Capstone Practicum
(*5 units*) Students will demonstrate increasing levels of autonomy in managing care for multiple patients integrating the knowledge and skills learned throughout the curriculum. Students will provide evidence-based holistic care for complex patients to promote patient safety and disease prevention in collaboration with the interprofessional team.
Prerequisites: NUR50010, NUR50000, NUR60010, NUR50020, NUR50030, NUR50040, NSC50010, NUR50060, NUR50070, NUR50080, NUR60060, NUR60000, NUR60050, NUR60020, NUR60030, NUR60040
Co-requisite: NUR60090, NUR60080

NUR60100C - Professional Nursing Practice Practicum
(*4 units*) Students will demonstrate increasing levels of autonomy in managing care for multiple patients integrating the knowledge and skills learned throughout the curriculum. Students will provide evidence-based holistic care for complex patients to promote patient safety and disease prevention in collaboration with the interprofessional team.
Prerequisites: NUR50000, NUR50010, NUR50020, NUR60010, NUR50040, NCS50010, NSC50010, NUR50060, NUR50070, NUR50080, NUR60060, NUR60000, NUR60050, NUR60020, NUR60040
Co-requisite: NUR60090, NUR60080

NUR60100L - Professional Nursing Practice Practicum Lab
(*1 unit*) Students will demonstrate increasing levels of autonomy in managing care for multiple patients integrating the knowledge and skills learned throughout the curriculum. Students will provide evidence-based holistic care for complex patients to promote patient safety and disease prevention in collaboration with the interprofessional team.

NUR60110 - Foundations for Advanced Nursing Practice
(*3 units*) Students explore core concepts, roles, and theoretical foundations of advanced nursing practice, including the historical development and contemporary relevance of conceptual models and nursing theory. Students will apply theoretical frameworks and conceptual models to complex healthcare issues to foster decision-making and evidence-based practice.
Co-requisite: NUR60015

NUR60120 - Principles and Foundations of Epidemiology and Biostatistics
(*3 units*) In the course, students develop a comprehensive understanding of the principles and foundations of epidemiology and biostatistics, gaining the knowledge and skills to critically analyze healthcare data, identify patterns, and evaluate health outcomes. Emphasis is placed on evidence-based decision-making and integrating epidemiology and biostatistics into strategic nursing and healthcare management. Students will develop proficiency in statistical methods to inform strategic decision-making, enhance patient safety, and improve healthcare delivery systems.
Prerequisites: NUR60110, NUR60015
Co-requisite: NUR60005

NUR70010 - Healthcare Finance and Program Design
(*3 units*) Students will examine accounting and financial principles, financial statements, budgets, variance analysis, and the development of measurable aims and objectives to inform planning and program design. Students will explore program design principles for an evidence-based project integrating knowledge of project management principles, change management and models, and theoretical frameworks to address a complex healthcare system issue.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045
Co-requisite: NURS70020, NUR70061

NUR70020 - Advanced Seminar: Promoting Health Equity through Communication & Interprofessional Collaboration
(*3 units*) Students will explore systems thinking (macro, meso, micro), organizational dynamics, and the nurse leader's role in driving positive change. Emphasis will be placed on fostering effective communication and collaboration with diverse healthcare team members to improve patient outcomes and enhance the quality of care. Key topics examined include team dynamics, conflict resolution, change management, and cultural competency within the context of interprofessional collaboration. Students develop the leadership skills to navigate complex healthcare systems, promote collaboration, and advocate for equitable patient-centered care. A preparation plan for certification will be supported through reading, quizzing, and testing.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045
Co-requisite: NUR70010, NUR70061

NUR70030 - Advanced Seminar: Principles of Patient Safety and Quality Improvement
(*2 units*) Students will explore the principles of patient safety and quality improvement utilizing evidence-based tools, analytical frameworks, and methodologies to advance health outcomes and health equity. Data analytics, measurement, variance analysis, standards, benchmarking, reporting, and clinical decision support tools will also be explored. A preparation plan for certification will be supported through reading, quizzing, and testing.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045, NUR70010, NUR70020, NUR70061
Co-requisite: NUR60085, NUR70062

NUR70040 - Advanced Seminar: Nursing Workforce
(*2 units*) Students will explore the principles and competencies needed for effective nursing human resource management, including leadership, ethics, workforce planning, resource management, healthy work environments, and retention strategies. Students will analyze real-world scenarios and develop strategies for optimizing nursing human resource practices within healthcare systems. A preparation plan for certification will be supported through reading, quizzing, and testing.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045, NUR70010, NUR70020, NUR70061, NUR60085, NUR70030, NUR70062
Co-requisite: NUR70050, NUR70063

NUR70050 - U.S. Healthcare Delivery System and Health Equity
In this course, students explore the development and infrastructure of the US Healthcare delivery system and its impact on health equity, including access and quality across local, state, and national levels. Students will examine and evaluate pay-for-performance and value-based purchasing models and related health policies from an equitable and ethical perspective and how nursing care coordination influences quality and health outcomes.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045, NUR70010, NUR70020, NUR70061, NUR60085, NUR70030, NUR70062
Co-requisite: NUR70040, NUR70063

NUR70061 - Capstone Experience I
(*1 unit*) Students will engage with their preceptor and faculty mentor to implement the program proposal completed in Research and Evidence-Based Practice. Students will continue working with their preceptor on their professional leadership development plan based on their AONL Nurse Leader Competency Assessment Tool: Self-Assessment completed during their first semester. AONL competencies will be supported through pre/post assessment and planned experiences with a preceptor, EBP project implementation, certification exam preparation, faculty mentor, and check-ins.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045
Co-requisite: NUR70010, NUR70020
150 CPE hours direct/ indirect

NUR70062 - Capstone Experience II
(*1 unit*) Students will engage with their preceptor and faculty mentor to implement the program proposal completed in Research and Evidence-Based Practice. Students will continue working with their preceptor on their professional leadership development plan based on their AONL Nurse Leader Competency Assessment Tool: Self-Assessment completed during their first semester. AONL competencies will be supported through pre/post assessment and planned experiences with a preceptor, EBP project implementation, certification exam preparation, faculty mentor, and check-ins.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045, NUR70010, NUR70020, NUR70061
Co-requisite: NURS60085, NUR70030

NUR70063 - Capstone Experience III
(*1 unit*) Students will engage with their preceptor and faculty mentor to implement the program proposal completed in Research and Evidence-Based Practice. Students will continue working with their preceptor on their professional leadership development plan based on their AONL Nurse Leader Competency Assessment Tool: Self-Assessment completed during their first semester. AONL competencies will be supported through pre/post assessment and planned experiences with a preceptor, EBP project implementation, certification exam preparation, faculty mentor, and check-ins.
Prerequisites: NUR60110, NUR60015, NUR60120, NUR60005, NUR60055, NUR60045, NUR70010, NUR70020, NUR70061, NUR60085, NUR70030, NUR70062
Co-requisite: NUR70050, NUR70040
150 CPE hours direct and indirect

ORG60030 - 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.

ORG60030A - 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.

ORG60030B - 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.

ORG60040 - 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.

ORG60050 - 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.

ORG60060 - Organizational Psychology Fundamentals
(*3 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.

ORG60120 - 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.

ORG60160 - 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: PSY60210 or permission of instructor.

ORG60310 - 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: ORG60160 for PhD students, ORG60120 for PsyD students or permission of the campus-based CSPP-OP Program Director

ORG62000 - Organizational Psychology
(*3 units*) Surveys concepts, models, theories, and methods in organizational psychology. Socializes new students to the profession, including the APA Code of Ethics, and perspectives, values, and skills needed to succeed in graduate school. Prepares students for the role of scholar-practitioner to build foundations for their future professional identities.

ORG62010 - Leadership
(*3 units*) This course introduces students to the role of the leader within the organization. It offers a critical review of leadership theory. Examines factors that influence leadership success and ultimately organizational effectiveness.

ORG62020 - Team Facilitation
(*3 units*) Examines design and leadership of teams. Explains concepts, models and theories about group dynamics, group effectiveness, conformity, and role behavior. Explores fields of application, such as team building, problem solving and decision-making groups, and group facilitation skills. Provides tools and techniques for facilitation of meetings, group/team formation, conflict resolution, and decision making.

ORG62030 - Coaching and Mentoring
(*3 units*) This course reviews the theoretical underpinnings of coaching and mentoring, 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.

ORG62040 - Ethics and Diversity in Organizations
(*3 units*) Examines ethical and legal issues and guidelines essential to professional practice in organizations. Includes exploration of theories of ethics and the structure and dynamics of diversity in organizations and their organizational behavior implications. Explores multiculturalism and inclusivity in the workplace.

ORG62050 - Organizational Change and Development
(*3 units*) Explains principles of organizational development and change management. This includes organizational diagnosis, design and delivery of organizational interventions in the contexts of organizational culture and business strategy. Examines and applies theories, research findings, methods, and practical challenges relevant to changing individuals, groups, and systems to improve effectiveness at all levels.

ORG62060 - Applied Research
(*3 units*) Addresses applied research methods required for data collection in organizations. Includes interviews, focus groups, surveys, archival data collection, analyzing and synthesizing analyses of qualitative and quantitative data to inform organizational initiatives and report writing, data visualization, and presenting results to a managerial audience.

ORG62070 - Talent Management
(*3 units*) Concepts and methods needed for leaders and professionals to make informed decisions on the design of talent management systems. Topics covered include components of talent management systems, distinctions between HR and talent management, the functions involved in a typical department, utility and validity in selection systems, legal issues, environmental scanning, workforce planning and linking talent management strategy to business objectives.

ORG62080 - Motivation, Employee Engagement, and Retention
(*3 units*) Contemporary and classic theories of work motivation including need, cognitive and reinforcement theories. Discusses effects of job enrichment, goal setting, incentive systems, performance management and worker participation. Examination of motivational practices in business and industry. Research approaches to the study of motivation and productivity in the workplace.

ORG62090 - Capstone Project
(*3 units*) Students are required to complete a supervised, substantive assignment aligned with professional competencies of the field and learning objectives of the program. Students are expected to integrate knowledge and experience gained from the coursework and demonstrate mastery of program learning outcomes in this capstone experience. Students have four options for the project: (A): An on-site part-time or full-time supervised internship or project in a company. Option (B): Virtual applied project with one or more specified companies. Option (C): Virtual applied group project with one or more specified companies. Option (D): Virtual applied research project. The availability of Option A outside of California is based on the state in which the student is located and requires prior approval.

ORG62100 - Talent Development
(*3 units*) In-depth, literature-based review of various methods for training needs analysis, development of learning objectives, instructional methods, and program evaluation for training and developing employees, including both on-site and off-site methods. In this course, students will also gain experience designing and conducting training projects.

ORG62210 - Influence and Conflict Management Skills
(*3 units*) Using power and influence for positive impact is an essential skill for every leader and aspiring leader. This course aims to equip students with skills needed to understand and leverage sources of power to gain influence and implement a constructive problem-solving approach. This course introduces a range of theories about power and influence, conflict resolution, mediation, negotiation, and trust. Students will assess and diagnose different leadership situations and gain skills for navigating those situations effectively, developing trust with different stakeholders, and applying influence strategies to navigate difficult conversations, resolving conflicts, and driving change. Students will practice skills using scenarios and exercises while being respectful of diversity and ethical issues.

ORG62220 - Leading Teams in a Virtual World
(*3 units*) Much work today gets done in teams. Moreover, the last decade has seen an explosion in the number of virtual teams in organizations. This course explains concepts, models and theories about group dynamics and group effectiveness for in-person as well as virtual teams. It focuses on the design and leadership of teams and provides tools and techniques to help leaders set teams up for success in areas such as group/team formation, decision-making, conflict resolution, and creativity and innovation.

ORG62230 - Strategic Leadership and Decision-Making
(*3 units*) Leaders make decisions within the context of organizational strategy. The course examines elements of business strategy that lead to the creation of value for clients and revenue for the organization and describes strategic planning. It explores how to make operational decisions that align with organizational strategy. It examines models for effective decision-making and how to mitigate threats such as cognitive and emotional biases and groupthink.

ORG62240 - Leadership Seminar
(*3 units*) This course introduces developments in leadership theory and practice, and examines contemporary issues confronted by leaders. The course aims to support students' professional and leadership development. Examples of topics can include:

- Women in Leadership
- Inclusive Leadership
- Executive Presence: Effective Presentations and Communication
- Leading Across Cultures
- Leading for Creativity and Innovation
- Leadership Agility
- Launching and Maintaining Virtual Teams
- Leadership in Film
- Other topical subjects in the field

ORG63200 - 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

ORG63300 - 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: ORG64350 or permission of the campus based CSPP-OP Program Director*

ORG64100 - 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.

ORG64350 - 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.

ORG65100 - 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.

ORG70200 - 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: PSY60210, PSY67000*

ORG71000 - 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.

ORG72000A - 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.*

ORG72000B - 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.

ORG72010 - Practicum
(*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.

ORG72020 - Capstone in Organizational Psychology
(*2 units*)

ORG72100 - Behavioral Health Systems and Management
(*2 units*)

ORG72150 - 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: ORG60310 or ORG60040 or ORG81200 or instructor's permission

ORG72350 - 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.

ORG73300 - 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.

ORG73500 - 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.

ORG74050 - 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.

ORG74080 - 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.

ORG74250 - Organizational Behavior: Fundamentals and International Perspectives
(*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.

ORG74380 - 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: PSY60210, PSY60220 and PSY60230

ORG74400 - 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.

ORG75030 - 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.

ORG75120 - 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.

ORG75250 - 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: ORG64350 or ORG73500 or permission of the campus-based CSPP-OP Program Director

ORG75400 - 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.

ORG76100 - 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 their impact on others in the organization.

ORG76700 - 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.

ORG77100 - 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.

ORG77300 - 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.

ORG78615 - Organizational Psychology Research Project I a
(*1.5 units*) This course is the first out of four courses that introduce students to conducting applied research. This four-term course 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. During this research project course, students will identify a suitable topic and develop appropriate hypotheses.
Prerequisites: PSY60210, PSY67000, ORG60160, and ORG60040

ORG78630 - 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: PSY60210, PSY67000, ORG60160, and ORG60040

ORG78640 - 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: PSY60210, PSY67000, ORG60160, ORG60040 and ORG78630

ORG78715 - Organizational Psychology Research Project I b
(*1.5 units*) This course is the second out of four courses that introduce students to conducting applied research. This four-term course 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. During this research project course, the methods and instruments for testing the hypotheses will be developed. Students will apply for IRB approval before conducting their research project.
Prerequisites: PSY60210, PSY67000, ORG60160, ORG60040, and ORG78615

ORG78815 - Organizational Psychology Research Project II a
(*1.5 units*) This course is the third out of four courses that introduce students to conducting applied research. This four-term course 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. Throughout this research project course, students will collect and analyze data pertinent to the hypotheses.
Prerequisites: PSY60210, PSY67000, ORG60160, ORG60040, ORG78615 and ORG78715

ORG78915 - Organizational Psychology Research Project II b
(*1.5 units*) This course is the fourth out of four courses that introduce students to conducting applied research. This four-term course 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. In this final course, a written report of the research will be prepared suitable for publication in a journal or presentation at a professional meeting.
Prerequisites: PSY60210, PSY67000, ORG60160, ORG60040, ORG78615, ORG78715 and ORG78815

ORG80010 - Advanced Statistics I
(*3 units*) Covers the statistical techniques employed in contemporary industrial-organizational psychology research and consulting. Conducts data analysis, critically reviews statistical findings, presents empirical results, and runs statistical analyses using SPSS. Develops an understanding of the scientific method; descriptive and inferential statistics; mean comparisons; correlation analyses; univariate and multivariate analysis of variance and co-variance; power calculation; assumption testing; and multiple comparisons.

ORG80020 - Social and Organizational Psychology
(*3 units*) Provides an overview of the concepts, theories, research trends in the broad field of social, industrial and organizational psychology. Describes theoretical frameworks, including attitudes, obedience, persuasion, person perception and attribution, social cognition, the self-concept, impression management, motivation, social exchange, attraction and affiliation, work stress and coping, social learning theory, aggression, positive psychology, nonverbal behavior, and communication of emotion.

ORG80030 - Business Strategy and Operations
(*3 units*) Examines the facets of business that consultants need to master in order to work effectively. Covers industry differences, business models, customer value proposition fit, business strategy, finance, marketing, operations, distribution, information technology, and challenges and opportunities presented by external forces such as disruptive innovation, global trends, artificial intelligence, and environmental sustainability.

ORG80040 - Advanced Statistics II
(*3 units*) Develops a strong conceptual understanding of and ability to conduct regression, and some of the multivariate statistical techniques (e.g., moderation and mediation) that are prevalent in organizational research. Includes multiple regression, logistic regression, multivariate analysis of covariance, reliability analysis, principal components and factor analysis, multidimensional scaling, cluster analysis, multi-level modeling, and structural equation modeling.
Prerequisites: ORG80010

ORG80050 - Motivation, Innovation and Change
(*3 units*) Explains classic and contemporary theories of work motivation including needs theories, goal-setting, social-cognitive, reinforcement, self-determination and positive psychology theories. Discusses effects of job enrichment, autonomy, intrinsic and extrinsic reward systems and worker participation. Examines empirical literature and motivational best practices in business and industry as they apply to employee engagement, retention, productivity, innovation and change.

ORG80060 - Research Methods
(*3 units*) Prepares for quantitative and qualitative research. Addresses how to generate research ideas, operationalize variables, formulate research hypotheses, critically review literature and develop a theoretical framework. Covers ethical responsibilities and plagiarism in research. Topics covered include research methods, experimental, quasi-experimental and non-experimental designs, survey design and data collection for scholarly research, sampling, reliability and validity, types of scales, scale development and selection, and meta-analysis. Qualitative methods such as ethnography, content analysis, case study, action research and phenomenology are introduced.

ORG80070 - Diagnostic Methods for Organizational Consulting
(*3 units*) Prepares for consulting, organizational, and evidence-based problem-solving. Addresses key techniques used in consulting research including field research, interviewing, focus groups, surveys design data collection sampling, reliability and validity issues. Qualitative methods used in organizational consulting are covered, including case study, action research, needs assessment, program monitoring and evaluation, utilization research and content analysis. Covers ethical, cross-cultural, and multicultural issues and responsibilities in consulting research. Writing and presenting business reports to professional audience are addressed.

ORG80080 - Leadership Development and Assessment
(*3 units*) Introduces students to models, processes, and tools that promote leader self-discovery and personal development, as well as leadership development within organizations. Covers frameworks and assessments of leadership personality, style, skills and competencies, leader readiness, personal values, communication style and emotional and cultural intelligence. Discusses the process of developing leaders within specific organizational and global contexts, including organizational systems and best practices related to developing a cadre of successful leaders and a strong leadership culture.

ORG80090 - Ethics, Diversity and Inclusion
(*3 units*) Explores the structure and dynamics of ethics and diversity in organizations and their organizational implications. Examines complex dynamics of ethnic, racial, gender and other diversity in organizations using social science perspectives. Provides students with the ethical reasoning skills necessary for making business decisions. Emphasis is given on developing an ethical mindset towards human diversity in organizations and corporate social responsibility.

ORG80100 - People Analytics
(*3 units*) Describes how a people analytics function works in an organization. Examines people metrics in light of business operations and strategy. Covers data sources (e.g., HRIS), data visualization, presenting findings to show business impact of people strategies and support decision making; using Excel for data management, analysis, and charts; and implications for people analytics of the impact of artificial intelligence on people in organizations.
Prerequisites: ORG80010

ORG80110 - Consulting Skills
(*3 units*) Focuses on the consulting process, including identifying and presenting one's niche of expertise, business development, contract negotiation, agenda setting, project management, evaluation and termination. Also covers essentials of business communication, negotiation and conflict management for consultants.

ORG80120 - Psychometrics
(*3 units*) Examines how psychometrics are used in organizational work and in research. Develops and applies knowledge of psychometrics concepts and methods. Introduces classical and modern approaches in measurement theory and scale/test development including true score theory, reliability and validity, factor analysis, item response theory, and generalizability theory. Covers scale development and a critical review of relevant literature of published scales. Includes exercises in scale/test development.
Prerequisites: ORG80010, ORG80040

ORG80130 - Change Management
(*3 units*) Covers key principles and models of the change management process. Discusses individual and organizational reactions to change, recognizing the need for and defining the change, and understanding organizational culture and change. Considers change readiness and impact, and stakeholder analysis. Outlines key steps in project management including an introduction to the Agile process, communication and education plans, and change evaluation and sustainability.

ORG80140 - Talent Recruitment, Assessment, and Selection
(*3 units*) Examines talent systems in the context of organizational stability and change. Prepares students for jobs in developing, choosing, and using talent assessments, recruiting, and talent management. Covers job analysis for job descriptions, recruitment, assessment, and selection. Examines recruiting systems, selection tools, legal and diversity issues in recruiting, assessment, and selection.
Prerequisites: ORG80040, ORG80120

ORG80150 - Organizational Design and Process Improvement
(*3 units*) Examines how organization design and process improvement are used in organizational initiatives. Explains the role of top management in responding to the environment by organizing structures and processes, optimizing tradeoffs between strengths and weaknesses of different organizational structures, and managing relationships between teams/departments. Covers process mapping software for process improvement. Explores implications of artificial intelligence, automation, globalization, and other trends for organizational design and processes.

ORG81200 - 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: PSY60210, PSY67000

ORG82200 - 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.

ORG82250 - 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.

ORG85050 - 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.

ORG85150 - 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.

ORG88001 - Advanced Seminar in Organizational Studies
(*1 unit*) Special topics in the field of Organizational Psychology.

ORG88002 - Advanced Seminar in Organizational Studies
(*2 units*) Special topics in the field of Organizational Psychology.

ORG88003 - Advanced Seminar in Organizational Studies
(*3 units*) Special topics in the field of Organizational Psychology.

ORG89615 - Ph.D. Dissertation I a
(*1.5 units*) Individual and/or group work to complete the design of the dissertation research. In an interactive seminar environment, or in the one-to-one supervision, the student shares research design ideas and methods. The requirements for this course are met when the initial chapter(s) (Introduction, Problem, and Purpose of the Study are completed.
Prerequisites: All of the first and second-year courses or permission of campus-based CSPP-OP Program Director

ORG89715 - Ph.D. Dissertation I b
(*1.5 units*) Individual and/or group work to complete the design of the dissertation research. In an interactive seminar environment, or in the one-to-one supervision, the student shares research design ideas and methods. The requirements for this course are met when the initial chapter(s) (Introduction, Problem, and Purpose of the Study as well as Literature Review, Scope, Importance, and Research Questions/Hypothesis) are completed.
Prerequisites: ORG89615

ORG89815 - Ph.D. Dissertation II a
(*1.5 units*) Individual and/or group work to complete the design of the dissertation research. In an interactive seminar environment, or in the one-to-one supervision, the student shares research design ideas and methods. The requirements for this seminar are met when the methodology chapter(s) (Design, Participants, and Instrumentation) and completed.
Prerequisites: ORG89615, ORG89715, passing comps

ORG89900 - 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

ORG89910 - Ph.D. Dissertation II
(*3 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: ORG89900; passing comps

ORG89915 - Ph.D. Dissertation II b
(*1.5 units*) Individual and/or group work to complete the design of the dissertation research. The requirements for this seminar are met when the methodology chapter(s) (Design, Participants, and Instrumentation as well as Procedures, Data Analyses to be used, and Limitations) are completed. Students are expected to apply for IRB approval before conducting their dissertation research study.
Prerequisites: ORG89615, ORG89715, ORG89815, passing comps

ORG91000 - Professional Practice: Strategy, and Skills
(*3 units*) Develops skills for creating and implementing a career strategy, optimizing career fit and career communication. Explores careers and provides professional development needs analysis leading to career development plan with activities and identification of project(s) for Applied Project courses. Covers career search, networking, resume writing, and interviewing. Examines professional communication in diverse organizations, including business writing, report writing and organizational communication plans, presentation skills, professionalism, and professional ethics.

ORG91010 - Applied Project 1
(*3 units*) Student conducts one or more applied projects that develop competencies in our field, under qualified supervision and with identified project deliverables. Students produce a competency reflection paper describing how their work applied competencies in our field. Students have four options: Option (A): An on-site part-time or full-time supervised internship or project in a company. Option (B): Virtual applied project with one or more specified companies. Option (C): Virtual applied group project with one or more specified companies. Option (D): Virtual applied research project.
The availability of Option A outside of California is based on the state in which the student is located and requires prior approval.

ORG91020 - Applied Project 2
(*3 units*) Student conducts one or more applied projects that develop competencies in our field, under qualified supervision and with identified project deliverables. Students produce a competency reflection paper describing how their work applied competencies in our field. Students have four options for the project: Option (A): An on-site part-time or full-time supervised internship or project in a company. Option (B): Virtual applied project with one or more specified companies. Option (C): Virtual applied group project with one or more specified companies. Option (D): Virtual applied research project. The availability of Option A outside of California is based on the state in which the student is located and requires prior approval.

ORG94101 - Field Placement in Organizational Studies
(*1 unit*) 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.

ORG94102 - Field Placement in Organizational Studies
(*2 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.

ORG94103 - Field Placement in Organizational Studies
(*3 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.

ORG94104 - Field Placement in Organizational Studies
(*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.

ORG94300A - 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 second term 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.

ORG94300B - 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 second term 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.

ORG94300C - 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.

ORG94300D - 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.

ORG94300E - 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.

ORG94305 - Internship in Organizational Psychology with Supervision
(*0.5 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.

ORG94315 - Internship in Organizational Psychology with Supervision
(*1.5 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.

ORG94325 - Internship in Organizational Psychology with Supervision
(*2.5 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.

ORG95900 - Internship Continuous Registration
(*0 units*)

ORG99210 - 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.

ORG99211 - Applied Dissertation Study
(*1 unit*) 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.

ORG99215 - Ph.D. Dissertation III a
(*1.5 units*) Under the supervision of a faculty, students begin the data collection process. The requirements for this seminar are met when students begin data collection.
Prerequisites: ORG89615, ORG89715, ORG89815, ORG89915, passing comps

ORG99220 - 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.

ORG99221 - Applied Dissertation Study
(*1 unit*) 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.

ORG99313 - Ph.D. Dissertation III
(*3 units*) Completion of the doctoral dissertation under the supervision of a faculty.
Prerequisites: ORG94100, ORG94300A/B/C/D/E, and passing comps

ORG99315 - Ph.D. Dissertation III b
(*1.5 units*) Under the supervision of a faculty, students begin the process of data cleaning and analysis. The requirements for this course are met when students finalize data collection and conduct data analysis.
Prerequisites: ORG89615, ORG89715, ORG89815, ORG89915, ORG99215, passing comps

ORG99320 - Ph.D. Dissertation IV
(*3 units*) Completion of the doctoral dissertation under the supervision of a faculty.
Prerequisites: ORG9410, ORG9430, ORG9431 and passing comps

ORG99415 - Ph.D. Dissertation IV a
(*1.5 units*) Under the supervision of a faculty, students finalize the results chapter. The requirements for this course are met when students complete the results chapter of their dissertation manuscript.
Prerequisites: ORG89615, ORG89715, ORG89815, ORG89915, ORG99215, ORG99315, passing comps

ORG99515 - Ph.D. Dissertation IV b
(*1.5 units*) This course is the final dissertation course that students complete under the supervision of a faculty. The requirements for this course are met when students complete the discussion chapter and defend their dissertation research study.
Prerequisites: ORG89615, ORG89715, ORG89815, ORG89915, ORG99215, ORG99315, ORG99415, passing comps

ORG99610 - Dissertation 1
(*1.5 units*) Incorporates theories, models, concepts, and research paradigms encountered in prior courses into expanded literature searches. Participates in synchronous workshops on effective literature searches, academic writing, the research process, and data analysis. Evaluates the current literature with the aim of selecting a dissertation topic and formulating the research problem. Delivers the first part of the research proposal, including a statement of the problem, research purpose and significance, key variables, research questions, and conceptual model. Meets with each core program faculty member to discuss preliminary research ideas.

ORG99620 - Dissertation 2
(*1.5 units*) Produces research proposal consisting of the major components of the proposed dissertation research study. Finalizes the following sections of the proposal: statement of the problem; research purpose and significance; the key variables and definitions; research questions; conceptual model; list of key theories/conceptual models; research methods, and plan for data collection and analysis.

ORG99630 - Dissertation 3
(*1.5 units*) Expands the research proposal and develops Chapter 1, Introduction and Literature Review. Introduces the topic and the problem under the investigation, establishes the significance of the subject area and introduces the purpose and the scope of the study. Summarizes each major area of the literature related to the study variables. Presents the theoretical framework as it relates to the hypotheses.

ORG99640 - Dissertation 4
(*1.5 units*) Develops Chapter 2, Methods. Describes research participants, type of design, all research instruments, and procedure. Identifies all statistical and/or qualitative techniques that will be used. Defends dissertation study proposal that includes Chapter 1 and 2. Upon passing the proposal defense, submits an IRB application.

ORG99650 - Dissertation 5
(*1.5 units*) Receives IRB approval to conduct research study and begins data collection. Gathers data based on the research approach and begins making decisions regarding the quality of the collected data. May begin the analysis of data, if data collection is completed. Creates structure for Results and Discussion chapters while awaiting IRB approval and data collection.

ORG99660 - Dissertation 6
(*1.5 units*) Finalizes data collection and conducts data analysis. Describes procedures used for processing data. Explains steps for data analysis and describes the specific instruments used for analyzing data.

ORG99670 - Dissertation 7
(*1.5 units*) Formulates Chapter 3, Results. Arranges the study findings, selects the most appropriate representation of results, presents a synopsis of results, and reports results without bias or interpretation. Develops Chapter 4, Discussion, and includes the newly published literature that supports decisions made during analysis and interpretation. Includes interpretations of the results, limitations, future study ideas, and implications.

ORG99680 - Dissertation 8
(*1.5 units*) Revises and finalizes the dissertation manuscript. Schedules the final defense meeting and defends the doctoral dissertation. Upon passing the final defense, gains library approval and finalizes university documentation.

ORG99850 - 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.

ORG99850A - Psy.D. Dissertation Extension
(*1.5 units*)

ORG99850B - PsyD 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.

ORG99850C - Psy.D. Dissertation Extension
(*1.5 units*)

ORG99850D - Psy.D. Dissertation Extension
(*1.5 units*)

ORG99850E - Psy.D. Dissertation Extension
(*1.5 units*)

ORG99851 - Psy.D. Dissertation Extension
(*3 units*)

ORG99852 - Psy.D. Dissertation Extension
(*3 units*)

ORG99950 - 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.

ORG99950A - Ph.D. Dissertation Extension
(*1.5 units*)

ORG99950B - Ph.D. Dissertation Extension
(1.5 units)

ORG99950C - Ph.D. Dissertation Extension
(1.5 units)

ORG99950D - Ph.D. Dissertation Extension
(1.5 units)

ORG99950E - Ph.D. Dissertation Extension
(1.5 units)

ORG99951 - Ph.D. Dissertation Extension
(3 units)

ORG99952 - Ph.D. Dissertation Extension
(3 units)

PIM60100 - 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.

PIM60150 - 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.

PIM60250 - 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.

PMI40100 - 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 the risk; monitoring project milestones; and closing out the project. The course provides hands-on skills you need to help students successfully complete project management assignments. The course will follow the materials provided in A Guide to the Project Management Body of Knowledge (PMBOK® Guide)-Sixth edition. PMBOK is a registered mark of the Project Management Institute, Inc.

PMI40200 - 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).

PMI40300 - 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).

PMI40400 - 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).

PMI40500 - 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.

PMI40600 - 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.

PMI40700 - 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.

PMI40800 - 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.

PMI40900 - 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.

PMI60100 - Project Management
(*3 units*) In this course, students will learn the theoretical approaches used in A Guide to the Project Management Body of Knowledge (PMBOK® Guide)-Sixth edition. 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 Project Management Professional (PMP)® exam. The Project Management Professional (PMP) and PMBOK are registered marks of the Project Management Institute, Inc.

PMI60110 - Project Management Systems
(*3 units*) In this course, students will learn the theoretical approaches used in A Guide to the Project Management Body of Knowledge (PMBOK ® Guide)-Sixth edition. 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 Project Management Professional (PMP)® exam. The Project Management Professional (PMP) and PMBOK are registered marks of the Project Management Institute, Inc.

PMI60200 - 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.

POL22010 - 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.

POL30000 - 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.

POL30100 - Race, Ethnicity and Gender in World Politics
(*3 units*) This 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.

POL31300 - 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.

PPH69050 - 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.

PPH69210 - 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.

PPH69250 - 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.

PPH69300 - 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.

PPH69350 - 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.

PPH77000 - Clinical Biochemistry, Methodology and Research
(*3 units*) This course presents an overview of biochemistry required to understand the chemical basis of physiological processes. Lecture topics include cellular organization of biochemical activities, protein structure and function, hemoglobin and blood buffers, enzyme action, fuel metabolism, hormone regulation of metabolism, drug metabolism and the biochemical basis of drug interactions, and information transfer by nucleic acids. This course also introduces research, epidemiology and methodology in biochemistry and psychopharmacology. Topics include study design, statistics, measures of variability, confounding variables and literature interpretation.

PPH77010 - Neuroscientific Basis of Psychopharmacology I: Neurophysiology, Neuroimaging, & Neuroanatomy
(*3 units*) This course covers structure, function, and common pathologies of the central and peripheral nervous systems. Topics include methods of detecting brain injury and electrophysiology also will be covered in this course. 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.

PPH77020 - Neuroscientific Basis of Psychopharmacology II: Neurochemistry, Neuropathology
(*3 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. Pathophysiology associated with different neurotransmitter pathways will be discussed. Additional topics include the anatomy and manifestation of dementia, delirium, and other cognitive disorders; movement, vascular, and seizure disorders; traumatic brain injury; other pathologies of the nervous system, and extrapyramidal dysfunction.

PPH77030 - Clinical Medicine I: Pathophysiology
(*3 units*) This course offers an introduction to Clinical Medicine/Pathophysiology. Topics include normal anatomy and physiological processes. An emphasis is placed on understanding 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.

PPH77040 - 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.

PPH77050 - 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.

PPH77060 - 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.

PPH77170 - 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.

PPH77180 - Special Populations II
(*3 units*) Along with Special Populations I, this course specifically covers cultural sensitivity, socioeconomic effects, and gender variations in drug responses (differences in pharmacokinetics, psychiatric considerations regarding reproductive cycle, pregnancy, post-partum depression, menopause and androgen-related effects). This course explores in detail a range of issues related to gender and psychopharmacology. In addition, this course is designed for clinical psychologist practitioners who work with individuals challenged with mental illness and/or substance abuse/addiction diagnosis. This course is designed to provide the basic and advanced psychopharmacology of addiction and the latest pharmaceutical applications to the diagnostics of substance use disorders in the DSM 5. Many patients take medications to function at their highest level of success. The presentations will highlight the body of knowledge of addiction medications used for detoxification, stabilization, and anti-craving of substances use disorders.

PPH77190 - Pharmacotherapy and Case Seminar
(*2.5 units*) Topics covered in this course include: 1) Integration of psychotherapy and psychopharmacology; 2) Research issues in pharmacotherapy; 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. This course 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. Topics are reviewed using case studies, peer reviewed literature and disease specific algorithms.

PPH77200 - Capstone and Practicum in Clinical Psychopharmacology
(*0.5 units*) Students will participate in a psychopharmacology practicum for a total of 80 hours. They will be supervised by a qualified clinical practitioner with demonstrated skills and experience in clinical psychopharmacology in accordance with the prevailing jurisdictional law. Clinical supervision will be for one hour per week or one hour per eight hours of patient contact. Students will be actively involved in consultation with physicians, advanced practice nurse practitioners specializing in psychiatric nursing and/or appropriately credentialed psychologists regarding the

prescribing of psychoactive medications. The Clinical Psychopharmacology Practicum components will be consistent with APA Recommendations. The Psychopharmacology Practicum courses will require students to demonstrate competence in medication therapy management specific to psychopathology. Students will need to arrange their own practicum according to the guidelines listed in the course syllabus.

PPH77210 - Applied Pharmacotherapeutics
(*3 units*) Topics covered in this course include: 1) Integration of psychotherapy and psychopharmacology; 2) Research issues in pharmacotherapy; 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. This course 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. Topics are reviewed using case studies, peer reviewed literature and disease specific algorithms.

PPH78100 - 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.

PPH79000 - 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.

PPH79050 - Special Populations 2: Gender, Ethnicity, Chemical Dependency
(2.*4 units*)

PPH79180 - 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.

PPH79200 - 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.

PPH79250 - 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.

PPH79300 - 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.

PPI69010 - 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.

PPI69020 - 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.

PPI69030 - 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.

PPI69100 - Professional Practice I
(*1 unit*) In this professional practice course students are expected to apply the knowledge and skills developed in their prior coursework to practical context. Students can complete the required professional practice hours by working in either a practical project, a client project or in an internship. It is the students' responsibility to work actively to get an internship, a practical project, or a client project. The professional practice coordinator or instructor will assist students in this process and share available practical projects offered by their program. Students must complete Career Services Office workshop and set up an account with the Career Services prior to starting this course or during the first few weeks of the course. Students must present proof of completion of workshop to the internship coordinator or instructor. International students should contact the International Office if they have an internship site identified prior to the start of the course and choose the internship option. The course will have three on-ground meetings during the term to discuss students' progress.

PPI69110 - Professional Practice II
(*1 unit*) In this professional practice course students are expected to apply the knowledge and skills developed in their prior coursework to an internship style practicum or a practical project. Students can complete the required professional practice hours by working in either a practical project, a client project or in an internship. It is the students' responsibility to work actively to get an internship, a practical project, or a client project. The professional practice coordinator or instructor will assist students in this process and share available practical projects offered by their program. International students should contact the International

Office if they have an internship site identified prior to the start of the course and choose the internship option. The course will have three on-ground meetings during the term to discuss students' progress.

PPI69120 - Professional Practice III
(*1 unit*) In this professional practice course students are expected to apply the knowledge and skills developed in their prior coursework to an internship style practicum or a practical project. Students can complete the required professional practice hours by working in either a practical project, a client project or in an internship. It is the students' responsibility to work actively to get an internship, a practical project, or a client project. The professional practice coordinator or instructor will assist students in this process and share available practical projects offered by their program. International students should contact the International Office if they have an internship site identified prior to the start of the course and choose the internship option. The course will have three on-ground meetings during the term to discuss students' progress.

PPI80000 - Applied Project
(*1 unit*) These courses enable students to extend their major learning in content courses and gain applied and experiential learning. Students will learn approaches for applying research and analysis in problem solving.

PPS60010A - Practicum
(*0.5 units*) Students are required to register for a total of four practicum seminar sections (PPS60010A-PPS60040A). 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.

PPS60015 - Practicum
(*0.5 units*) Students are required to register for a total of four practicum seminar sections. 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.
Prerequisites: PPS61160 & PPS62000 for PPS62020
PPS62000 & PPS61160 & PPS62020 for PPS60600 & PPS62010
PPS60610 for PPS70200
PPS70200 for PPS70210
PPS70210 for PPS70220
PPS70220 for PPS70230
Co-requisite: PPS61160 & PPS62000
PPS60600 & PPS62010
PPS60610 & PPS62030
PPS70200 & PPS62060
PPS70210 & PPS62070
PPS70220 & PPS62100
PPS70230 & PPS62080

PPS60020A - Practicum
(*0.5 units*) Students are required to register for a total of four practicum seminar sections (PPS60010A-PPS60040A). 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.

PPS60030A - Practicum
(*0.5 units*) Students are required to register for a total of four practicum seminar sections (PPS60010A-PPS60040A). 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.

PPS60040A - Practicum
(*0.5 units*) Students are required to register for a total of four practicum seminar sections (PPS60010A-PPS60040A). 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.

PPS60090 - Life Span Development
(3 units) Co-requisite: PPS61170

PPS60100 - 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.

PPS60140 - 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.

PPS60160 - 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.

PPS60220 - 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.

PPS60240 - 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.

PPS60250 - 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.

PPS60290 - 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.

PPS60310 - 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.

PPS60330 - 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.

PPS60340 - Professional Roles: Comprehensive Exam
(*1 unit*) This course includes a comprehensive review of all aspects of the school psychologist program. The final, comprehensive exam will provide an indication of your competency levels. Successful completion of the exam precedes the advancement of internship. Therefore, through this course the CSOE School Psychology Program ensures that you will be adequately prepared to take the Comprehensive Examination, irrespective of the instructors who taught the required courses, or the particular campus, where you satisfactorily completed the required courses. No materials, including books and notes, are to be used while completing the exam. The examination will consist of short questions, vignettes and multiple-choice questions that school psychologists routinely encounter in their work.
Prerequisites: PPS60480, PPS60460, PPS6049, PPS65700, PPS65800, PPS60220, PPS60160, PPS60240, PPS61010, PPS61020, PPS61030, PPS61040, PPS61050, PPS61060

PPS60360 - 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.

PPS60450 - 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.

PPS60460 - Assessment of Learning Problems and Intervention Strategies
(3 units) Prerequisites: PPS61170, PPS60090, PPS61210, PPS61220
Co-requisite: Any Practicum or Internship Course: PPS60500, PPS60510, PPS60520, PPS60530, PPS70100, PPS70110, PPS70120, PPS70130, PPS70140, OR PPS70150

PPS60480 - 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.

PPS60490 - 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.

PPS60500 - Practicum I
(1.5 units) Prerequisites: PPS61170, PPS60090

PPS60510 - Practicum II
(1.5 units) Prerequisites: PPS60090, PPS60500, PPS61170

PPS60520 - Practicum III
(1.5 units) Prerequisites: PPS60090, PPS60500, PPS60510, PPS61170

PPS60530 - Practicum IV
(1.5 units) Prerequisites: PPS60090, PPS60500, PPS60510, PPS60520, PPS61170, PPS61270, PPS61290

PPS60600 - Practicum I
(*2 units*) This practicum is the first level of experience that provides a comprehensive theory to practice field experience through placement in a local school setting. A site supervisor and University supervisor provides guidance and support during the course.
Prerequisites: PPS61160, PPS62000, PPS62020
Co-requisite: PPS62010

PPS60610 - Practicum II
(*2 units*) This practicum is the second level of experience that provides a comprehensive theory to practice field experience through placement in a local school setting. A site supervisor and University supervisor provides guidance and support during the course.
Prerequisites: PPS60600, PPS61160, PPS62000
Co-requisite: PPS62030

PPS60990 - Clinical Extension (PPS)
(*0 units*) School Psychology and School Counseling Candidates are expected to complete, submit, and verify their required Practicum Hours prior to advancing to Internship/Culminating Field Experience courses. Candidates with outstanding Practicum Hours will be registered for this course.

PPS61010 - Practicum
(*1 unit*) School Psychology candidates are required to complete six (6) eight-week terms of practica, consisting of 450 clock hours. Candidates will be expected to spend an average of at least eight-to ten-hours per week in school settings in conjunction with courses and course assignments. These hours will include interviewing counselors, teachers, and parents, as well as a range of observations and visits to various school and community sites. School Psychology candidates will also be expected to complete several hours in assessment and evaluation for those courses which cover assessment and testing activities.

PPS61011 - Practicum
(*1 unit*) School Psychology candidates are required to complete six (6) eight-week terms of practica, consisting of 450 clock hours. Candidates will be expected to spend an average of at least eight-to ten-hours per week in school settings in conjunction with courses and course assignments. These hours will include interviewing counselors, teachers, and parents, as well as a range of observations and visits to various school and community sites. School Psychology candidates will also be expected to complete several hours in assessment and evaluation for those courses which cover assessment and testing activities.

PPS61020 - Practicum
(*1 unit*) School Psychology candidates are required to complete six (6) eight-week terms of practica, consisting of 450 clock hours. Candidates will be expected to spend an average of at least eight-to ten-hours per week in school settings in conjunction with courses and course assignments. These hours will include interviewing counselors, teachers, and parents, as well as a range of observations and visits to various school and community sites. School Psychology candidates will also be expected to complete several hours in assessment and evaluation for those courses which cover assessment and testing activities.
Prerequisites: PPS61010

PPS61030 - Practicum
(*1 unit*) School Psychology candidates are required to complete six (6) eight-week terms of practica, consisting of 450 clock hours. Candidates will be expected to spend an average of at least eight-to ten-hours per week in school settings in conjunction with courses and course assignments. These hours will include interviewing counselors, teachers, and parents, as well as a range of observations and visits to various school and community sites. School Psychology candidates will also be expected to complete several hours in assessment and evaluation for those courses which cover assessment and testing activities.
Prerequisites: PPS61020

PPS61040 - Practicum
(*1 unit*) School Psychology candidates are required to complete six (6) eight-week terms of practica, consisting of 450 clock hours. Candidates will be expected to spend an average of at least eight-to ten-hours per week in school settings in conjunction with courses and course assignments. These hours will include interviewing counselors, teachers, and

parents, as well as a range of observations and visits to various school and community sites. School Psychology candidates will also be expected to complete several hours in assessment and evaluation for those courses which cover assessment and testing activities.
Prerequisites: PPS61030

PPS61050 - Practicum
(*1 unit*) School Psychology candidates are required to complete six (6) eight-week terms of practica, consisting of 450 clock hours. Candidates will be expected to spend an average of at least eight-to ten-hours per week in school settings in conjunction with courses and course assignments. These hours will include interviewing counselors, teachers, and parents, as well as a range of observations and visits to various school and community sites. School Psychology candidates will also be expected to complete several hours in assessment and evaluation for those courses which cover assessment and testing activities.
Prerequisites: PPS61040

PPS61060 - Practicum
(*1 unit*) School Psychology candidates are required to complete six (6) eight-week terms of practica, consisting of 450 clock hours. Candidates will be expected to spend an average of at least eight-to ten-hours per week in school settings in conjunction with courses and course assignments. These hours will include interviewing counselors, teachers, and parents, as well as a range of observations and visits to various school and community sites. School Psychology candidates will also be expected to complete several hours in assessment and evaluation for those courses which cover assessment and testing activities.
Prerequisites: PPS61050

PPS61160 - Foundations of School Counseling
(3 units) Co-requisite: PPS62000

PPS61170 - Introduction to School Psychology
(3 units) Co-requisite: PPS60090

PPS61200 - Consultation and Collaboration
(3 units) Prerequisites: PPS61170, PPS60090

PPS61210 - Research and Program Evaluation
(3 units) Prerequisites: PPS61170, PPS60090

PPS61220 - Psychoeducational Assessment
(3 units) Prerequisites: PPS61170, PPS60090, PPS61210 Co-requisite: Any of the following PPS Practicum Courses: PPS60500, PPS60510, PPS60520, OR PPS60530

PPS61240 - Human Diversity
(3 units) Prerequisites: PPS61170, PPS60090

PPS61250 - Family - School Collaboration
(3 units) Prerequisites: PPS61170, PPS60090

PPS61260 - Legal and Ethical Practice
(3 units) Prerequisites: PPS61170, PPS60090

PPS61270 - Behavior Management
(3 units) Prerequisites: PPS61170, PPS60090 Co-requisite: Any Practicum or Internship Course: PPS60500, PPS60510, PPS60520, PPS60530, PPS70100, PPS70110, PPS70120, PPS70130, PPS70140, OR PPS70150

PPS61280 - Atypical Populations
(3 units) Prerequisites: PPS61170, PPS60090, PPS61210, PPS61220 Co-requisite: Any Practicum or Internship Course: PPS60500, PPS60510, PPS60520, PPS60530, PPS70100, PPS70110, PPS70120, PPS70130, PPS70140, OR PPS70150

PPS61290 - Mental Health Services to Develop Social and Life Skills: Individual
(3 units) Prerequisites: PPS60090, PPS61170 Co-requisite: Any Practicum or Internship Course: PPS60500, PPS60510, PPS60520, PPS60530, PPS70100, PPS70110, PPS70120, PPS70130, PPS70140, OR PPS70150

PPS61300 - School Wide Practices to Promote Behavioral and Mental Health
(3 units) Prerequisites: PPS61170, PPS60090

PPS61310 - Mental Health Services to Develop Social and Life Skills: Group
(3 units) Prerequisites: PPS61170, PPS60090 Co-requisite: Any Practicum or Internship Course: PPS60500, PPS60510, PPS60520, PPS60530, PPS70100, PPS70110, PPS70120, PPS70130, PPS70140, OR PPS70150

PPS61320 - Direct and Indirect Services-School Wide Practices to Promote Learning
(3 units) Prerequisites: PPS61170, PPS60090

PPS62000 - Child Development & Learning Environments
(*3 units*) This course teaches candidates to identify and apply student engagement strategies and pedagogical best practices in the classroom settings based on their understanding of human development and learning theory.
Co-requisite: PPS61160

PPS62010 - School Safety & Crisis Prevention
(3 units) Prerequisites: PPS61160, PPS62000, PPS62020 Co-requisite: PPS60600

PPS62020 - Educational Research for School Counselors, Program Evaluation and Technology
(3 units) Prerequisites: PPS61160, PPS62000

PPS62030 - Leadership in Advocacy & Equity
(3 units) Prerequisites: PPS60600, PPS61160, PPS62000 Co-requisite: PPS60610

PPS62040 - Social Emotional Development
(*3 units*) This course demonstrates counseling skills and strategies for addressing causes and underlining issues related to student achievement. Candidates will develop knowledge of comprehensive support systems and evidenced-based curriculum for Pre-K-12 social/emotional learning.

PPS62050 - Professionalism, Ethics, and Legal Mandates
(3 units) Prerequisites: PPS61160, PPS62000

PPS62060 - Academic, College & Career Readiness
(3 units) Prerequisites: PPS60600, PPS60610 Co-requisite: PPS70200

PPS62070 - Introduction of Individual Counseling Theories
(3 units) Co-requisite: PPS70210

PPS62080 - Program Development & Evaluation
(3 units) Co-requisite: PPS70230

PPS62090 - Group Counseling and Counseling Theories
(*3 units*) This course will provide foundational principles for essential counseling skills, techniques, and strategies in counseling including structural components associated with running short-term group counseling strategies within the PreK-12 setting. The legal and ethical guidelines associated with group interventions, group leadership skills, developmentally and culturally informed group interventions, crisis intervention, and group interventions for typical challenges for students will be explored.

PPS62100 - Student Academic Development
(*3 units*) This course provides you with resources and methods to identify and implement educational practices associated with prevention and intervention strategies to support academic development. Candidates will analyze the various roles of the school counselor in Multi-Tiered Systems of Support and in meeting academic and social emotional achievement in the PreK-12 populations.
Co-requisite: PPS70220

PPS65520 - 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.

PPS65700 - 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.

PPS65800 - 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.

PPS70010 - 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.

PPS70010A - Internship
(*2.5 units*)

PPS70010B - Internship
(*2.5 units*)

PPS70020 - 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.

PPS70020A - Internship
(*2.5 units*)

PPS70020B - Internship
(*2.5 units*)

PPS70100 - Internship or Culminating Field Experience I
(1.5 units) Prerequisites: PPS60090, PPS60500, PPS60510, PPS60520, PPS61170, PPS61210, PPS61220, PPS61270, PPS61290

PPS70110 - Internship or Culminating Field Experience II
(1.5 units) Prerequisites: PPS61170, PPS60090, PPS60500, PPS60510, PPS60520, PPS61290, PPS61270, PPS61210, PPS61220

PPS70120 - Internship or Culminating Field Experience III
(1.5 units) Prerequisites: PPS61170, PPS60090, PPS60500, PPS60510, PPS60520, PPS61290, PPS61270, PPS61210, PPS61220, PPS60460

PPS70130 - Internship or Culminating Field Experience IV
(1.5 units) Prerequisites: PPS61170, PPS60090, PPS60500, PPS60510, PPS60520, PPS61290, PPS61270, PPS61210, PPS61220, PPS60460, PPS61280

PPS70140 - Internship or Culminating Field Experience V
(1.5 units) Prerequisites: PPS61170, PPS60090, PPS60500, PPS60510, PPS60520, PPS61290, PPS61270, PPS61210, PPS61220, PPS60460, PPS61280

PPS70150 - Internship or Culminating Field Experience VI
(1.5 units) Prerequisites: PPS61170, PPS60090, PPS60500, PPS60510, PPS61290, PPS60520, PPS61210, PPS60530, PPS61270, PPS61220, PPS61310, PPS61260, PPS70100, PPS60460, PPS70110, PPS61280, PPS70120, PPS61320, PPS70130, PPS61300, PPS70140, PPS61250, PPS61200, PPS61240

PPS70200 - Internship or Culminating Field Experience I
(*2 units*) This first level field experience introduces the candidate to the major duties and responsibilities authorized by the School Counseling Pupil Personnel Services Credential. Candidates are required to complete a minimum of 800 hours in two of three school levels such as elementary, middle and high school with a minimum of two hundred (200) clock hours within each level.
Prerequisites: PPS60600, PPS60610
Co-requisite: PPS62060

PPS70210 - Internship or Culminating Field Experience II
(*2 units*) This second level of field experience provides a comprehensive theory through placement in a local school setting. A site supervisor and university supervisor will provide guidance and support during the field experience. Candidates will have the opportunity to practice and apply the following areas of practice, (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as "shadowing" a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.
Prerequisites: PPS60600, PPS60610, PPS70200
Co-requisite: PPS62070

PPS70220 - Internship or Culminating Field Experience III
(*2.5 units*) This third level of field experience provides a comprehensive theory through placement in a local school setting. A site supervisor and university supervisor will provide guidance and support during the field experience. Candidates will have the opportunity to practice and apply the following areas of practice, (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as "shadowing" a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.
Prerequisites: PPS60600, PPS60610, PPS70200, PPS70210
Co-requisite: PPS62100

PPS70230 - Internship or Culminating Field Experience IV
(*2.5 units*) This final level of field experience provides a comprehensive theory through placement in a local school setting. A site supervisor and university supervisor will provide guidance and support during the field experience. Candidates will have the opportunity to practice and apply the following areas of practice, (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as "shadowing" a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.
Prerequisites: PPS60600, PPS60610, PPS70200, PPS70210, PPS70220
Co-requisite: PPS62080

PPS71010A - Internship
(*2 units*) The goal of the fieldwork experience is to help students be prepared to function as key members of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals, and community representatives to identify, develop, implement, and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts.
Prerequisites: PPS61010, PPS61020, PPS61030, PPS61040, PPS61050, PPS61060, PPS65700, PPS65800, PPS60480, PPS60460, PPS60490, PPS60220, PPS60290, and Comp Exam

PPS71010B - Internship
(*2 units*) The goal of the fieldwork experience is to help students be prepared to function as key members of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals, and community representatives to identify, develop, implement, and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts.
Prerequisites: PPS61010, PPS61020, PPS61030, PPS61040, PPS61050, PPS61060, PPS65700, PPS65800, PPS60480, PPS60460, PPS60490, PPS60220, PPS60290, and Comp Exam

PPS71012 - Internship
(*2 units*) The goal of the fieldwork experience is to help students be prepared to function as key members of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively

with a broad range of education and human service professionals, paraprofessionals, and community representatives to identify, develop, implement, and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts.

PPS71020A - Internship
(*2 units*) The goal of the fieldwork experience is to help students be prepared to function as key members of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals, and community representatives to identify, develop, implement, and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts.
Prerequisites: PPS61010, PPS61020, PPS61030, PPS61040, PPS61050, PPS61060, PPS65700, PPS65800, PPS60480, PPS60460, PPS60490, PPS60220, PPS60290, and Comp Exam

PPS71020B - Internship
(*2 units*) The goal of the fieldwork experience is to help students be prepared to function as key members of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals, and community representatives to identify, develop, implement, and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts.
Prerequisites: PPS61010, PPS61020, PPS61030, PPS61040, PPS61050, PPS61060, PPS65700, PPS65800, PPS60480, PPS60460, PPS60490, PPS60220, PPS60290, and Comp Exam

PPS72015 - 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.
Prerequisites: PPS61160 & PPS62000 for PPS62020
PPS62000 & PPS61160 & PPS62020 for PPS60600 & PPS62010
PPS60610 for PPS70200
PPS70200 for PPS70210
PPS70210 for PPS70220
PPS70220 for PPS70230
Co-requisite: PPS61160 & PPS62000
PPS60600 & PPS62010
PPS60610 & PPS62030
PPS70200 & PPS62060
PPS70210 & PPS62070
PPS70220 & PPS62100
PPS70230 & PPS62080

PPS72099 - Advanced Clinical Supervision
(*0 units*) School Psychology and School Counseling students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer. If this documentation is not filed and verified by the credential department after the completion of the final practicum or internship course, the student is required to register in Advanced Mentoring per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

PPS72100 - 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.

PPS72100A - Field Work/Internship
(*2.5 units*) Internship (800 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.

PPS72100B - Field Work/Internship
(*2.5 units*) Internship (800 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.

PPS72110 - 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.

PPS72110A - Field Work/Internship
(*2.5 units*) Internship (800 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.

PPS72110B - Field Work/Internship
(*2.5 units*) Internship (800 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.

PPS72150 - Social Emotional and School Based Mental Health Assessment
(*3 units*)

PPS72191 - Advanced Clinical Supervision Extension
(*1 unit*) School Psychology and School Counseling students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer i.e., Field Experience hours. If this documentation is not filed and verified by the credential department after the completion of the final practicum or internship course, the student is required to register in PPS Clinical Practice Extension per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

PPS72192 - Advanced Clinical Supervision Extension
(*1 unit*) School Psychology and School Counseling students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer i.e., Field Experience hours. If this documentation is not filed and verified by the credential department after the completion of the final practicum or internship

course, the student is required to register in PPS Clinical Practice Extension per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

PPS72193 - Advanced Clinical Supervision Extension
(*1 unit*) School Psychology and School Counseling students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer i.e., Field Experience hours. If this documentation is not filed and verified by the credential department after the completion of the final practicum or internship course, the student is required to register in PPS Clinical Practice Extension per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

PPS72194 - Advanced Clinical Supervision Extension
(*1 unit*) School Psychology and School Counseling students are expected to complete, submit, and verify their credentialing documentation to be recommended for a Preliminary Credential as a program completer i.e., Field Experience hours. If this documentation is not filed and verified by the credential department after the completion of the final practicum or internship course, the student is required to register in PPS Clinical Practice Extension per California Commission on Teacher Credentialing (CTC) requirements; failure to meet course requirements will result in continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the student to ensure that requirements are met to be a Program Completer for the period of validity per CTC.

PPS72200 - Counseling Law and Ethics
(*3 units*) This course provides a deep analysis of the ethical guidelines provided by NASP, ASCA, and APA, with an emphasis on working in Schools. Professional orientation, ethics, and law in counseling will be examined. Topics include: professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self and others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, and strategies for collaboration.

PPS72250 - Addictions Counseling
(*3 units*) This is an introductory course on addictions counseling, including substance abuse and co-occurring disorders. We will differentiate between addiction and dependency and examine major approaches to the identification of these disorders. Various methods to the assessment, prevention, and treatment of substance abuse will be analyzed and we will explore community resources and support systems available to families.

PPS72300 - Advanced Multicultural Counseling
(*3 units*) The course is designed to assist school counselors in their acquisition of knowledge, skills, and awareness of attitudes regarding multicultural counseling theories and techniques. Various topics will be examined including the counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.
Co-requisite: PPS62030

PPS72350 - Crisis/Trauma Counseling
(3 units) Prerequisites: PPS62010

PPS72400 - Advanced Counseling/ Therapeutic Techniques
(*3 units*) This course will offer in depth consideration of assessment, diagnosis, development of treatment plans, examining the spectrum of Mental Health interventions in educational settings, from Whole School Environment prevention and intervention, (MTSS), as well as Restorative practices and Mindfulness approaches. The course will offer more in-depth teaching of individual and group counseling techniques as conducted in educational settings. Advanced counseling and psychotherapeutic theories and techniques will be included, with emphasis on the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.
Prerequisites: PPS65700, PPS65800, or equivalent transfer credits

PPS72450 - Concepts & Principles
(*3 units*) This course examines the historical and conceptual foundations of the science of behavior in behavior analysis founded by B.F. Skinner. You will learn how to explain and modify your behavior in accordance with the philosophical assumptions of behavior analysis such as lawfulness of behavior, selectionism, determinism, empiricism, parsimony, pragmatism, and behavior-environment relations. You will examine the scientific, conceptual, and philosophical underpinnings of applied behavior analysis and explain the discipline's defining characteristics and dimensions. Additionally, you will provide examples of behavioral concepts such as positive and negative reinforcement, punishment, schedules of reinforcement, unconditioned and conditioned motivating operations, functional relations, contingency-shaped behavior and rule-governed behavior. The distinction between verbal operants including echoics, mands, tacts, and interverbals will be explored.

PPS72500 - Research Methods in Applied Behavior Analysis
(*3 units*) This course examines research methods and data collection tools used in behavior analysis. You will learn the procedures for defining, measuring, and assessing behavior. Additionally, you will learn to make objective, databased decisions through critical analyses and evaluation of research journal articles and textbook comprehension.
Prerequisites: PPS72450

PPS72550 - Assessment & Intervention in ABA
(*3 units*) This course introduces assessment methods commonly used in behavior analysis. You will learn how to conduct behavioral assessments, review data, and develop appropriate interventions based on current research and best practices. Topics covered include descriptive and indirect assessment measures, data analysis, functional behavior assessments, preference and reinforcer assessments, and developing function-based interventions.
Prerequisites: PPS72500

PPS72600 - Behavior Management in the Classroom
(*3 units*)

PPS72650 - Applications of Applied Behavior Analysis
(*3 units*) This course introduces students to the application of procedures derived from behavior analysis to address socially important problems. Students will learn traditional and non-traditional applications in various settings such as sports and fitness, organizational and community safety, and early intensive behavioral intervention. Topics covered include reinforcement, shaping, chaining, reinforcement, maintenance and generalization, punishment, motivating operations, and stimulus control as they relate to applied behavioral practice. This course offers a review some of the applications within the field of behavior analysis. Students will learn to examine and analyze articles and scenarios within the field of behavior analysis. Additionally, students will be exposed to questions that address ethical principles and guidelines when addressing socially significant. Hence, critical analyses and evaluation of research journal articles and textbook comprehension.

PPS72700 - Legal and Ethical Considerations for Behavior Analysts
(*3 units*) This course offers a review of the BACB Professional and Ethical Compliance Code for Behavior Analysts. You will learn to examine and analyze scenarios posing legal and ethical considerations surrounding client-centered responsibilities supporting the practice of a Board-Certified Behavior Analyst (BCBA). Additionally, you will be exposed to core ethical principles and guidelines that will support in governing behaviors for responsible conduct. Hence, critical analyses and evaluation of research journal articles and textbook comprehension.
Prerequisites: PPS72650

PPS72990 - Advanced Clinical Supervision (PPS)
(*0 units*) School Psychology and School Counseling Candidates are expected to complete, submit, and verify their credentialing documentation to be recommended for a Clear credential as a program completer. If this documentation is not filed and verified by the Credential Department after the completion of the final Culminating Field Experience/ Internship course, the candidate is required to register in Advanced Clinical Supervision per California Commission on Teacher Credentialing (CTC) requirements and to maintain continuous enrollment. Resources will be accessible to facilitate the completion of the requirements. It is the responsibility of the candidate to ensure that final documents are uploaded/ submitted through the Student Portal to be a Program Completer and to be recommended for a Clear Credential.

PSY11010 - Introduction to Psychology
(*3 units*) This is an introductory Psychology course. In this course, students will explore scientific study of behavior, and mental processes. Students will be exposed to a wide variety of topics such as areas of human development, learning, cognition, memory, motivation and emotion, personality, abnormal psychology, stress and health, and states of consciousness.

PSY11010A - 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.

PSY11010B - 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.

PSY20000 - 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.

PSY20010 - 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.

PSY20020 - 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.

PSY20030 - 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.

PSY20040 - Introduction to Social Psychology
(*3 units*) This course will provide a foundational understanding of human interactions to address group process/dynamics, conformity and obedience, peer influence, and introduce students to trauma informed cultures and social ecological models. Students will develop a deeper understanding of interpersonal relationships and group relationships and how social perception, interaction, and interpretations influence behavior. This course is a pre-requisite for Psychology and Criminal Justice students.

PSY20100 - Human Growth and Development
(*3 units*) This course explores human development across the life span. Topics include the physical, cognitive, psychological, social, and moral development of infants, children, adolescents, and adults. Coursework also addresses developmental theories, motivation, personality development, culture and general psychological theories and principles.

PSY20105 - Human Growth and Development
(*3 units*) This course explores human development across the life span. Topics include the physical, cognitive, psychological, social, and moral development of infants, children, adolescents, and adults. Coursework also addresses developmental theories, motivation, personality development, culture and general psychological theories and principles.

PSY30000 - 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

PSY30010 - 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 Culture in the context of connectivity and overlap for the families that often touch several systems concurrently.

PSY30030A - 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: PSY20020
Co-requisite: PSY30030B, PSY30050A/B

PSY30030B - Statistics Lab
(*1 unit*) This course is a required companion to PSY30030A 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: PSY30030A, PSY30050A/B

PSY30050A - 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: PSY30030B

PSY30050B - 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: PSY30050A

PSY30100 - Community Impact and Professional Practice
(*3 units*)

PSY31000 - Research Design
(*3 units*)

PSY31080 - 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: PSY31120

PSY31090 - 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.

PSY31100 - 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: PSY20000

PSY31110 - 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: PSY31100

PSY31120 - 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: PSY31080

PSY31260 - 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.

PSY31600 - 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: PSY11010

PSY39100 - 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

PSY39100A - 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.

PSY39100B - 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.

PSY40000 - 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: PSY41090

PSY40010 - 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: PSY40000

PSY41000 - Personality
(*3 units*)

PSY41090 - 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: PSY40000
Co-requisite: PSY40000
Please note there is a mandatory lab assessment fee for this course.

PSY41100 - 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.

PSY41280 - 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.

PSY41400 - 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: PSY31260

PSY41500 - 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: PSY31600

PSY41600 - 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: PSY31600

PSY49000 - 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

PSY49000A - 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: PSY30030A/B, PSY30050A/B and senior standing.

PSY49000B - 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: PSY30030A/B, PSY30050A/B and senior standing.

PSY49100 - 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: PSY39100
130 hours

PSY49100A - 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.

PSY49100B - 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.

PSY49993A - Special Topics: Integrative Healthcare
(*3 units*) This course provides an in-depth look into historical social injustice and how this relates to modern changes in the mental health delivery system. Students will take a journey through self-reflection and learn to understand the experience of mental illness. Students will learn about mental illness from the perspective of those who experience symptoms as well as those who serve people with mental illness. Students will learn the newest ways of working with people who live with serious mental illness, methods that help people begin their recovery journey. Students who complete this class will be prepared to use empowerment and strengths-based skills, and will recognize how stigma and discrimination permeate public mental health systems. Finally, workers will be able to function as a "bridge" between traditional treatment methods and newer philosophies and practices.

PSY60030 - 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.

PSY60050 - 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

PSY60110 - PsyD Psychometrics, Statistics and Research Design
(*3 units*) Together with PSY60120, 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.

PSY60120 - PsyD Psychometrics, Statistics and Research Design
(*3 units*) Continuation of PSY60110. Together with PSY60110, 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: PSY60110*

PSY60140 - 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.

PSY60160 - 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.

PSY60210 - 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.

PSY60211 - Professional Development in Clinical Psychology
(*1 unit*) Discussions and activities will cover multiple issues related to academic pursuits, research, clinical practice, and personal and professional development, and their effective integration. Topics will include program requirements, procedures and expectations; interpersonal skills including professional communication, and giving and receiving feedback; organizational, time management, and self-motivation strategies; the importance of self-care; and professionalism and professional ethics including the critical use of regular self-reflection.

PSY60214 - Advanced Statistics I
(*4 units*) Students learn processes and get hands on practice to develop competency in (a) analyzing research data; (b) understanding and critically reviewing statistical findings in empirical papers; (c) presenting empirical results to other scholars; and (d) running statistical analyses using SPSS; with direct guidance and immediate feedback. Students will 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, The partitioning of variance, Basic Analysis of Variance (ANOVA), Correlation analysis, Simple and multiple regression analysis, Reliability analysis, Planned and Post-hoc comparisons, Simple effects and simple interactions, Complex between groups designs, Mixed models. The course and lab combination provides didactic and hands on practice with acquiring knowledge and skills in line with the following APA discipline-specific knowledge and profession wide competencies for doctoral students.

PSY60220 - 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: PSY60210

PSY60224 - Advanced Statistics II
(*4 units*) Students learn processes and get hands on practice to develop competency in (a) analyzing research data; (b) understanding and critically reviewing statistical findings in empirical papers; (c) presenting empirical results to other scholars; and (d) running statistical analyses using SPSS; with direct guidance and immediate feedback. Students will continue to develop an understanding of the philosophy of science and scientific method; descriptive and inferential statistics; regression techniques; factor analytic techniques; structural equation modelling; mediation/moderation; and power calculation. Through the Advanced Statistics II Lab, students continue to develop their skills around the computer hardware/operating environments and statistical software packages. They build on their ability to conduct statistical analyses and problem solving with data through exercises reviewing concepts and analyses covered in the first part of the sequence (hypothesis testing; testing statistical assumptions; examining data distributions and standard scores; comparing means; ANOVAs; correlation analysis; regression analysis) and increasingly complex models including the following: History of multivariate statistics, Multiple regression and logistic regression, Mediation and moderation, Reliability analysis, Factor analysis, Discriminant analysis, Multiple Analysis of Variance (MANOVA), Multiple Analysis of Covariance MANCOVA, Structural equation modeling (SEM) and path analysis. The course and lab combination provides didactic and hands on practice with acquiring knowledge and skills in line with the following APA discipline-specific knowledge and profession wide competencies for doctoral students.

PSY60230 - 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: PSY60210 and PSY60220*

PSY60260 - 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.

PSY60270 - 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.

PSY60270A - 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.

PSY60300 - Advanced Statistics
(*3 units*) A statistics course for PsyD students focusing on quantitative measurement and inferential statistics relevant to standards of competent professional

practice. Topics cover parametric statistics, including univariate and some multivariate analyses. Students will become familiar with analytic principles of inferential statistics, and will increase their proficiency in the use of statistical software programs in applied research.

PSY60310 - 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: PSY60300

PSY60340 - Research Practicum
(1 to *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.

PSY60341 - Research Practicum
(*1 unit*)

PSY60342 - Research Practicum
(*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.

PSY60350 - 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.

PSY60352 - Research Practicum
(*2 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.

PSY60360 - 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.

PSY60362 - Research Practicum
(*2 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.

PSY60370 - 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.

PSY60372 - Research Practicum
(*2 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.

PSY60400A - 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).

PSY60400B - 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).

PSY60400C - 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).

PSY60410 - 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.

PSY60420 - 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.

PSY60430 - 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.

PSY60440 - 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).

PSY60450 - 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.

PSY60510 - 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.

PSY60520 - 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: PSY60510

PSY60550 - Data Analysis, Research Design and 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

PSY60560 - Data Analysis, Research Design and 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

PSY60600 - 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.

PSY60680 - 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

PSY61012 - Cognitive & Affective Bases of Behavior
(*2 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.

PSY61013 - Cognitive & Affective Bases of Behavior
(*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.

PSY61020 - Cognitive & Affective Bases of Behavior
(*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.

PSY61050 - 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.

PSY61060 - 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.

PSY61070 - 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.

PSY61092 - Human Development/Lifespan
(*2 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.

PSY61093 - Human Development/Lifespan
(*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.

PSY61100 - 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.

PSY61122 - Social Basis of Behavior
(*2 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.

PSY61123 - Social Basis of Behavior
(*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.

PSY61150 - 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

PSY61160 - 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.

PSY61170 - Human Development/Lifespan
(*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.

PSY61190 - 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.

PSY61200 - 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.

PSY61210 - 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.

PSY61220 - 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: PSY61210
Required for all first year clinical students.

PSY61230 - 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)

PSY61241 - Diversity, Equity, and Inclusion Training
(*1 unit*) This course series is designed to increase knowledge, and skills related to working from a perspective that incorporates diversity, equity, and inclusion. Students will explore concepts including, but not limited to: systemic racism and oppression, intersectionality, invisible and visible identities, implicit bias, and microaggressions. The four modules in this course series (PSY61230, PSY61241, PSY71230, PSY81230) are sequential, offering a progressively more experiential and reflective study of the nature of identity in the context of a system of power and privilege. Throughout the courses, particular emphasis will be placed on how to incorporate a social justice orientation into the role of a practicing and professional psychologist.
Prerequisites: PSY61230

PSY61242 - Cultural Diversity Training
(*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: PSY61230

PSY61270 - 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.

PSY61290 - Foundations in Multicultural Psychology
(*3 units*) This course is designed to explore the ethical and cultural perspectives of the entering G1 class. The course will provide an overview of theories, concepts and research in the area of multiculturalism and clinical services with an emphasis on issues of equity, power relations, and institutionalized oppression. Through a variety of methods and activities, students will be encouraged to focus on their own values and cultural orientations, to become aware of stereotypes, address prejudices, and develop the skills to relate with different kinds of people. 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.

PSY61402 - Developmental Psychology/ Lifespan Development
(*2 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.

PSY61403 - Developmental Psychology/ Lifespan Development
(*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.

PSY61410 - 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; PSY61410 must be completed prior to PSY61420

PSY61420 - 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; PSY61410 must be completed prior to PSY61420

PSY62030 - 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; PSY62030 must be completed prior to PSY62040

PSY62040 - 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; PSY62030 must be completed prior to PSY62040

PSY62130 - 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; PSY62130 must be completed prior to PSY62140

PSY62140 - 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; PSY62130 must be completed prior to PSY62140

PSY62210 - 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

PSY62420 - Applied Psychotherapeutic Techniques in Chemical Dependency
(*2 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.

PSY62450 - Substance Abuse in Diverse Populations
(*2 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: PSY62420

PSY62550 - 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

PSY62680 - 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.

PSY62700 - 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.

PSY63030 - 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.

PSY63100 - 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.

PSY63110 - 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.

PSY63120 - 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: PSY63130

PSY63120A - 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.

PSY63120B - 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.

PSY63130 - MFT Techniques Lab I
(*1 unit*) An introduction to communication processes which are fundamental to interviewing and psychotherapy of couples and families. Includes skills such as empathy, listening, question-asking, probes, enactments, assessment of clients from an individual and systemic perspective and treatment planning across the beginning, middle and ending phases of therapy. Examination of the major techniques of family therapy, with lectures, observation and demonstrations.
Co-requisite: PSY63120

PSY63170 - 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.

PSY63173 - Parent-Child Therapy Techniques
(*3 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.

PSY63220 - 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: PSY63120, PSY63130
Co-requisite: PSY63230

PSY63220A - 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.

PSY63220B - 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.

PSY63230 - MFT Techniques Lab II
(*1 unit*) An intensive lab focused on fundamental and advanced family therapy skills.
Prerequisites: PSY63120, PSY63130
Co-requisite: PSY63220

PSY63250 - 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.

PSY63260 - 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.

PSY63260A - 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.

PSY63260B - 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.

PSY63280 - 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.

PSY63600 - 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.

PSY64500 - 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.

PSY64503 - Theories of Personality and Psychotherapy
(*3 units*) Introduction to theories of psychotherapy. Overview of traditional approaches and recent developments in psychotherapeutic theories. Explores appropriate application of theories and interventions with attention to diversity and evidence-based practice.

PSY65010 - 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.

PSY65014 - Intellectual Assessment
(*4 units*) This course is designed to inform students about (1) contemporary theories and ideas regarding the nature of intelligence and intelligence testing; (2) techniques and applications required to make appropriate use of some standard measures of intelligence; (3) the genetic and cultural factors involved in intelligence assessment; and (4) approaches to writing clinical evaluations. The course will emphasize the development and use of the Wechsler Adult Intelligence Scale-IV (WAIS-IV) and the Wechsler Intelligence Scale for Children-V (WISC-V). Additional measures of intelligence that will be introduced include the: Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI-IV); Stanford-Binet Intelligence Scale: 5th Ed. (S-B); Leiter International Performance Scale-III; Kaufman Assessment Battery for Children: 2 (K-ABC2); and additional measures will include, Draw-a-Person-Test, Developmental Test of Visual-Motor Integration 6th ed, the Wechsler Individual Achievement Test: IV and the Vineland Adaptive Behavior Scales: 3rd Ed.
Prerequisites: PSY65230

PSY65030 - 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: PSY65010, PSY65230
Please note there is a mandatory lab assessment fee for this course.

PSY65040 - 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: PSY65010, PSY65030, and PSY65230
Please note there is a mandatory lab assessment fee for this course.

PSY65050 - 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: PSY65010, PSY65230
Fresno PsyD Clinical Psychology: PSY65010
Please note there is a mandatory lab assessment fee for this course.

PSY65060 - Personality Assessment:
(*3 units*) In this course, the student will learn the assessment process from its beginning through its 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 PSY65050
Fresno PhD Clinical Psychology: PSY65010, PSY65030
Fresno PsyD Clinical Psychology: PSY65010, PSY65050
Co-requisite: Fresno PhD Clinical Psychology: PSY65230
Please note there is a mandatory lab assessment fee for this course.

PSY65070 - 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.

PSY65080 - 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: PSY65070

PSY65090 - 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.

PSY65100 - 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.

PSY65120 - Psychological Assessment I: Cognitive
(*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.

PSY65120A - Psychological Assessment II: Personality
(*3 units*) This course focuses on personality and emotional assessment with objective and projective measures.
Prerequisites: PSY65120
Please note there is a mandatory lab assessment fee for this course.

PSY65140 - Writing Workshop
(*1 unit*) 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, or as required to prepare students for writing the dissertation proposal.

PSY65160 - 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.

PSY65180 - 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.

PSY65190 - Introduction to Psychotherapy
(*3 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. Instruction takes a pan-theoretical approach and emphasizes skills common to all theoretical approaches, such as developing a therapeutic relationship; conveying warmth, empathy and genuineness; eliciting appropriate information; defining a presenting problem; assessing risk factors; and managing transference and countertransference. Attention will be paid to self-assessment, multicultural factors, ethics, and professional growth.

PSY65200 - 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

PSY65210 - 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.

PSY65220 - 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.

PSY65230 - 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.

PSY65240 - 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.

PSY65250 - 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.

PSY65260 - 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.

PSY65270 - 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

PSY65280 - 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.

PSY65290 - 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.

PSY65300 - 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.

PSY65300A - 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.

PSY65310 - 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.

PSY65320 - 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.

PSY65330 - Clinical Interviewing II
(*3 units*) This course introduces graduates to techniques of diagnostic and therapeutic interviewing with a variety of client populations.

PSY65340 - Advanced Psychopathology B
(*3 units*) The purpose of the course is for students to be able to utilize interviewing skills, mental status exam, DSM-5, 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

PSY65350 - 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; PSY65350 must be completed prior to PSY65360

PSY65360 - 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; PSY65350 must be completed prior to PSY65360

PSY65374 - Diagnostic and Personality Assessment
(*4 units*) The course builds upon the information and skills obtained in Intellectual Assessment and Advanced Psychopathology to further develop understanding of and skills in administration methodologies; validity, cultural, ethical and differential diagnosis issues; integration of results across different assessment, observational, historical and medical information; clinical inference; and report writing. This course will familiarize students with commonly used gold-standard diagnostic and personality assessments such as the SCID, MINI, MMPI, MCMI, and CBCL, and students learn processes and get hands on practice to develop competency in administering, scoring and interpreting the psychological tests covered in the class in written reports with direct guidance and immediate feedback.
Prerequisites: PSY65010, PSY65230

PSY65400 - 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.

PSY65410 - 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: PSY65430

PSY65420 - 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: PSY65410
Co-requisite: PSY65440

PSY65430 - 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: PSY65410

PSY65440 - 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: PSY65430
Co-requisite: PSY65420

PSY65450A - 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.

PSY65450B - 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.

PSY65460A - 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.

PSY65460B - 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.

PSY65470A - 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.

PSY65470B - 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.

PSY65570 - 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; PSY65570 must be completed prior to PSY65580

PSY65580 - 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; PSY65570 must be completed prior to PSY65580

PSY65700 - First Year Clinical Practicum
(*2 units*) PsyD first year students obtain 15 hours per week of experience in an appropriate setting.
Prerequisites: PSY65010, PSY65300

PSY65710 - 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 Clinical Psychology: Approval of faculty to begin practicum, B- or better grades in all G1 Fall courses

PSY65760 - 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

PSY65810 - 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 PSY60050; PSY65810 must be completed prior to PSY65820

PSY65820 - 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 PSY60050; PSY65810 must be completed prior to PSY65820

PSY65910 - First Practicum A
(*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.

PSY65920 - First Practicum B
(*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.

PSY66050 - 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.

PSY66070 - Family Psychology
(*3 units*) Focuses on teaching basic systems-based concepts to be used in the practice of Family Psychology.

PSY66080 - 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.

PSY66120 - Introduction to Health Psychology
(*2 units*) Introduces students to behavioral medicine/health psychology through a series of lectures on various topics within the field.

PSY66200 - Introduction to Behavioral Medicine/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.

PSY66220 - 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: PSY66200 and either PSY61050 or Biological Foundations Comprehensive Exam

PSY66230 - 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.

PSY66310 - Introduction to Clinical Forensic Psychology
(*2 units*) Overview of psychologist's role as an expert witness, considers ethics and issues related to forensic consultation.

PSY66310A - Clinical Forensic Psychology Lab
(*1 unit*) This course is designed to provide students a practical and hands on learning opportunity to conducting forensic evaluations as a supplement to the more theoretical approach introduced in PSY6631. Students will be directly exposed to psychological assessment measures that are utilized in forensic evaluations and will be provided the opportunity to administer, score, interpret, and write up assessment results. Areas of focus will include specialized psycho-legal assessments commonly conducted within the criminal, civil, family, and juvenile justice systems. Students will also learn and receive feedback on report writing in the context of forensic cases.
Prerequisites: PSY66310

PSY66313 - Introduction to Clinical Forensic Psychology
(*3 units*) This course introduces to students a broad perspective of the field of forensic psychology and is designed to promote an understanding of the relationship between psychology and the law by showing how psychological research, theory, and assessment can inform and be involved in the legal process. This course will examine the roles and responsibilities of forensic psychologists within the criminal, civil, family, and juvenile court systems, and will include overviews of landmark cases and relevant research. The course will also cover legal and ethical considerations and issues that arise within the field of

forensic psychology, as well as the different types of evaluations and appropriate assessment procedures to be used when working with both children and adults to answer a variety of referral questions in the various court systems. Review of case records, conducting appropriate evaluations for courts, consulting in cases, evaluating other evaluators, report writing, and testifying in court are all topics to be covered. This course will include case studies, practical examples, and examples of court testimony in different types of cases. This course is also designed to provide students a practical and hands-on learning opportunity to conduct forensic evaluations. Students will be directly exposed to psychological assessment measures that are utilized in forensic evaluations and will be provided the opportunity to administer, score, interpret, and write up assessment results. Areas of focus will include specialized psycho-legal assessments commonly conducted within the criminal, civil, family, and juvenile justice systems. Students will also learn and receive feedback on report writing in the context of forensic cases.

PSY66330 - Psychology and Family Law
(*3 units*) This course will help students interface as psychologists with the juvenile and family court systems.

PSY66360 - 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.

PSY66370 - Clinical Forensic Psychology and Forensic Ethics
(*3 units*) This course focuses on the interface between clinical psychology and the legal system. It covers the role of the clinical psychologist within the context of the justice system as an evaluator, treatment provider, and consultant. The course also covers the unique ethical considerations for those working within the field of forensics, with forensic clientele, and/or when working in the legal system.

PSY66380 - Grief and Loss in Clinical Counseling
(*2 units*) This course addresses theories and counseling techniques related to death and dying, grief and loss including: multicultural and international issues in death, grief and loss. The course includes didactic, discussion, and experiential learning.

PSY66390 - Introduction to Clinical Forensic Psychology
(*3 units*) Overview of psychologist's role as an expert witness, considers ethics and issues related to forensic consultation.

PSY66430 - 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: PSY66050.
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)

PSY66432B - Cross Cultural: East-West Psychologies
(*2 units*)

PSY66432E - Cross Cultural: Psychology of Religions
(*2 units*)

PSY66432F - Cross Cultural: Ritual And Healing
(*2 units*)

PSY66432G - Cross-Cultural: The Holocaust
(*2 units*)

PSY66440 - 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.

PSY66450 - 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.

PSY66460 - 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.

PSY66470 - 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: PSY66050

PSY66480 - Introduction to Psychedelic Assisted Psychotherapy
(*3 units*) This course is designed to provide the graduate student in psychology with a comprehensive overview of the field of psychedelic-assisted psychotherapy. Specific areas of focus include history of psychedelics across cultures throughout human history, scientific research past and present, clinical applications and integration, neurobiology, and ethical and legal issues. Limitations of the current knowledge and applications of psychedelics in clinical, medical, and research settings will be explored, addressing issues such as sample selection, expectancy, blinding, restrictive drug policies, funding, barriers to access, and equity. This course will establish a foundation of knowledge important for all clinicians to possess to so they can provide clients with accurate information about psychedelic treatment that maximizes benefit and minimizes harm.

PSY66540 - 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: PSY61290 and PSY71610

PSY67000 - Data Analysis
(*1 unit*) Investigation of a particular topic, problem, or issue in psychology. Area selected for study varies each session.

PSY67010 - 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: PSY67050
Co-requisite: PSY67280

PSY67020 - 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: PSY67050
Co-requisite: PSY67610

PSY67030 - 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.

PSY67040 - 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.

PSY67050 - 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.

PSY67070 - 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.

PSY67090 - 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.

PSY67110 - 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: PSY67040

PSY67140 - 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: PSY67040, PSY67280, PSY67610

PSY67160 - 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.

PSY67200 - 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: PSY65200/65210 and PSY65230
(San Diego)

PSY67203 - Advanced Psychotherapy
(*3 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: PSY65200/65210 and PSY65230 (San Diego)

PSY67220 - 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.

PSY67230 - 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: PSY67040, PSY67090

PSY67250 - 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: PSY67280

PSY67280 - 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.

PSY67310 - 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.

PSY67340A - Clinical Counseling Practicum
(*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, with 40 direct client contact hours at an approved clinical mental health site. Includes weekly 2-hour supervision class in addition to weekly individual/group supervision at the site.
Prerequisites: COU67130/PSY6713, COU67260/PSY6726, Permission of Program Director
Co-requisite: PSY67330

PSY67420 - 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: PSY67280, PSY67040

PSY67430A - Clinical Counseling Internship
(*3 units*) A continuation of field experience advanced to a more intensive supervised practical training for the counselor-in-training at an approved mental health setting over several months documenting at least 600 hours, with a minimum of 240 direct client contact hours. Weekly clinical supervision consisting of 2-hour seminar (group supervision) in additional to individual site supervision with qualified supervisors. This supervised experience helps counselors-in-training develop the competencies, skills, methods, and procedures in counseling practice: building and maintaining the therapeutic relationship; professional, legal, multicultural, and ethical issues including abuse reporting; case conceptualization, and treatment planning; case management and record keeping; self-monitoring and self-reflection.
Prerequisites: PSY67340A, Permission of Program Director

PSY67430B - Clinical Counseling Internship
(*3 units*) A continuation of field experience advanced to a more intensive supervised practical training for the counselor-in-training at an approved mental health setting over several months documenting at least 600 hours, with a minimum of 240 direct client contact hours. Weekly clinical supervision consisting of 2-hour seminar (group supervision) in additional to individual site supervision with qualified supervisors. This supervised experience helps counselors-in-training develop the competencies, skills, methods, and procedures in counseling practice: building and maintaining the therapeutic relationship; professional, legal, multicultural, and ethical issues including abuse reporting; case conceptualization, and treatment planning; case management and record keeping; self-monitoring and self-reflection.
Prerequisites: PSY67340A, Permission of Program Director

PSY67560 - Psychopharmacology
(*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.

PSY67562 - Psychopharmacology
(*2 units*) This course will deal with issues involving patients who are in need of, or have been prescribed, psychotropic medications or who otherwise use mind-altering drugs. In this regard, some patients will be medicated appropriately while others will not. Some patients may abuse prescription medications and/or mix them with Over the Counter (OTC) or illegal drugs. This will complicate the clinical presentation and subsequent diagnosis. There are also patients who have been inappropriately medicated. Some patients attempt to medicate themselves either by tampering with their prescriptions or with the use of alcohol or other illegal substances. Therefore, they may seek or require help in either ceasing the use of medications or reorganizing the way in which they use these medications. You do not prescribe drugs and the manner in which you are able to communicate your concerns and knowledge of psychopharmacology while collaborating with the prescribing physician is of paramount importance. Special attention will be paid to this collaboration as will attention be paid to special populations and their situations. The underlying tenets of this course will be that of the systemic model and despite an individual's behavior, diagnosis, or prescription medication the impact on the family will receive close examination.

PSY67610 - 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: PSY67040, PSY67280, PSY67050, PSY67220, Permission of Program Director

PSY67610A - Practicum in Clinical Counseling I
(*0.5 units*) Experience in a mental health setting for 15 to 20 hours per week.
Prerequisites: PSY67040, PSY67050, PSY67280, PSY67220, PSY67420, PSY67160, PSY67140, PSY67090

PSY67610B - Practicum in Clinical Counseling II
(*0.5 units*) Experience in a mental health setting for 15 to 20 hours per week.
Prerequisites: PSY67040, PSY67050, PSY67280, PSY67220, PSY67420, PSY67160, PSY67140, PSY67090

PSY67620 - 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: PSY67040, PSY67280, PSY67050, PSY67220, PSY67610, Permission of Program Director

PSY67860 - Motivational Interviewing
(*2 units*) Motivation Interviewing (MI) is an evidence-based counseling approach designed to help reduce ambivalence and elicit behavioral change. This course will focus on the history, theory, research, and practice of MI, including empirical findings in the field that lends support to its efficacy. The course will examine the theoretical underpinnings, the four processes of MI, and the spirit of MI. Students will be expected to demonstrate core communication skills associated with MI and integrate other essential elements of MI into clinical practice.

PSY67990 - Practicum Extension
(*1 unit*) Allow completion of practicum hours with faculty supervision during placement in a vetted mental health setting.
Prerequisites: PSY67040, PSY67050, PSY67220, PSY67280, PSY67420, PSY67160, PSY67140, PSY67090

PSY69910 - 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 PSY60050; PSY69910 must be completed prior to PSY69920

PSY69920 - 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 PSY60050; PSY69910 must be completed prior to PSY69920

PSY70020 - 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.

PSY70030 - 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: PSY60110, PSY60120

PSY70040 - 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.
Prerequisites: PSY60110, PSY60120 and PSY70030

PSY70050 - PsyD Research Proposal Design
(*1 unit*) 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 PSY70050/PSY70060 must be taken if the student has not finished proposal orals at the end of PSY70030 and PSY70040.
Prerequisites: PSY60110, PSY60120

PSY70060 - PsyD Research Proposal Design
(*1 unit*) 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 PSY70050/PSY70060 must be taken if the student has not finished proposal orals at the end of PSY70030 and PSY70040.
Prerequisites: PSY60110, PSY60120

PSY70100 - 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 multitrait-multi-method approaches to validation.
Prerequisites: PSY60210, PSY60220

PSY70120 - Suicide Risk Assessment and Prevention
(*1 unit*) This course will discuss the issue of suicide from a global perspective, address risk factors unique to particular populations, and outline considerations for clinicians in the assessment and treatment of the suicidal client. Suicide prevention measures will also be discussed both from an individual client treatment perspective and as a global societal concern.

PSY70130 - 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: PSY60210, PSY60220, PSY60260, PSY60160
See PSY 6016 for further information on research seminars.

PSY70140 - 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: PSY60210/60220, PSY60260, PSY60160
See PSY 6016 for further information on research seminars.

PSY70310 - 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.

PSY70320 - Ethnography
(*2 units*)

PSY70330 - 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.

PSY70340 - Advanced Methods: Grounded Theory Interpretive Methods
(*2 units*)

PSY70350 - 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: PSY60510, PSY60520

PSY70360 - 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.

PSY70370 - 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.

PSY70380 - 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: PSY60510, PSY60520

PSY70450 - 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.

PSY70452 - Dissertation Proposal Development
(*2 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.

PSY71020 - Mindfulness Based Cognitive Therapy for Depression
(*3 units*) Mindfulness Based Cognitive Therapy (MBCT) is an empirically supported eight-week intervention for the treatment of chronic depression and the prevention of depression relapse. Research on MBCT has found significantly reduced relapse rates for people with a history of depression that have participated in the program. Mindfulness based practices have demonstrated impressive scientific efficacy and are increasingly becoming integrated into professional practice (e.g., mental health, medical care, education, business, law). Training is needed as mental health students and professionals are increasingly called upon to deliver mindfulness approaches. Students who complete the course will be prepared to deliver the course.

PSY71060 - 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.

PSY71063 - Biological Foundations of Clinical Practice
(*3 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.

PSY71122 - History & Systems of Psychology
(*2 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.

PSY71123 - History & Systems of Psychology
(*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.

PSY71150 - 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.

PSY71230 - Diversity, Equity, and Inclusion Training
(*1 unit*) This course series is designed to increase knowledge, and skills related to working from a perspective that incorporates diversity, equity, and inclusion. Students will explore concepts including, but not limited to: systemic racism and oppression, intersectionality, invisible and visible identities, implicit bias, and microaggressions. The four modules in this course series (PSY61230, PSY61241, PSY71230, PSY81230) are sequential, offering a progressively more experiential and reflective study of the nature of identity in the context of a system of power and privilege. Throughout the courses, particular emphasis will be placed on how to incorporate a social justice orientation into the role of a practicing and professional psychologist.
Prerequisites: PSY61230, PSY61241

PSY71270A - 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.

PSY71270B - 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.

PSY71561 - Psychopharmacology
(*1 unit*) 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.

PSY71563 - Psychopharmacology
(*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.

PSY71710 - Advanced Assessment & Integrated Report Writing
(*3 units*) The course builds upon the information and skills obtained in the previous clinical theory and foundations, and assessment courses, to refine competence in test selection appropriate for referral questions; administration methodologies; validity, cultural, ethical and differential diagnosis issues; integration of results across different assessment, observational, historical and medical information; clinical inference; and writing comprehensive integrated reports. Students will learn and practice integrating assessment data to inform case conceptualization and intervention recommendations in line with the most recent empirical research.
Prerequisites: PSY65010, PSY65374, PSY85550

PSY72500 - 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: ORG64350 or ORG60050; enrollment in Consulting Psychology Specialization or clinical, counseling, or MFT graduate program.

PSY72630 - 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.

PSY72650 - 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.

PSY72900 - 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.

PSY72910 - 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: PSY72900

PSY72920 - 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.

PSY72930 - 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: PSY72920

PSY72940 - 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.

PSY72950 - 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: PSY72940

PSY73020 - 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.

PSY73050 - 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: PSY63120A, PSY63120B, PSY63220A, PSY63220B, PSY63100, PSY63260A, PSY63260B, PSY63600

PSY73060 - Residency II
(*1 unit*)

PSY73110 - 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.

PSY73110A - 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.

PSY73110B - 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.

PSY73120 - 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.

PSY73140 - 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.

PSY73300 - 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.

PSY73410 - Introduction to Medical Family Therapy
(*3 units*) This course is designed to introduce students to the theory, fundamentals, and practical applications of medical family therapy. This course explores medical specializations, terminology, assessments, collaborative models and case note formats common to medical settings. This course discusses a collaborative approach to interdisciplinary healthcare practice.

PSY73420 - Health and Illness Across the Family Lifespan
(*3 units*) This course is a study of health, illness and disability and the impact that they may have on individuals, couples, and family systems across the lifespan. It is designed to cover some of the more common illnesses and disabilities, family systems interventions, challenges, and collaborative opportunities. Students will be able to locate, interpret, and critique existing research as it pertains to advancing the possible influence of medical family therapy as it relates to caring for diverse populations across the lifespan.
Prerequisites: PSY73410

PSY73430 - Practice and Research in Medical Family Therapy
(*3 units*) This course will explore the six domains of competencies and examination of advanced family therapy, managed care, administrative, policy, and provider-patient relationships in healthcare systems.
Prerequisites: PSY73410, PSY73020

PSY73600 - 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 300 hours of direct client contact, 150 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: PSY63100, PSY63110, PSY63120, PSY63130, PSY63220, PSY63230, PSY63260, PSY63600. Approval of CFT Clinical Training Coordinator.

PSY73600A - MFT Practicum
(*1.5 units*)

PSY73690 - 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 300 hours of direct client contact, 150 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: PSY73600 (3 semesters at 3 units each, 9 units total). Approval of CFT Clinical Training Coordinator.

PSY74170 - 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.

PSY74290 - 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: ORG64350 and PSY74350 or permission of instructor.

PSY74300 - 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.

PSY74350 - 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: ORG60160, ORG70200
Please note there is a mandatory lab assessment fee for this course.

PSY74360 - 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.

PSY74370 - 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

PSY75010 - Theory and Practice of Psychotherapy Individual (CBT)
(*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: PSY65200

PSY75013A - Theory And Practice Of Psychotherapy: Individual (CBT) - Cognitive
(*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.
Prerequisites: PSY65250

PSY75013B - Existential Psychotherapy
(*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.

PSY75013C - Theory and Practice of Psychotherapy: Psychodynamic
(*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.
Prerequisites: PSY65240

PSY75020 - 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: PSY61210, PSY61220

PSY75030 - 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: PSY65200, PSY65400

PSY75040 - 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 65180
San Francisco PsyD: No prerequisite required.

PSY75053 - Clinical and Ethical Issues
(*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: PSY65280

PsyD students: PSY65280, PSY65410 and PSY65430
Co-requisite: PsyD students: PSY75272

PSY75063 - Clinical and Ethical Issues
(*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: PSY65280
Co-requisite: PSY75282

PSY75100 - 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.

PSY75140 - 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: PSY65010, PSY65030 and PSY65230
Please note there is a mandatory lab assessment fee for this course.

PSY75150 - 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, PSY65230, PSY65010
Please note there is a mandatory lab assessment fee for this course.

PSY75160 - 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, PSY65230, PSY65010
Please note there is a mandatory lab assessment fee for this course.

PSY75170 - 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.

PSY75180 - 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.

PSY75200 - 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

PSY75212 - Psychological Assessment III: Integration
(*2 units*) The focus of this course is on continued learning of personality assessment instruments and techniques and on integration of assessment data.
Prerequisites: PSY65120 and PSY65120a

PSY75213 - Psychological Assessment III: Integration
(*3 units*) The focus of this course is on continued learning of personality assessment instruments and techniques and on integration of assessment data.
Prerequisites: PSY65120 and PSY65120A

PSY75240 - Clinical Inference
(*3 units*)

PSY75252 - PhD Practicum I
(*2 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: PSY65280
San Diego PhD: PSY65200, PSY65010, PSY65230
Co-requisite: San Francisco PhD: PSY75053/PSY75063

San Diego PhD: PSY75510

PSY75262 - PhD Practicum I
(*2 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: PSY65280
San Diego PhD: PSY75250, PSY65200, PSY65010, PSY65230
Co-requisite: San Francisco PhD: PSY75050/PSY75060
San Diego PhD: PSY75510

PSY75270 - 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: PSY65410, PSY65420 and PSY65280
Co-requisite: PSY75053

PSY75272 - 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.

PSY75280 - 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: PSY65410, PSY65420 and PSY65280
Co-requisite: PSY75063

PSY75282 - 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: PSY65410, PSY65420 and PSY65280

PSY75290 - Cognitive-Behavioral Approaches to Interventions
(*3 units*) Theoretical foundations and practice of cognitive, behavioral and cognitive behavioral interventions with individuals and groups.

PSY75300 - 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.

PSY75310 - 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 PSY75730 & PSY75740

PSY75320 - 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 PSY75730 & PSY75740

PSY75370 - 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.

PSY75380 - 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.

PSY75390 - 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.

PSY75430 - Systems Approaches to Intervention
(*3 units*) Examination and integration of various family systems approaches to treatment.

PSY75440 - 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.

PSY75460 - 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

PSY75470 - 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

PSY75480 - 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

PSY75490 - 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

PSY75500 - 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

PSY75510 - 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.

PSY75515 - Practicum Consultation
(*1.5 units*) 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.

PSY75530 - Field Based Practicum
(*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.

PSY75540 - Field Based Practicum
(*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.

PSY75560 - 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: PSY75252, PSY75262

PSY75570 - 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

PSY75580 - 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

PSY75640 - Ethics and Law
(*1 unit*) This course is designed to familiarize students with ethics, the psychology licensing laws and the regulations pertaining to the practice of psychology.

PSY75650 - 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.

PSY75660 - Ethical Foundations of Clinical Practice
(*2 units*) Basic foundations course examining professional issues, HMOs, PPOs, risk management and documentation.
Prerequisites: PSY65300
Fresno PhD Clinical Psychology: None

Fresno PsyD Clinical Psychology: G2 status in program, PSY65300A or instructor approval

PSY75700 - Preparation for Doctoral Candidacy
(*0 units*) This one-day required course session is intended to help students prepare for completion of the doctoral dissertation.

PSY75710 - Second Year Clinical Practicum
(*2 units*) Prepares students to function as interns in psychological agencies. 15 hours per week advanced practicum.
Prerequisites: PSY65700
Fresno PhD Clinical Psychology: None
Fresno PsyD Clinical Psychology: Passing grade in all prior practicum courses

PSY75720 - 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 PSY75710
Fresno PhD Clinical Psychology: None
Fresno PsyD Clinical Psychology: Passing grade in all prior practicum courses

PSY75730 - 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 PSY61410, 61420, 65570, 65580, 65160, 61150, 65270, 62130, 62140, 62030, 62040, 75570, 75580, 62210, 60050, 75390, 65810, and 65820; Must be taken together with PSY75310 & 75320

PSY75740 - 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 PSY61410, 61420, 65570, 65580, 65160, 61150, 65270, 62130, 62140, 62030, 62040, 75570, 75580, 62210, 60050, 75390, 65810, and 65820; Must be taken together with PSY75310 & 75320

PSY75760 - 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

PSY75800 - 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

PSY75910 - Second Practicum A
(*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.

PSY75920 - Second Practicum B
(*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.

PSY76020 - 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: PSY65200, PSY61402, PSY65230

PSY76040 - 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.

PSY76042 - Group Psychotherapy
(*2 units*)

PSY76043 - Group Psychotherapy
(*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.

PSY76053F - Clinical Elective-Practice Seminars: Loss Grief And Bereavement
(*3 units*)

PSY76053Q - Clinical Elective-Practice Seminars: Immigration and Mental Health
(*3 units*)

PSY76053S - Clinical Elective-Practice Seminars: LGBTQ-Affirmative Subst. Abuse Trtmnt
(*3 units*)

PSY76053T - Clinical Elective Practice Seminar: Dissociation in Clinical Practice
(*3 units*) This course teaches clinical skills necessary for the diagnosis and treatment of clients with dissociative experiences and behaviors. Students will learn methods for interviewing, testing, case conceptualization, and treatment planning. Although psychological trauma is known to be a factor associated with a variety of psychological problems, this is especially true of the DSM diagnoses: dissociative, post-traumatic stress, acute stress, and borderline personality disorders. We will consider different perspectives on these and other diagnoses. Also discussed will be normal and culturally sanctioned forms of dissociation as well as spirit possession, trance possession, trance, hypnosis, and hypnotic-like states. We will explore clinical scenarios including child and ritual abuse as well as other kinds of family violence, torture, intelligence and war-related trauma, terrorism, trauma associated with crime and law enforcement, and trauma related to natural disasters. Dissociation and trauma will be examined in the context of historical and cultural movements and multicultural perspectives. We will consider the depictions and narrations of trauma and dissociation in the arts and media. We will examine related literature associated with philosophy, anthropology, religious studies, history, psychiatry and other disciplines as they offer insight into dissociation.

PSY76053U - Clinical Elective Practice Seminars: Positive Psychology
(*3 units*) This elective course is designed to help students learn about the science of happiness and what it means to have a "good life." Topics covered will include an overview of the research on happiness, including the definition and types of happiness; history; links to health, success, and other outcomes; predictors, barriers, and models of well-being; measurement; and, happiness interventions such as gratitude, strengths, and savoring. Students will have opportunities to practice these interventions and learn how to integrate them into clinical work. The importance of health behaviors, such as diet, exercise, and meditation will also be incorporated. Happiness in various cultures and countries will also be examined.

PSY76053V - Clinical Elective Practice Seminars: ADHD: Neurodev, Assmt., & Trtmt.
(*3 units*) In this course we will look at all forms of treatments, including noting which treatments are is evidence based including treatment with medications like amphetamines (ie, Adderall) or MPH (ie, Ritalin). Case studies, real experiences from the instructors and promising interventions will be presented. A multicultural perspective will be taken, as we consider what it is like to be diagnosed with ADHD in various countries and cultures, although experiences within the U.S. will be emphasized. Issues of diversity will be addressed by examining issues of sexual orientation, economic status, and cultural

backgrounds. As part of the course study of and practice of treating individuals with ADHD, and the application of research and theory to the assessment and treatment of these individuals.
This course provides students with knowledge in the continuously growing field of ADHD, the study of and practice of treating affected individuals, and the application of research and theory to the assessment and treatment of these people. The emphasis of the course will be on clinical, biological, social, and psychological aspects as related to the disorder.
A strengths-based approach will be integrated into our discussion of the issues that are frequently encountered by individuals diagnosed with ADHD. A multicultural perspective will be taken, as we consider what it is like to have this disorder in various countries and cultures, although experiences within the U.S. will be emphasized. Issues of diversity will be addressed by examining issues of sexual orientation, economic status, and cultural background in affected individuals.

PSY76053W - Clinical Elective-Practice Seminars: Public Outreach, Media & Advocacy
(*3 units*) The Public Outreach, Media and Advocacy course is offered as a MCCP elective. Students will learn how to make psychology more accessible to the public through community organizing, working with various types of publication/media outlets and advocating on behalf mental health public policy. Course assignments in the form of applied projects will offer opportunities to make a broader impact from a community psychology perspective beyond helping clients in clinical settings.

PSY76053X - Clinical Elective-Practice Seminars: Divorce & Remarriage: Systemic Interventions for Healthy Family Transitions
(*3 units*) Separation, divorce and remarriage are normal and meaningful transitions that families of all types and throughout the world struggle through. This course focuses on the interpersonal, familial and social consequences of separation, divorce and remarriage that families experience. Cultural, racial, ethnic, gender, religious, sexual orientation and other factors are examined. The transitions that children, adolescents, emerging adults, parents, grandparents, and extended family experience are addressed. Students learn systemic theories and interventions to help families maneuver these transitions in the healthiest of ways.

PSY76053Y - Clinical Elective: Family Violence: Intersectional Outcomes & Inequalities
(*3 units*) Course Description: The course will focus on exploring the psychological impact of all forms of family and intimate partner aggression, including parent-child relationships, sibling relationships as well as maltreatment in elderly and LGBTQI relationships, and relationships with persons with disabilities. This course will explore recent research as it relates to treatment interventions, and is designed to help students explore their sensitivities as they relate to working with "victims" and perpetrators. Students will learn about intimate family violence and its psycho/social impact. Students will be able to assess for IVP, describe various forms of family and relationship child, teen and elder abuse, and have an understanding of issues IVP and family abuse in under-represented and under-served communities. Students will be able to articulate treatment interventions from various theoretical approaches.

PSY76054A - Clinical Elective: Clinical Rehabilitation Psychology and Assessment
(*3 units*) This elective course will familiarize students with common medical conditions typically seen in rehabilitation settings (e.g., TBI, stroke, spinal injuries, etc.) and instruct students on how to provide inpatient and outpatient psychological services to this population. Students will become familiarized also with neuropsychological instruments commonly used in rehabilitation settings, including their administration, scoring, and interpretation, with emphasis on integrating test results with interview, observational, historical, and medical information for the purposes of diagnosis and treatment, as well as determination of adjunct treatments which may be required.

PSY76100A - Cultural Seminar: Cultural Psychology of Migration (Gender and LGBT Issues)
(*3 units*) 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.

PSY76100B - Cultural Seminar: Current Topics & Considerations for Working Successfully
(*3 units*)

PSY76100C - Cultural Seminar: Psychology of Women And Feminist Therapy
(3 units) 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

PSY76100D - Cultural Seminar: Psychology on Men
(*3 units*)

PSY76100E - Cultural Seminar: Social Justice Informed Clinical Care
(*3 units*) Social justice counseling is defined by Sue and Sue (2015) as an active therapeutic approach that aims to promote equal access and opportunity. Social justice advocates strive to impact social values, structures, policies, and practices that systematically disadvantage marginalized groups and prevent access to resources. There is growing evidence that minority groups experience chronic and stable minority stress that contributes to mental health disparities, and social justice approaches to clinical care aim to acknowledge this phenomenon and provide skills to empower clients. This course will focus on the impact of systemic oppression on various minority groups (e.g., gender minorities, sexual minorities, racial and ethnic minorities), and how to translate this knowledge to inform culturally competent care.
The course will incorporate discussion of peer-reviewed articles, active in-class experiential exercises, and case presentations.

PSY76100F - Cultural Seminar: LGBTQ Couples and Families
(*3 units*)

PSY76100G - Cultural Seminar: Foundations in LGBTQ Psychology
(*3 units*) The purpose of this course is to provide students with an overview of mental health concerns and clinical considerations relevant to working with sexual and gender minority clients from diverse cultural backgrounds. These will be explored within the context of diverse worldviews and life experiences. Analysis of social, economic, cultural, racial, and political factors will be integrated with the psychological literature to inform conceptualization of cases, clinical formulations, and affirmative intervention strategies.

PSY76100H - Cultural Seminar: Liberation Psychology
(*3 units*) Students will explore a dynamic history of liberation psychology and its impact on the broader field of psychology. This history will serve as a foundation to radically imagine how the role of the counselor can better serve diverse communities and to understand the roles of power and privilege both inside and outside of clinical practice. This course will utilize a counselor-advocate-scholar model with an emphasis on culturally humble, trauma-informed, and harm reduction best practices. Through engagement with local community organizations here in San Diego and beyond, this course will be designed to pique the interests of any future mental health professional who is looking for career opportunities beyond private practice and institutionalized care.

PSY76150 - 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: PSY85550

PSY76150A - Neuropsychological Assessment
(*2 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: PSY65120, PSY65120A, PSY75213, PSY61070 and PSY61050

PSY76250 - 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: PSY66200 and either PSY61050 or Biological Foundations Comprehensive Exam

PSY76270 - 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.

PSY76290 - Primary Care Behavioral Medicine
(2 to *3 units*)

PSY76330 - 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.
Prerequisites: PSY66200

PSY76340 - Pediatric Psychology
(*2 units*) Describes the major stresses for children who are hospitalized and ways of reducing those stresses.
Prerequisites: PSY75800

PSY76360 - Play Therapy: Interventions
(*2 units*) An experientially based course in which students learn an array of play techniques.
Prerequisites: PSY75800, PSY76350

Fresno PsyD Clinical Psychology: PSY75800

PSY76403 - Creativity Theory and Practice
(*3 units*) Explores creativity theories, research and seminar exercises for direct use in group or individual therapy.

PSY76420 - Psychology of Women's Health
(*2 units*) The psychological impact of physiological and reproductive functions are considered in light of current social, political, legal and ethical dilemmas.

PSY76430 - 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.

PSY76530 - 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.

PSY76550 - 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: PSY67040, PSY67280, PSY67090

PSY76800 - Diversity and Trauma
(*3 units*)

PSY79060A - 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.

PSY79060B - 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.

PSY79111 - PsyD Proposal Development
(*1 unit*) 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: PSY60510 and PSY60520

PSY79112 - PsyD Proposal Development
(*2 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.

PSY79113 - PsyD Proposal Development
(*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.

PSY79122 - PsyD Proposal Development
(*2 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.

PSY79123 - PsyD Proposal Development
(*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.

PSY79130 - 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.

PSY79150 - Clinical Dissertation I
(*2 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.

PSY79160 - Clinical Dissertation II
(*2 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.

PSY80050 - 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: PSY70130/70140
Co-requisite: PSY89901 or PSY89902 or PSY89904 or PSY89905 or PSY89935 (San Diego)

PSY80060 - 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: PSY70130/70140
Co-requisite: PSY89901 or PSY89902 or PSY89904 or PSY89905 or PSY89935 (San Diego)

PSY80070 - 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.

PSY80150 - 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.

PSY81190 - 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).

PSY81200 - 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.

PSY81230 - Diversity, Equity, and Inclusion Training
(*1 unit*) This course series is designed to increase knowledge, and skills related to working from a perspective that incorporates diversity, equity, and inclusion. Students will explore concepts including, but not limited to: systemic racism and oppression, intersectionality, invisible and visible identities, implicit bias, and microaggressions. The four modules in this course series (PSY61230, PSY61241, PSY71230, PSY81230) are sequential, offering a progressively more experiential and reflective study of the nature of identity in the context of a system of power and privilege. Throughout the courses, particular emphasis will be placed on how to incorporate a social justice orientation into the role of a practicing and professional psychologist.
Prerequisites: PSY61230, PSY61241, PSY71230

PSY81272 - Clinical Interventions with Diverse Populations
(*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, conceptualization, 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

PSY83110 - 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: PSY73110

PSY83140 - 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: PSY63120, PSY63220

PSY83150 - 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: PSY63120, PSY63220

PSY83160 - Advanced Family Therapy I
(*3 units*) This advanced family therapy course provides an in-depth focus on foundational family therapy models including examining the conceptual roots and paradigm shifts associated with these models of as well as a focus on their application to diverse populations in today's world.
Prerequisites: PSY63120, PSY63220

PSY83170 - Advanced Family Therapy II
(*3 units*) This advanced family therapy course provides an in-depth focus on recent, integrative family therapy models including examining the conceptual roots and paradigm shifts associated with these models of as well as a focus on their application to diverse populations in today's world.
Prerequisites: PSY63120, PSY63220

PSY83600 - Advanced Professional Practice
(*1 unit*) This advanced doctoral course provides an in-depth application of the following areas: To support students in their ongoing clinical practice, learn how to apply theory to practice, and ensure students how to prepare for doctoral exams. Student must be in ongoing clinical practice. This course must be taken consequently four times over the course of 4 semesters for a total of *4 units*. Students are not required to enroll in summer semester although they are still expected to be in clinical practice continuously.

PSY84000 - 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: PSY75013A: Cognitive-Behavior Therapy

PSY84013U - Foundations and Assessment of Trauma
(*3 units*) This course is designed to build graduate-level knowledge in the foundations of trauma as well as the assessment of trauma and trauma-related disorders across the lifespan. It is the first course in the trauma sequence, preparing students for the subsequent course in evidence-based treatments for trauma. The course is designed to integrate research and best practice guidelines related to understanding and assessing trauma and related mental health disorders. In this course, students will be introduced to definitions and frameworks related to trauma in a sociopolitical and cultural context, best practice screening and assessment of trauma and trauma symptoms, interpretation and integration of various trauma reactions, and an introduction to responding to identified trauma including mandated reporting, navigating systems, and accessing resources and referrals. Additionally, this course is designed to develop doctoral students' empirical knowledge base in foundations of trauma and trauma assessment.

PSY84120 - 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.

PSY84530 - 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.

PSY84540 - 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.

PSY84650 - 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.

PSY84750 - 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.

PSY85002A - Clinical Elective: Advanced Gay and Lesbian Issues And Psychotherapy
(*2 units*)

PSY85002Y - Clinical Elective: Advanced Issues in Lesbian Psychology
(*2 units*)

PSY85002Z - Clinical Elective: Dev of Crim Behavior/Corr Culture
(*2 units*)

PSY85003F - Clinical Elective: Advanced Study of Transgender Issues
(*3 units*)

PSY85003J - Clinical Elective: Interventions With Veterans And Military Members
(*3 units*) 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.

PSY85003N - Clinical Elective: Foundations of LGBTQ Mental Health
(*3 units*)

PSY85003X - Clinical Elective: LGBT Affirmative Psychotherapy
(*3 units*) 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.

PSY85010 - Supplemental Practicum
(*1 unit*) Additional supervised practicum training beyond expected practicum training to supplement required training.

PSY85012A - Clinical Elective: Suicidology
(*2 units*)

PSY85012B - Clinical Elective: Victimology
(*2 units*)

PSY85012C - Clinical Elective: Introduction to Correctional Psychology
(*2 units*)

PSY85012D - Clinical Elective: Psychological Assessment in Corrections
(*2 units*)

PSY85012E - Clinical Elective: Evidence-based Interventions for Offenders
(*2 units*)

PSY85012F - Clinical Elective: Development and Criminal Behavior
(*2 units*)

PSY85013I - Clinical Elective: Psychoanalytic Psychotherapy with Adolescents
(*3 units*)

PSY85013J - Clinical Elective: LGBT Couples and Family
(*3 units*)

PSY85013K - Clinical Elective: Advanced Study of Bisexual Issues
(*3 units*)

PSY85013L - Clinical Elective: Advanced Study of Lesbian Issues
(*3 units*)

PSY85013M - Clinical Elective: Advanced Study of Gay Man Issues
(*3 units*)

PSY85013N - Clinical Elective: Attachment Seminar
(*3 units*) This course is an exploration of current research findings, theoretical models, and applications of Attachment theory and research. It begins with the historical beginnings of the theory, links to psychoanalysis, and describes the progression and expansion of the field into the realm of development, infant observation, understanding of attachment in adulthood, and how attachment relates to psychopathology and treatment. There will be an emphasis on attachment experiences (a) as they influence early development (i.e., the first three years of life), including the nervous system, and (b) as they impact subsequent relationships, emotional regulation/adjustment, and behavior. In addition, attention shall be given to attachment patterns as they are reflected in different kinds of patients.

PSY85013O - Clinical Elective: Forensic Report Writing/Expert Testimony
(*3 units*)

PSY85013P - Clinical Elective: Advanced Psychological Assessment: FAIs Risk/Adult
(*3 units*)

PSY85013Q - Clinical Elective: Advanced Psychological Assessment: FAIs Juvenile
(*3 units*)

PSY85013R - Clinical Elective: Competency Assessment
(*3 units*)

PSY85013S - Clinical Elective: Assessment, Diagnosis and Treatment of Sexual Offenders
(*3 units*)

PSY85013T - Clinical Elective: Working with Offender Populations
(*3 units*)

PSY85013U - Advanced Clinical Skills: Evidence-Based Treatments for Trauma
This course is designed to build graduate-level knowledge in the area of evidence-based treatment of trauma across the lifespan. It is the second course in the trauma sequence, building upon the knowledge that students gained in the first course related to foundations of trauma and trauma assessment. It is designed to integrate research and best practice guidelines related to treatment of different types of traumas in diverse populations and settings. In this course, students will be introduced to best practice in trauma treatment through the tracking of treatment progress to inform and modify treatment as needed, decision-making skills related to treatment selection, knowledge of evidence-based treatment components, and introduction to self-reflection and self-care for the trauma therapist. Additionally, this course is designed to develop doctoral students' empirical knowledge base in trauma intervention.
Prerequisites: PSY65230, PSY65280 and PSY75040

PSY85013V - Clinical Elective: LGBTQ Health Disparities
(*3 units*) This course introduces graduate students to the professional literature about LGBTQ health disparities; helps them understand conceptually the various psychological, sociocultural, and community-specific factors that drive such disparities; and strengthens their case-conceptualization skills using a biopsychosocial model that is LGBTQ affirming (from assessment and diagnostic formulation to treatment planning). The course also helps students understand the relationship between psychological and physiological wellness (i.e., the mind-body connection), and how various sources of stigma, oppression, and other forms of minority stress impact LGBTQ individuals emotionally, behaviorally, and physically. Students learn to consider and apply the minority stress model and theories on micro-aggressions when approaching clinical work with LGBTQ individuals, particularly those presenting with co-morbid mental health and medical concerns.

PSY85013Z - Clinical Elective: LGBTQ Kink, BDSM, and Other Sexualities
(*3 units*) This course provides a knowledge base students can use for culturally competent instruction, research, and clinical intervention. This course examines the unique ways in which LGBTQ people explore, express, and develop alternative sexual identities, which for the purposes of this course we

will call leather or kink. We conceptualize kink as covering sexual identities, erotic behaviors, sexual interests and fantasies, relationship identities, relationship orientations, and relationship structures between consenting adults not accepted by the dominant culture. We specifically include BDSM (Bondage/Discipline, Dominance/Submission, Sadism/Masochism), Leather, and Fetish as important parts of the umbrella term of kink. Taken from primarily a developmental and intersectional perspective, the course seeks to illuminate the clinical issues and concerns that arise when serving this marginalized sexual minority group within the context of working with the LGBTQ population.

PSY85015A - Clinical Elective: Psychodynamic
(*1.5 units*)

PSY85015B - Clinical Case Consultation I: Buddhist Psychotherapy
(*1.5 units*) This course is a case consultation course and focuses on the development of case conceptualization and treatment skills in terms of three focal competencies: (1) understanding the Buddhist definition of person; (2) problem orientation; and (3) integration of theory and practice.
Prerequisites: PSY85190

PSY85015C - Clinical Case Consultation II: Buddhist Psychotherapy
(*1.5 units*) This course is a case consultation course and focuses on the development of case conceptualization and treatment skills in terms of three focal competencies: (1) understanding the Buddhist definition of nāmarūpa and anattā; (2) problem orientation; and (3) integration of theory and practice.
Prerequisites: PSY85190; PSY85015B

PSY85015D - Clinical Elective: Psychodynamic I
(*1.5 units*) The Psy.D. Clinical Program is designed to build sequentially on knowledge and skills. This is an intermediate graduate level 1.5 unit course designed to further knowledge of Psychodynamic interventions with multicultural populations to enhance early clinical skills of rising G2 students. This intervention course focuses on the use of psychodynamic approaches with late adolescent and adult clients. Students are often daunted by the prospect of creating a psychodynamic formulation. This course will follow the guidelines provided by Cabaniss and colleagues (2013) using DESCRIBING, REVIEWING and LINKING as the three steps to formulate the patients treated as a part of this course. Constructing psychodynamic formulations will assist students in understanding their patients, setting treatment goals, determining fitting therapeutic interventions, conducting treatment and evaluating outcomes. The competencies it focuses on include case conceptualization and treatment planning based on thorough diagnostic understanding of cases, as well as specific intervention techniques.

PSY85015E - Clinical Elective: Psychodynamic II
(*1.5 units*) This is the continuation of an intermediate graduate level 1.5 unit course designed to further knowledge of Psychodynamic interventions with multicultural populations to enhance early clinical skills of G2 students and G3 students. The competencies it focuses build on those of the previous semester by focusing on linking diagnostic and conceptualization skills from the first semester to therapeutic interventions within long-term psychodynamic treatment. This intervention course focuses on the use of psychodynamic approaches with older adolescent and adult clients. Building on the psychodynamic formulations learned and applied during the first semester, students will gain experience setting treatment goals, determining fitting therapeutic interventions, identifying resistances, conducting treatment and evaluating outcomes, all from a psychodynamic frame of reference.

PSY85020 - Supplemental Practicum
(*1 unit*) Recommended field training experience. Students gain further professional experience, and in some cases specialized training.

PSY85023A - Clinical Elective: Advanced Psychotherapy Techniques
(*3 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.

PSY85023B - Perspectives in Multicultural Psychology: Black & Asian American Psychology
(*3 units*) To support students' work with diverse populations, this course explores Asian American and Black Psychology, emphasizing social justice. Students will explore the current research on the psychology of these groups, their histories, experiences of oppression and violence, and their strengths, and consider its implications for clinical practice.

PSY85023C - Conducting Immigration Evaluations
(*3 units*) This course will prepare students to conduct immigration evaluations effectively and ethically. Students will learn about the various aspects involved in evaluating individuals' mental health and to answer a psycho-legal question as it relates to different types of immigration processes. Through a combination of theoretical study, case studies, and practical exercises, students will develop a comprehensive understanding of the evaluation process and the unique challenges faced in this context.
Prerequisites: PSY65030, PSY65040, PSY65200, PSY65230

PSY85030 - Elective Practicum
(0 to *3 units*) In addition to the required practicum experience, students gain further professional experience in this elective course.

PSY85030I - Elective Practicum
(*1 unit*)

PSY85030J - Elective Practicum
(*2 units*) In addition to the required practicum experience, students gain further professional experience in this elective course.

PSY85031 - Elective Practicum
(*1 unit*) In addition to the required practicum experience, students gain further professional experience in this elective course.

PSY85032 - Elective Practicum
(*2 units*)

PSY85033 - Elective Practicum
(*3 units*) In addition to the required practicum experience, students gain further professional experience in this elective course.

PSY85091 - Supervision Seminar
(*1 unit*) 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: PSY65100
Fresno PsyD Clinical Psychology: G3 status in program

PSY85092 - Supervision Seminar
(*2 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: PSY65100
Fresno PsyD Clinical Psychology: G3 status in program

PSY85093 - Supervision Seminar
(*3 units*) This course covers the principles and theories of clinical supervision. Students will develop their own style and techniques using a competence-based framework and apply these skills in peer supervision. The course also covers legal, ethical, and theoretical concepts necessary for engaging in clinical supervision.

PSY85102 - Supervision Seminar
(*2 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: PSY85091
Fresno PhD Clinical Psychology: PSY65090, PSY65100

PSY85103 - Supervision Seminar
(*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

PSY85120 - Supervision and Consultation
(*1 unit*) Seminar examining the theory and techniques of clinical supervision and consultation. Students will apply these skills in the supervision of first-year practicum students. This course is taken in the last year of a student's program, concurrent with PSY85130.
(San Diego)

PSY85130 - 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)

PSY85140 - Forensic Interviewing, Report Writing and Testimony
(*3 units*) This course will provide the psychology graduate student with a practical overview of the major types of forensic evaluations and respective assessment practices. Through the use of cooperative learning, lecture, role plays, and readings, 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.
Prerequisites: PSY66310
(San Diego, PhD)

PSY85150 - 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

PSY85160 - 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.

PSY85180 - 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: PSY66310

PSY85190 - Theory and Practice: Introduction to Buddhist Psychotherapy
(*3 units*) This course covers the philosophical and psychotherapeutic aspects in the fundamental teachings of Early Buddhism as found in the Suttapitaka. Students will also be introduced to early Buddhist meditation practice.

PSY85210 - Clinical Elective
(*3 units*) (Topics vary)

PSY85220 - 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.

PSY85240 - 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: PSY61010

PSY85310 - 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: PSY75053, PSY75063, PSY75272, and PSY75282
Co-requisite: PSY85372

PSY85323 - 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: PSY75050, PSY75060, PSY75272, PSY75282 and PSY85310
Co-requisite: PSY85382

PSY85350 - 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: PSY85310/85320
San Diego PhD: PSY85520

PSY85360 - 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: PSY85310/85320
San Diego PhD: PSY85520

PSY85372 - PsyD Practicum III
(*2 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: PSY75053, PSY75063, PSY75272, PSY75282
Co-requisite: PSY8531, 1 of PSY8553-8559
(Advanced Clinical Skills)

PSY85382 - Psy.D. Practicum III
(*2 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: PSY75053, PSY75063 and PSY85372
Co-requisite: PSY8532, 1 of PSY8553-8559
(Advanced Clinical Skills)

PSY85383 - PsyD Practicum III
(*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: PSY75053, PSY75063 and PSY85372
Co-requisite: PSY8532, 1 of PSY8553-8559
(Advanced Clinical Skills)

PSY85400 - 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: PSY61290

PSY85410 - 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.

PSY85430 - 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.

PSY85440 - 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.

PSY85450 - 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: PSY61402 or PSY61403, and PSY65230

PSY85500 - 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.

PSY85510 - 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 their 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.

PSY85520 - 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: PSY85350, PSY85360
(San Diego)

PSY85531A - Advanced Clinical Skills - Psychotherapy: Approaches To Pain Management
(*1 unit*)

PSY85532A - Advanced Clinical Skills - Psychotherapy: Acceptance & Commitment Therapy
(*2 units*)

PSY85533A - Advanced Clinical Skills - Psychotherapy: Advanced Assessment
(*3 units*)

PSY85541A - Advanced Clinical Skills - Psychotherapy: Approaches To Pain Management
(*1 unit*)

PSY85542A - Advanced Clinical Skills - Psychotherapy: Acceptance & Commitment Therapy
(*2 units*)

PSY85542L - Advanced Clinical Skills - Psychotherapy and Spirituality
(*2 units*)

PSY85542M - Advanced Clinical Skills - Therapist Expressive Behavior
(*2 units*) 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.

PSY85542N - Advanced Clinical Skills - Sleep Disorders
(*2 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.

PSY85543A - Advanced Clinical Skills - Psychotherapy: Advanced Assessment
(*3 units*)

PSY85543G - Advanced Clinical Skills - Psychotherapy: Couples
(*3 units*) 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.

PSY85543P - Advanced Clinical Skills - Psychotherapy: Sex Therapy
(*3 units*) This course provides theory and research-based foundation in sex therapy and the clinical skills necessary to assess, diagnose, and treat individuals and couples in a broad range of clinical populations and settings.

PSY85550 - 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: PSY65120, PSY65120a, PSY75212 or PSY75213
San Diego PhD: PSY61050, PSY65010
Please note there is a mandatory lab assessment fee for this course.

PSY85560 - 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: PSY85550
Please note there is a mandatory lab assessment fee for this course.

PSY85570 - 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.

PSY85580 - 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.

PSY85590 - 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: PSY75630

PSY85592 - Assessing and Remediating Legal Incompetencies
(*2 units*)

PSY85593 - Assessing and Remediating Legal Incompetencies
(*3 units*)

PSY85600 - Advanced Ethics, Law, Supervision and Consultation Issues
(*3 units*) Advanced Ethics, Law, Supervision and Consultation Issues is a required class of the Clinical Psychology Ph.D. program that engages students in graduate-level content that supports the mastery of the profession-wide competencies of ethics, law, diversity, professional values and attitudes, assessment, communication, intervention, supervision, consultation, and interdisciplinary skills. The course builds upon the information and skills obtained in prior professional development and consultation courses and practicum experiences to prepare students to practice health service psychology in an ethical and legal manner. This course will challenge students to synthesize their coursework and academic work experience in preparation to become a licensed psychologist. The integral role of supervision and consultation in ethical and legal practice will be emphasized to encourage the seeking of supervision/consultation, and to prepare students to effectively engage in consultation and supervision.
Prerequisites: SY75560, PSY85520

PSY85611 - Consultation
(*1 unit*)

PSY85612 - Consultation
(*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: Advancement to candidacy

PSY85620 - Management
(*2 units*)

PSY85630 - Teaching
(*3 units*)

PSY85641 - Supervision
(*1 unit*)

PSY85642 - Supervision
(*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.

PSY85650 - Family Court Consultation and Expert Witnessing
(*2 units*)

PSY85660 - 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.

PSY85680 - 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*

PSY85692 - Pragmatic Foundations of Clinical Practice
(*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.

PSY85712 - Third Year Clinical Practicum
(*2 units*) Experience in a mental health setting for 15 hours per week.

PSY85722 - Third Year Clinical Practicum
(*2 units*) Experience in a mental health setting for 15 hours per week.
Prerequisites: PSY85710

PSY85770 - 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

PSY85780 - 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

PSY85810 - Interventions with Military and Veteran Members
(*3 units*) This 3-unit graduate level course explores the current research and clinical issues related to working with Veterans and US military members. It covers topics ranging from the effects of deployments and combat, and the impact of war-related trauma, to military culture and post-military service reintegration issues. Special attention will be paid to the signature injuries of the Iraq & Afghanistan conflicts (PTSD & Traumatic Brain Injury) as well as evidence-based treatment interventions, enhancing successful outcomes through cultural competence, and navigating aspects of "Warrior Culture" in clinical work. Additionally, an emphasis will be placed on exploring and familiarizing students with the vast range of available resources (online, government sponsored, Department of Defense, Center for Deployment Psychology, Veteran's Administration, etc) for clinicians serving these populations.

PSY85820 - Treatment with Military Couples and Families
(*3 units*) This 3-unit graduate level course explores the current research and clinical issues related to working with US Service Members and their families. It covers topics ranging from the effects of deployments on marriages and children to the impact of war-related trauma, military culture, and the military lifestyle on military individuals, couples and families. Additionally, it will explore the vast range of available resources (online, government sponsored, Department of Defense, Center for Deployment Psychology, etc) resources for civilian clinicians serving military clientele.

PSY85910 - Third Practicum A
(*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.

PSY85920 - Third Practicum B
(*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.

PSY85930 - Elective Practicum A
(*2 units*) In addition to the required practicum experience, students gain further professional experience in this elective course.

PSY85940 - Elective Practicum B
(*2 units*) In addition to the required practicum experience, students gain further professional experience in this elective course.

PSY86001G - General Elective: Advanced Research Writing & Analysis
(*1 unit*)

PSY86003L - General Elective: Sociocultural Diversity-Intersectionality Of Identities I
(*3 units*)

PSY86050 - 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: PSY61050, which may be taken concurrently*

PSY86300 - Clinical Aspects of Dream Interpretation
(*3 units*)

PSY86420 - 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.

PSY86450 - 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.

PSY88002E - Advanced Seminar: Object Relations
(*2 units*)

PSY88002G - Advanced Seminar: Theoretical Psychodynamic Issues
(*2 units*)

PSY88003B - Advanced Seminar: Humanistic Psychology
(*3 units*)

PSY88003C - Advanced Seminar: Hypnotherapy
(*3 units*)

PSY88003D - Advanced Seminar: Integrative Psychology
(*3 units*)

PSY88003E - Advanced Seminar: Object Relations
(*3 units*)

PSY88003G - Advanced Seminar: Theoretical Psychodynamic Issues
(*3 units*)

PSY88052 - Advanced Seminars in Theoretical Issues
(*2 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.

PSY88053 - Advanced Seminars in Theoretical Issues
(*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.

PSY89010 - 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.

PSY89020 - 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.

PSY89050 - 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

PSY89060 - 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

PSY89070 - Dissertation Development
(*3 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.

PSY89080 - 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.

PSY89084 - Dissertation Development
(*4 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.

PSY89110 - Clinical Dissertation
(*1 unit*)

PSY89120 - Clinical Dissertation
(*1 unit*) Focuses on selection of project committee members, development of methodology and completion of proposal.
Prerequisites: ORG8911

PSY89130 - 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: San Francisco PsyD Clinical Psychology: PSY70030, PSY70040, completion of dissertation proposal orals
Sacramento PsyD Clinical Psychology: PSY79113 and PSY79123
Fresno PsyD Clinical Psychology: PSY79123, completion of dissertation proposal orals

PSY89142 - PsyD Clinical Dissertation
(*2 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: PSY70030, PSY70040, PSY80050, PSY80060; completion of dissertation proposal orals
Sacramento and Fresno PsyD students: passing grade in PSY89130

PSY89143 - 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: PSY70030, PSY70040, PSY80050, PSY80060; completion of dissertation proposal orals
Sacramento and Fresno PsyD students: passing grade in PSY89130

PSY89150 - Clinical Dissertation III
(*1 unit*)

PSY89160 - Clinical Dissertation IV
(*1 unit*) Focuses on selection of project committee members, development of methodology and completion of proposal.

PSY89800 - 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

PSY89901 - Ph.D. Doctoral Dissertation Research Design and Research Seminar
(*1 unit*) 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: PSY602100, PSY60220, PSY60230, PSY60450, PSY70450

PSY89902 - Ph.D. Doctoral Dissertation Research/Design and Research Seminar
(*2 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: PSY60210, PSY60220, PSY60230, PSY60450, PSY70450

PSY89903 - Ph.D. Doctoral Dissertation Research/Design and Research Seminar
(*3 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: PSY60210, PSY60220, PSY60230, PSY60450, PSY70450

PSY89904 - Ph.D. Doctoral Dissertation Research Design and Research Seminar
(*4 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: PSY60210, PSY60220, PSY60230, PSY60450, PSY70450

PSY89905 - Ph.D. Doctoral Dissertation Research/Design and Research Seminar
(*5 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: PSY60210, PSY60220, PSY60230, PSY60450, PSY70450

PSY91230 - 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.

PSY93100 - Advanced Seminar: MFT
(*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.

Topics may include:
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.

PSY93200 - 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: PSY83110, PSY83160, PSY83170

PSY93210 - 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: PSY93200, approval of instructor

PSY93240 - 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: PSY60210, PSY60220, PSY73020 and PSY73140

PSY93250 - 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: PSY73020 or equivalent

PSY93600 - 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.

PSY93601 - Internship Supervision
(*1 unit*) 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.

PSY93880 - 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

PSY93890 - 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.

PSY94210 - 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: PSY74290, PSY74350 or Permission of Program Director

PSY94220 - 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: PSY94210 or permission of the Program Director

PSY95003A - Advanced Clinical Elective: Interventions With Adolescents
(*3 units*) 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.

PSY95003B - Advanced Clinical Elective: Training & Supervision in Couple, Sex & Family Therapy
(*3 units*) 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.

PSY95003C - Advanced Clinical Elective: Group Psychotherapy Training and Supervision
(*3 units*)

PSY95003D - Advanced Clinical Elective: Integrated Approach to Sex, Intimacy & Relation
(*3 units*)

PSY95003E - Advanced Clinical Elective: The Psychology of Social Class and Classism
(*3 units*) To support students' work with diverse populations, this course explores the psychology

of social class and classism with an emphasis on social justice. Students will explore the current research on the psychology of social class and classism and consider its implications for clinical practice.

PSY95030A - 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.

PSY95030B - 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.

PSY95250 - APA Accredited Internship
(*11 units*) Full-time, year long, APA approved clinical psychology internship for students in either the clinical PsyD or clinical PhD program.

PSY95310 - Full-Time 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 PSY75650, PSY85350, PSY85360, PSY85510 and advancement to candidacy
San Francisco PsyD: PSY85310, PSY85323, PSY85372 and PSY85382; advancement to candidacy and passing proposal orals
Sacramento PsyD: PSY95330 if taken prior to PSY95310
Fresno PsyD: Advancement to candidacy, approval of faculty to apply to internship
Must be enrolled in Clinical Program.

PSY95320 - Full-Time 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: PSY85310, PSY85323, PSY85372 and PSY85382; advancement to candidacy and passing proposal orals
Sacramento PsyD: PSY95310 and, if taken first, PSY95330
San Diego PhD: All G2/G3 Practicum course work requirements, plus PSY75650, PSY85350, PSY85360, PSY85510 and advancement to candidacy.
Must be enrolled in Clinical Program.

PSY95330 - Full-Time 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 PSY75650, PSY85350, PSY85360, PSY85510 and advancement to candidacy.
San Francisco PsyD: PSY85310, PSY85323, PSY85372 and PSY85382; advancement to candidacy and passing proposal orals
Sacramento PsyD: PSY95310 and PSY95320 if taken prior to PSY95330
Must be enrolled in Clinical Program.

PSY95410 - DRP Clinical Training IIIa
(*11 units*)

PSY95420 - DRP Clinical Training IIIb
(*11 units*)

PSY95430 - DRP Clinical Training IIIc
(*8 units*)

PSY95510 - 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: PSY75510

PSY95520 - 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: PSY85510
(San Diego)

PSY95560 - 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.

PSY95570 - 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.

PSY95610 - 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 PSY75650, PSY85350, PSY85360, and PSY85510 and advanced to candidacy.

PSY95620 - 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 PSY75650, PSY85350, PSY85360, and PSY85510 and advanced to candidacy.

PSY95630 - 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 PSY75650, PSY85350, PSY85360, and PSY85510 and advanced to candidacy.

PSY95640 - 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 PSY75650, PSY85350, PSY85360, and PSY85510 and advanced to candidacy.

PSY95650 - 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 PSY75650, PSY85350, PSY85360, and PSY85510 and advanced to candidacy.

PSY95660 - 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 PSY75650, PSY85350, PSY85360, and PSY85510 and advanced to candidacy.

PSY95900 - Internship Continuous Registration - Full Time
(*8 units*) Optional internship continuation course for students who have completed enrollment in all required internship courses, but need additional time to complete their field training.

PSY95950 - Internship Continuous Registration - Half Time
(*5 units*)

PSY96050 - Post Doctoral Clinical Training I
(*3 units*) Practicum-level training for doctoral respecialization students in approved agency for 16 hours per week.
Co-requisite: PSY75053

PSY96060 - Post Doctoral Clinical Training I
(*3 units*) Practicum-level training for doctoral respecialization students in approved agency for 16 hours per week.
Co-requisite: PSY75063

PSY96150 - 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: PSY85310

PSY96153 - Post-doctoral Clinical Training II
(*3 units*)

PSY96160 - 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: PSY85323

PSY96163 - Post-doctoral Clinical Training II
(*3 units*)

PSY96250 - Post Doctoral Clinical Training III
(*7.5 units*) Internship-level training for doctoral respecialization students in approved agency for 40 hours per week.

PSY96260 - Post Doctoral Clinical Training III
(*7.5 units*) Internship-level training for doctoral respecialization students in approved agency for 40 hours per week.

PSY96270 - Post-doctoral Clinical Training III
(*15 units*)

PSY96280 - Post-doctoral Clinical Training III
(*15 units*)

PSY99010 - 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

PSY99100 - MFT Dissertation I
(*1 unit*) This course involves working one-on-one with the dissertation chair to complete the dissertation. The course must be taken from the dissertation chair. Students work at least 20 hours per week on their dissertation. This course is the first in a four-course sequence.
Prerequisites: Successful completion of the MFT Doctoral Exam
Co-requisite: PSY60210, PSY93240, PSY93250

PSY99110 - MFT Dissertation II
(*1 unit*) This course involves working one-on-one with the dissertation chair to complete the dissertation. The course must be taken from the dissertation chair. Students work at least 20 hours per week on their dissertation. This course is the second course in a four-course dissertation sequence.
Prerequisites: PSY99100

PSY99120 - MFT Dissertation III
(*1 unit*) This course involves working one-on-one with the dissertation chair to complete the dissertation. The course must be taken from the dissertation chair. Students work at least 20 hours per week on their dissertation. This course is the third course in a four-course dissertation sequence.
Prerequisites: PSY99110

PSY99130 - MFT Dissertation IV
(*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. Students work at least 20 hours per week on their dissertation. This course is the fourth course in a four-course dissertation sequence. Student who do not complete the dissertation by the end of this course must go into dissertation extension and must take dissertation extension each semester until the dissertation is completed.
Prerequisites: PSY99120

PSY99250 - Ph.D. Doctoral Dissertation
(1 to *7 units*) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY99251 - Ph.D. Doctoral Dissertation
(*1 unit*) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY99253 - Ph.D. Doctoral Dissertation
(*3 units*) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY99254 - Ph.D. Doctoral Dissertation
(*4 units*) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY99260 - PhD Doctoral Dissertation
(1 to *7 units*) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY99261 - Ph.D. Doctoral Dissertation
(*1 unit*) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY99263 - PhD Doctoral Dissertation
(*3 units*) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY99264 - Ph.D. Doctoral Dissertation
(*4 units*) Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

PSY99270 - 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: PSY70130, PSY70140
Co-requisite: PSY89901 or PSY89902 or PSY89904 or PSY89905 or PSY89935 (San Diego)
See PSY 6016 for further information on research seminars.

PSY99280 - 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: PSY70130, PSY70140
Co-requisite: PSY89901 or PSY89902 or PSY89904 or PSY89905 or PSY89935 (San Diego)
See PSY 6016 for further information on research seminars.

PSY99400 - 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.

PSY99450 - PsyD Dissertation Extension (Concurrent with Internship)
(*1 unit*) Does not count towards total required units necessary to complete a degree.

PSY99550 - PhD Dissertation Extension (Concurrent with Internship)
(*1 unit*) Does not count towards total required units necessary to complete a degree.

PSY99800 - 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: PSY99010

PSY99801 - MFT Dissertation Extension
(*3 units*)

PSY99802 - MFT Dissertation Extension
(*3 units*)

PSY99850 - Psy.D. 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.

PSY99851 - Psy.D. Clinical Dissertation Extension
(*3 units*)

PSY99852 - Psy.D. Clinical Dissertation Extension
(*3 units*)

PSY99950 - Ph.D. 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.

PSY99951 - Ph.D. Clinical Doctoral Dissertation Extension
(*3 units*)

PSY99952 - Ph.D. Clinical Doctoral Dissertation Extension
(*3 units*)

SEN49000 - 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

SEN49010 - 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.

SOC22010 - Introduction to Sociology
(*3 units*) This is an introductory sociology course. In this course, students will explore a wide range of social science topics such as dynamics of group life, social process, social organization, social institutions, and systems. Students will also apply basic principles learned in this course to better analyze contemporary social issues and problems such as race, gender, class, sexuality, and ability, and their impact on social relationships and dynamics.

SOC22020 - 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.

SPN10000 - 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.

SPN10000A - 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.

SPN10000B - 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.

SPN10010 - Beginning Spanish II
(*3 units*) This course is the second semester of Spanish and a continuation of SPN10000. In this course emphasis will be on communication in Spanish including speaking, writing, reading and oral comprehension.
Prerequisites: SPN10000

SPN10010A - 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.

SPN10010B - 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.

SWK60010 - Science of Social Work
(*3 units*) Science of Social Work provides the foundation for a practitioner's perspective of social work. Students will learn, understand, and apply professional values and ethics. Students will also understand social work terms and learn about the types of practice models and settings, as well as the history of the profession.
Co-requisite: SWK60020, SWK60030

SWK60020 - Human Behavior and the Social Environment
(*3 units*) Human Behavior and the Social Environment is a generalist social work course that explores the stages of development through the lifecycle to develop an understanding of individuals, families, groups, and human behavior using systems theory and a biopsychosocial approach. The course also addresses disparities that may impact underrepresented populations.
Co-requisite: SWK60010, SWK60030

SWK60030 - Public Welfare Policy
(*3 units*) Public Welfare Policy is a foundation-level course in which students will analyze economic, political, and social concepts, from historical and contemporary perspectives to understand social welfare policy in the United States. Students will understand and apply policymaking to critique policy and inform practice.
Co-requisite: SWK60010, SWK60020

SWK60040 - Social Justice and Inclusive Social Work Practice
(*3 units*) Social Justice and Inclusive Social Work Practice is a generalist course that explores critical self-reflection and its relationship to practice. Concepts related to civil rights, systemic oppression, social justice, and diversity and inclusion will be identified, along with various cultural perspectives, intersectionality, and disparities.
Prerequisites: SWK60050, SWK60070, SWK60200
Co-requisite: SWK60060, SWK60055

SWK60050 - Foundation of Social Work Practice I
(*3 units*) Foundation of Social Work Practice I introduces social work concepts and theoretical approaches for direct practice. Topics include assessment, intervention, termination, evaluation, and the referral process. The course uses a case study to support the development of social work knowledge, values, and skills.
Prerequisites: SWK60010, SWK60020, SWK60030
Co-requisite: SWK60070, SWK60200

SWK60055 - Foundation of Social Work Practice II
(*3 units*) Foundation of Social Work Practice II is a micro-level course that provides students with a foundation of approaches to use in direct practice. Students will develop knowledge and skills in areas of intervention. Various theoretical perspectives are addressed using a generalist-eclectic lens.
Prerequisites: SWK60050, SWK60070, SWK60200
Co-requisite: SWK60040, SWK60060

SWK60060 - Foundation of Social Work Research
(*3 units*) Foundation of Social Work Research explores concepts of research design in social work. Areas covered include research goals, research designs, measurement, data collection, data analysis, and concepts of ethics in social work research. Students will incorporate the components of a research proposal while analyzing peer-reviewed research studies.
Prerequisites: SWK60050, SWK60070, SWK60200
Co-requisite: SWK60040, SWK60055

SWK60070 - Field Seminar and Practicum I
(*3 units*) Field Seminar and Practicum I is the first of three courses to connect classroom learning to real-life practice. Students integrate knowledge and skills to demonstrate foundation social work practice with individuals, families, groups, organizations, and communities. Includes 300 hours per semester of

experiential learning under supervision of an approved MSW.
Prerequisites: SWK60010, SWK60020, SWK60030
Co-requisite: SWK60050, SWK60200

SWK60200 - Social Work Intervention with Substance-Related Disorders & Addiction
(*3 units*) Social Work & Addiction provides an in-depth exploration of assessment and treatment for individuals diagnosed with substance-related disorders. Areas of course curriculum include assessment, evaluation, short term intervention, termination, and referral. Students will evaluate best practice approaches currently available in substance use and recovery.
Prerequisites: SWK60010, SWK60020, SWK60030
Co-requisite: SWK60050, SWK60070

SWK60300 - Forensic Social Work
(*3 units*) Forensic Social Work provides an interconnected perspective of the role of legislative, legal, law enforcement, and social service providers. Students learn how to assess and provide services for individuals and families in the judicial system. Students will also compare best practice concepts of restorative and social justice.
Prerequisites: Admission to the MSW Program

SWK60400 - Management and Organizational Development for Social Workers
(*3 units*) Management and Organizational Development will explore and compare various management and organizational models related to leadership. The course supports students' ability to critique different program development and administrative practices that focus on social justice.
Prerequisites: Admission to the MSW Program

SWK60500 - Social Work in Health Care
(*3 units*) Social Work in Health Care is a direct practice specialization course. Students will learn roles within a medical and/or mental health treatment team. Areas of course curriculum include assessment, evaluation, intervention, case management, referral, and termination, along with best practices and recommendations for integrative health programs.
Prerequisites: Admission to the MSW Program

SWK60600 - Social Work and Aging
(*3 units*) Social Work and Aging provides an overview of older adults as a population group using the biopsychosocial approach and lifespan developmental theories. Students learn assessment, case management, and intervention skills that are needed to work effectively with older populations and family caregivers in a variety of community-based and institutional settings.
Prerequisites: Admission to the MSW Program

SWK70010 - Assessment and Diagnosis of Mental Health Conditions
(*3 units*) Assessment and Diagnosis of Mental Health Conditions provides an overview of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and its uses. This course engages students in an introduction to psychopathology, emphasizing processes and tools used to assess and diagnose mental health conditions.
Prerequisites: SWK60060, SWK60040, SWK60055
Co-requisite: SWK70050, SWK70200

SWK70030 - Advanced Social Policy and Social Justice
(*3 units*) Advanced Social Policy & Social Justice explores the application of knowledge learned in Public Welfare Policy. This course explores the history policy and systems of delivery at the local, regional, and national level. Students will critique and evaluate public policy and its application to promote social change.
Prerequisites: SWK70050, SWK70010, SWK70200
Co-requisite: SWK70055, SWK70070

SWK70050 - Advanced Social Work Practice III
(*3 units*) Advanced Social Work Practice III (Micro Social Work Concepts), provides students with a foundation of theoretical approaches for direct practice. Areas of course curriculum include assessment, evaluation, crisis intervention, case management, short-term intervention, referral, and termination. A case study is used to develop social work knowledge, values, and skills.
Prerequisites: SWK60060, SWK60040, SWK60055
Co-requisite: SWK70010, SWK70200

SWK70055 - Advanced Social Work Practice IV
(*3 units*) Advanced Social Work Practice IV covers advanced therapeutic interventions by applying advanced theoretical perspectives in a clinical setting. Aspects of evidence-based practices, and hypothesized improvements to address gaps are explored. Areas of course curriculum include assessment, evaluation, and therapeutic intervention, termination, and referral.
Prerequisites: SWK70050, SWK70010, SWK70200
Co-requisite: SWK70030, SWK70070

SWK70060 - Advanced Social Work Research
(*3 units*) Advanced Social Work Research applies concepts of research design to social service program evaluation. In this academic capstone course, students will demonstrate the 9 core competencies to complete a program evaluation. Students will apply concepts of research design, sampling, measurement, data collection, data analysis, and ethics.
Prerequisites: SWK70030, SWK70055, SWK70070
Co-requisite: SWK70080, SWK70075

SWK70070 - Field Seminar and Practicum II
(*3 units*) Field Seminar and Practicum II is the first advanced field course. It provides opportunities for students to apply advanced practice skills and knowledge in a field placement conducted in a community social service agency. Includes 300 hours per semester of experiential learning under supervision of an approved MSW.
Prerequisites: SWK70050, SWK70010, SWK70200
Co-requisite: SWK70030, SWK70055

SWK70075 - Field Seminar and Practicum III
(*3 units*) Field Seminar and Practicum III is the second advanced field course. It provides opportunities for students to apply advanced practice skills and knowledge in a field placement conducted in a community social service agency. Includes 300 hours per semester of experiential learning under supervision of an approved MSW.
Prerequisites: SWK70030, SWK70055, SWK70070
Co-requisite: SWK70060, SWK70080

SWK70080 - Integrative Seminar
(*3 units*) This integrative seminar is for students who are in their final semester of their MSW program. The course focuses on critical evaluation and application of cumulative theory, research, policy, field experience and integrated practice skills learned over the program in preparation for application in integrated Social Work practice.
Prerequisites: SWK70030, SWK70055, SWK70070
Co-requisite: SWK70060, SWK70075

SWK70200 - Crisis and Trauma in Social Work
(*3 units*) Crisis and Trauma in Social Work addresses assessment and treatment of individuals and families in crisis or recovering from trauma. Areas of course curriculum include assessment, evaluation, crisis intervention, case management, short term intervention, referral, and termination. Students will evaluate best practice approaches currently available around trauma treatment.
Prerequisites: SWK60060, SWK60040, SWK60055
Co-requisite: SWK70010, SWK70050

TCH76210 - 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.

TCH76220 - Critical Thinking for Teachers
(*3 units*)

TCH76250 - 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.

TCH76400 - 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.

TCH76600 - 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.

TCH76800 - 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.

TCH76850 - 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.

TCH76860 - Introduction to Research
(*3 units*)

TCH76900 - 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.

TCH76910 - Research in Action: Communities of Practice
(3 units) Prerequisites: TCH76860

TEL71700 - 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).

TEL71710 - Educational Technology
(*3 units*) This course promotes accessibility and meaningful engagement for all learners by covering the use of using technology, social media, designing, and the incorporation of media-rich materials into lessons. Teacher candidates use appropriate educational technologies along with 21st Century Approaches to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Candidates will establish 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).
Prerequisites: EDU62030, EDU62040A or EDU62040B

TEL81750 - 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.

TES30200 - Theory and Method of Teaching English Learners
(*3 units*) This course 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.

TES40100 - 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.

TES40200 - 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.

TES70400 - 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.

TES74100 - 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.

TES74200 - 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.

TES74300 - 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.

TES74400 - 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.

TES74500 - 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.

TES74600 - 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.

TES74650 - 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.

TES74700 - 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.

TES74750 - 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.

TES74800 - 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.

TES74850 - 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

TES74900 - 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.

TES74900A - 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.

TES74900B - 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.

TES84100 - Issues in 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: TES74100

TES84200 - 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.

TES84300 - 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.

TES84400 - 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.

TES84410 - 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

TES84450 - 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.

TES84510 - 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.

TES84600 - 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.

TES84650 - 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.

TES84700 - 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.

TES84800 - Seminar: Current Topics in TESOL
(*3 units*) This course offers an in-depth exploration of particular current topics in TESOL research and pedagogy.

TES84900 - 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.