

# Catalog 2009-2010



# A lliant International University Catalog 2009-2010

## **Information Subject to Change Without Notice**

The requirements, programs, course offerings, fees, policies, and all other subjects covered in this publication may be changed without notice. Some academic and administrative policies are in the process of review during the Summer and Fall of 2009, and any policy, if changed, may be republished in a Catalog Appendix or distributed to all students and relevant parties.

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

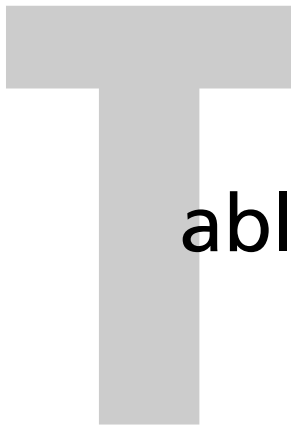
## **Oregon State Authorization\***

The school is a not-for-profit corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

\* Required for Psychopharmacology program offered in Oregon.

**[www.alliant.edu](http://www.alliant.edu)**

Alliant is accredited by the Western Association of Schools and College.  
Alliant International University is an equal opportunity employer and educator.



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# G

# eneral Information

## GENERAL INFORMATION

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

- Excellent academic programs with an orientation toward preparing students for careers as professional practitioners
- Outstanding faculty experienced in training people for professional practice roles in their respective disciplines
- International and multi-cultural orientation
- Preparing students for a profession, while also teaching them how to use their skills to make a difference in the world
- Stimulating, bright, dedicated students from different cultures and domestically diverse backgrounds.

## Professionalism, Public Service and Problem-Solving

Alliant International University is a not-for-profit, independent university with six California locations—Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco—as well as a location in Mexico City and programs in Japan and China. Our exchange programs allow students to experience first-hand what it is like to study in another country.

Alliant's 3,800 undergraduate and graduate students are preparing for careers through degree programs in liberal arts, education, business, and the behavioral and social sciences.

Our enduring traditions—internationalism and multiculturalism—combine in a concept of public service. More than ever, Alliant's

faculty is dedicated to addressing scholarship from a practical viewpoint. This practical professionalism is the goal of our academic administration, and this orientation permeates interactions between faculty and students. It underlies all our programs, from the alliances with large corporations, to management consulting activities at the school for management and organizational psychology, to the school of education's daily efforts to help teachers and children in the classroom. Alliant International University is home to the California School of Professional Psychology, the original APA-accredited professional school that continues to create new avenues for the practice of psychology.

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

## Alliant International University's Core Values

### Integrity

We hold ourselves to the highest ethical standards of conduct and adhere to the principles of mutual respect, fairness, honesty, and academic freedom. We honor and follow up on the commitments and promises we make. We strive to avoid conflicts of interests and openly disclose and work to promptly

resolve those that do occur. We act in ways fully consistent with our core values and are committed to principled leadership at all levels of the institution. We commit to open, candid, and timely communications to ensure all constituencies are kept fully informed.

### Intellectual Advancement

As a community of scholar-practitioners, we are dedicated to advancing academic freedom, promoting lifelong learning, and developing critical thinking skills. We encourage the discovery of new knowledge and the integration of knowledge across disciplines and professional domains. We are committed to advancing fields of knowledge through the highest standards of excellence and academic rigor in our teaching and research. We foster a "student-centered" learning environment characterized by expectations for high academic performance/achievement by students, faculty/staff responsiveness to student well being, and application of knowledge to real world settings and problems.

### Diversity

We foster an inclusive environment that acknowledges and embraces the complexity of the human experience by respecting, honoring, and appreciating multi-cultural, international, and inter-disciplinary perspectives, as well as differences rooted in the variety of social identities. We see such differences as key sources of contribution to a richer and more vital learning and working community.

We encourage and value the open and free expression and consideration of ideas and viewpoints to promote learning and understanding of different cultures and the views and ideas of different academic and professional disciplines.

## General Information

### Social Responsibility

We advocate for, and contribute actively to, constructive societal change that contributes to the increased well-being and welfare of the world community and promotes equal access to resources and opportunities for all persons. We foster an institutional environment committed to personal empowerment and fairness in its policies and external relationships and strive to make a positive difference in the world.

### Innovation

We strive to utilize state-of-the-art education to facilitate the discovery and development of knowledge, capabilities, and skills required to discover new solutions for current and emerging human and social problems. We foster the discovery and application of new approaches and methods for facilitating learning and skill acquisition, as well as the creative use of technologies to enable effective instruction, communication, and access to information for all.

### Stewardship

We hold ourselves accountable for securing and sustaining the long-term financial stability and strength of the University by ensuring all resources entrusted to us are managed wisely and allocated fairly to advance our mission and achieve our goals. We are respectful and responsive to the larger environment of which we are a part by ensuring our actions contribute to the environment's betterment and sustainability.

### Community and Partnership

We are committed to building a community based upon shared goals, governance, and accountability, as well as active collaboration across all university domains and constituencies to advance the University's mission. We work together to build a cohesive and integrated university community comprised of students, faculty, administration, staff, and alumni based on mutual trust and genuine concern for the needs and interests of all. Additionally, we are dedicated to working as partners with the communities we serve.

### History

Alliant International University was founded in 2001 through the combination of United States International University (USIU) and Alliant University/California School of Professional Psychology (CSPP).

USIU came into Alliant with a long tradition of internationalism. Founded in 1952 as California Western University, it brought to Alliant a campus in Mexico City. It also attracted a high percentage of students from all over the world—so high that *U.S. News and World Report* ranked it number one among all U.S. colleges in the percentage of its undergraduates who were from outside the United States. This legacy endures; Alliant was again ranked number one in international students this year by *U.S. News and World Report's* 2007 survey and the April 2009 edition of *The Hispanic Outlook in Higher Education* lists Alliant as number 10 among U.S. institutions in the number of doctorates awarded to Hispanic students.

Alliant also continues to honor a tradition of multiculturalism that goes back to the first days of CSPP, a professional school of psychology with an avowed dedication to fighting discrimination and the "isms" that divide people in the United States, as well as other countries throughout the world.

CSPP was one of the first, and is still the largest, school of professional psychology in the United States. Its founding marked the emergence of clinical psychology as a professional-practiced-oriented discipline, taking its place alongside research psychology as it was taught in California's major universities. Since CSPP's founding in 1969, practitioners of clinical psychology, a large number of them CSPP graduates, have driven a growing awareness that behavioral science comprises a vital part of the national health care agenda. CSPP's expanded offerings apply behavioral science to fields beyond clinical psychology, including organizational studies and education.

CSPP and its sister schools and centers within Alliant are still leaders in applying behavioral

science to a range of societal problems, from reducing violence in our schools to guiding the managements of our corporations. This focus on applying knowledge to real-world problems is a defining characteristic of Alliant.

### Academic Freedom

Alliant International University adheres to the 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. A copy of this statement, which concerns academic freedom in both teaching and research, can be obtained from the President's Office.

### I-MERIT

I-MERIT (International and Multicultural Education, Research, Intervention and Training) was created in 2005 in order to connect and further advance the work of Alliant's two legacy institutions in the areas of multicultural and international education. I-MERIT partners with all sectors of Alliant International University in order to create a multiculturally and globally responsive university. I-MERIT works in three core areas:

- *Promoting diversity* (including in race/ethnicity, gender, socio-economic status, nationality, sexual orientation, religion, ability, and age) – in students, staff/administrators, faculty, and Board members
- *Creating a welcoming University and campus climate*, where all Alliant members feel included and affirmed
- *Infusing all academic programs and curricula* with multicultural and international content and relevant pedagogical approaches

Alliant has an impressive number of faculty who are national or global experts in multicultural and/or international issues in psychology, education, business and management, international relations, and related fields. All Alliant academic programs

include attention to developing students' international and multicultural competence, so that students gain the awareness, knowledge, and skills that will prepare them to work effectively with diverse populations, including traditionally underserved and marginalized populations, throughout the world.

## Accreditation

All locations of Alliant International University are accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the U.S. Department of Education. The Commission can be contacted at: Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001.

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

The PhD and PsyD clinical psychology programs located on the Fresno/Sacramento, Los Angeles, San Diego, and San Francisco campuses are all separately accredited by the American Psychological Association (APA). The PhD programs have been accredited at each campus since the 1980s and the PsyD programs, which were instituted later, all received accreditation in the 1990s and Sacramento in 2002. The PsyD program in clinical psychology that existed at USIU in San Diego was not APA-accredited. Questions regarding the accreditation status of a clinical psychology program attended by an Alliant student or graduate should be directed to the University Registrar. The address of the APA Committee on Accreditation is 750 First St. N.E., Washington, DC 20002, (202) 336-5970.

The Commission on Accreditation accredits the Marital and Family Therapy programs at

San Diego for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT). The AAMFT's address is 1133 15th St. N.W., Suite 300, Washington, DC 20005-2710, (202) 452-0109.

## Governance & Management

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

The President is supported by a Cabinet that includes: Provost and Vice President for Academic Affairs, Senior Vice President for Finance and Strategic Planning, Vice President for Administration and General Counsel, Vice President for Development, Deans and Center Directors.

Alliant is comprised of four Schools: the California School of Professional Psychology, the Shirley M. Hufstedler School of Education, the Marshall Goldsmith School of Management (Business Management, International Studies, and Organizational Psychology Programs), and the California School of Forensic Studies.

Each academic division is led by a Dean, Associate Provost, or other senior administrator who reports to the Provost and Vice President for Academic Affairs.

In addition to the Academic Program Directors, Alliant locations are served by a Director of Campus and Student Services (DCSS), or other administrative leadership. The DCSSs are charged with providing leadership and guidance for the campus community, coordinating campus activities, and overseeing student services and basic campus functions. Also present on many campuses are student services, financial aid,

admissions, registrar and business office personnel.

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

Policy recommendations often originate from standing and ad hoc committees of faculty as well as student representatives. The Undergraduate Student Government Association (USGA) and the Graduate Student Government Association (GSGA) represent students. The student government associations are self-governing bodies involved in developing an effective student role in institutional life, student welfare, and the quality of education. There is also a systemwide student government, and four student representatives sit on the Board of Trustees.

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San Diego

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*University Dean, CSPP*  
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*Interim Director, Psychological Service Center*  
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Associate Dean, Organizational Psychology  
Division, MGSM  
Los Angeles

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Dean, California School of Forensic Studies  
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### Library

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## Student Business Services

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PsyD, CSPP

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## General Information

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### Deborah Miora, PhD

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### Carlton Parks, PhD

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### Thomas L. Ryerson, PsyD

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### Eric Pearse, MA (Cantab), MBA

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## Sacramento

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PsyD, CSPP

### Carl Mack, PhD

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MGSM

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### Penny Schaffer, MS

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CFSF

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Library Technician

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Division, MGSM

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### Mary Ellen Butler-Pascoe, EdD

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Division, MGSM

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HSOE

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### Jerold Miller, EdD

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### Michael E. Pittenger, PhD

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## San Francisco

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### Ned Doherty

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### Dalia Ducker, PhD

Associate Dean, CSPP

### Deanna Gaige

Director, Library Services, Hurwich Library

### James Hiramoto, PhD

Program Director, Education and School  
Psychology

### Valata Jenkins-Monroe, PhD

Program Director, PsyD, CSPP

### Alex Leung, PhD

Program Director, Clinical Psychology, Hong  
Kong, CSPP

### Ira Levin, PhD

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Division, MGSM

### Michael Loewy, PhD

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CSPP

### Elizabeth Milnes, PhD

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Oakland, CSPP

### Edward Shenk, EdD

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Management: Higher Education, HSOE

### Reiko True, PhD

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CSPP

### Steven R. Tulkin, PhD

Program Director, Clinical  
Psychopharmacology, CSPP

### Randall Wyatt, PhD

Director, Professional Training, CSPP

## Locations

Alliant International University has California locations in Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco. Alliant has a campus in Mexico City and also offers programs in Japan and China.

### President's Office, San Francisco

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San Francisco, CA 94133-1221  
(415) 955-2000

### President's and Provost's Office, San Diego

10455 Pomerado Road  
San Diego, CA 92131-1799  
(858) 635-4737

### Fresno

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Fresno, CA 93727-2014  
(559) 456-2777

### Irvine

2500 Michelson Drive, Suite 250  
Irvine, CA 92612-1548  
(949) 833-2651

### Los Angeles

1000 South Fremont Avenue, Unit 5  
Alhambra, CA 91803  
(626) 284-2777

### Sacramento

2030 Capitol Oaks Drive, Suite 200  
Sacramento, CA 95833  
(916) 565-2955

### San Diego, Scripps Ranch

10455 Pomerado Road  
San Diego, CA 92131-1799  
(858) 271-4300

### San Francisco

1 Beach Street, Suite 100  
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### Mexico City

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## California

### Fresno

The Fresno campus, across the street from Yosemite International Airport, is housed in a two-story, 41,150 square foot complex with ample parking. Forensic Psychology (PsyD & PhD), Clinical Psychology (PsyD), Organization Development (PsyD), and Education Leadership (EdD) programs are offered at the Fresno campus, which was founded in 1973.

The W. Gary Cannon Psychological Services Center (PSC), located in the main campus building, provides training and research opportunities and serves the dual purpose of offering high quality psychological services to the community, particularly to underserved segments.

The campus site includes an expanded library, a Psychological Test Materials Center, an Audiovisual Services Center, additional classrooms, laboratories, and research facilities; two computer labs, a video conferencing center, an auditorium, a cafe-restaurant, and a patio plaza. The library also serves as the archive for the San Joaquin Psychological Association.

Eighth largest and one of the fastest growing cities in the state, Fresno serves as the center for the agriculturally rich San Joaquin Valley and has the advantages of a medium size community. An outdoor enthusiast's dream, it is the only place in the nation within a 90-minute drive of three national parks—Yosemite, Sequoia, and Kings Canyon. Backpacking, camping, sailing, skiing, and trout fishing can be found in the Sierra. The rugged Pacific coastal area of Monterey-Carmel-Big Sur is just three hours from the campus. Fresno is also only a three-hour drive

from both San Francisco and Sacramento and a four-hour drive from Los Angeles.

The 491,000 people living in the metropolitan Fresno-Clovis area reflect the cultural heritage of the various ethnic groups who have settled and developed the region. The area provides opportunities to enjoy cultural activities through the local symphony, galleries, museums, and community theater groups as well as lectures and presentations sponsored by area educational institutions.

### Irvine

The Irvine campus is conveniently located in the heart of Orange County, which lies between Los Angeles and San Diego. The campus is easily accessible from the San Diego and Santa Ana freeways and serves students in the Orange, Los Angeles, Riverside, and San Bernardino counties. The campus is minutes from the John Wayne Airport, popular Southern California beaches, and upscale shopping malls. The Irvine campus opened in 1990 and occupies 16,000 square feet of space within a spacious business plaza. The campus features small class sizes, ample parking, and a friendly student-centered environment. All academic activities, including 10 classrooms, a resource center, computer labs, a student lounge, and faculty and administrative offices, are housed on the campus. Programs at the Irvine campus include Marital and Family Therapy (PsyD & MA), Forensic Psychology (PsyD), School Psychology (MA), Educational Psychology (PsyD), Educational Administration (MA & EdD) and TESOL (MA). Irvine faculty members are comprised of full-time professors and adjunct instructors, who currently practice within their respective disciplines and possess a wide array of research interests.

## General Information

Irvine is one of the nation's largest planned urban communities and encompasses more than 55 square miles within the County of Orange. The County boasts a population of over 3,056,865, making it the second most populous county in the state of California, and the fifth most populous in the United States. The area's warm Mediterranean climate and 42 miles of year-round beaches attract millions of tourists annually. Sandy beaches for swimming and surfing, yacht harbors for sailing and pleasure boating, and extensive acreage devoted to parks and open space for golf, tennis, hiking, kayaking, cycling, and other outdoor recreation all contribute to the allure of Orange County. In addition, the County is home to such attractions as Disneyland, Knott's Berry Farm, the Orange County Performing Arts Center, Mission San Juan Capistrano, and the Richard Nixon Library.

### Los Angeles

The Los Angeles campus is located six miles east of downtown Los Angeles in Alhambra, and is easily accessible from the San Bernardino and Long Beach freeways. Since the first 65 students enrolled in September 1970, the campus has grown to incorporate more than 600 students through a range of educational programs. The campus occupies 35,000 square feet within a large, 38-acre complex and houses 22 classrooms including a videoconferencing classroom and an integrated computer classroom, faculty and administrative offices, the library, a computer laboratory, the clinical interviewing room, the group study spaces, the writing resource center and testing room, the student lounges, and two landscaped courtyards. The facility includes a number of attractive brick buildings, has open green space, 24-hour gated security, and plenty of permit parking space for students, faculty, and staff. The complex has convenient dining amenities that provide an atmosphere that is conducive to professional socialization.

The Los Angeles campus is staffed by core faculty members and adjunct instructors recruited in various areas of expertise. Los Angeles faculty teach and supervise more

than 600 students through a range of educational programs and bring a diversity of skills and expertise to their educational and research activities. Los Angeles, popularly known as America's new melting pot, is the largest city in California and second largest in the nation. More than nine million people live in Los Angeles County's 4,000-plus square miles. The people of Los Angeles embrace a rare diversity of cultures, environments and lifestyles. Southern California is known for its ocean beaches and year-round mild climate. Mountains and deserts are readily accessible. The concentration of cultural, educational, and recreational resources around Los Angeles is among the most extensive in the United States.

### Sacramento

Sacramento, known as the "Capitol City," provides students with a unique opportunity to become involved with professionals who are active in state policy debate and decision making. The Sacramento campus offers programs in clinical psychology, marital and family therapy, forensic psychology, a Fresno-Sacramento cohort of Organizational Development students, and a Teaching Credential offered through our Early Completion Option in the Hufstedler School of Education.

The new campus, now located on the second floor of the KVIE public television building at 2030 W. El Camino Avenue, provides a community educational experience. Current students live within a wide geographical area, including areas in the Northern and Central Valley of California.

The small class sizes at Sacramento offer an opportunity for students to have greater individual interaction with the professors and each other. While geographically distant from the Fresno campus, students at the Sacramento campus have access to all student services, including access to library services and resources, facilitated by an on-site library assistant.

### San Diego

San Diego County encompasses several beach towns, inland suburban communities, a thriving downtown San Diego, and a dozen smaller cities. Southern San Diego County borders Mexico. The beaches, deserts, mountains, the mix of urban and rural living, and the rich diversity of religions, cultures, and politics create a fascinating environment in which to live, learn, work, and play.

The Pomerado Road address, in the Scripps Ranch area, is a 60-acre site housing the balance of Alliant-San Diego's graduate and undergraduate programs in a suburban setting.

The Scripps Ranch location is a traditional university campus, shaded by graceful stands of eucalyptus trees and offering student amenities including computer labs, a sports center and playing fields, a dining facility, dormitories, and a theater for performing arts. The newly remodeled Walter Library/Marshall Goldsmith School of Management, is an attractive building surrounded by trees and vast lawns, which houses Alliant's largest collections and serves as a hub for academic support services for Alliant students in San Diego.

The San Diego student population is internationally diverse with many students from countries other than the U.S. The San Diego campus is also the only one in California currently offering undergraduate programs, so there is a wide range of ages among the students.

Faculty members at Alliant-San Diego bring a diversity of skills and expertise to their educational and research activities. Some are among the foremost scholars or scholar-practitioners in their fields. All are dedicated to teaching and enjoy the close student contact offered at Alliant in both graduate and undergraduate programs.

## San Francisco

Occupying two floors of a beautifully renovated, historic building (landmark #135, National Historic Register of San Francisco), the newly remodeled campus opened in the fall of 2004.

The spacious San Francisco campus offers 17 classrooms, two distance learning (teleconferencing) facilities, computer labs, a student lounge, a staff/faculty lounge, research space, and an alumni reading room. It provides 10,000 square feet for classrooms, 9,000 square feet for the library, and 12,000 square feet for faculty/administrative offices and student service space. The Hurwich Library, the centerpiece of the campus, boasts a unique collection of materials relating to gay, lesbian, and transgender mental health.

The Bay Area provides an ideal educational environment. There is easy access to the area's many public and private libraries, educational institutions, and research institutes. These and other resources supplement the support services available to students on campus. The Bay Area is a culturally rich and diverse community with a relatively dense population comprised of numerous ethnic, cultural, and national groups. Such a population provides many opportunities for the study of unique social, racial, and urban problems, and for the development of relevant intervention strategies.

Although geographic distribution varies from year to year, approximately one-third of the students are from states other than California, and several are from other countries. The faculty members of the San Francisco campus bring applied expertise to the educational program through their ongoing research and professional activities.

## International

### Mexico City

Alliant International University's Mexico City Campus was established in 1970 with the vision of overcoming international differences through education. Alliant Mexico brings people from all over the world together at its centrally located campus in Mexico City.

Alliant Mexico offers degree programs at the bachelor's and master's levels, and all classes are taught in English. Students can transfer between Mexico City and the San Diego campus without interrupting their degree programs, giving them greater international understanding and experience.

In addition to its degree programs, Alliant Mexico offers community outreach programs through seminars, business training, certificate courses, and internships. The Internship Program allows students to gain practical work experience while receiving university credit.

### Campus and Location

Mexico's post-NAFTA economic integration with the rest of North America makes Alliant Mexico an ideal place to study in an international setting while earning full academic accreditation for easy transfers between the United States and Mexico campuses.

One of the largest cities in the world, Mexico City is dynamic and offers a valuable opportunity to experience a truly globalized environment. The campus is located within easy reach of the city's main shopping and cultural areas, close to the historic center and the city's financial district.

The city enjoys a temperate year-round climate, and it is easy to make weekend trips to villages, outdoor adventure sites and beaches. Cultural attractions include pre-Columbian archaeological sites, art exhibits and museums, such as the world-renowned Museo Nacional de Antropología. The city abounds with arts and crafts, music and dance, culinary delights and ancient ruins, all

amid modern skyscrapers and colonial architecture—hallmarks of Mexico City.

The small campus and class size allow for an intimate relationship with other students as well as personal attention by faculty and staff. The University also offers support services for local and international students including student orientation, assistance finding housing, and emergency contacts.

### Faculty

At Alliant Mexico most classes are small and students receive personalized attention from faculty and staff. All faculty members have master's and/or doctoral degrees and come from backgrounds as diverse as those of the students. The professors have studied at some of the world's most eminent universities, and often have many years of professional experience in their respective fields. Alliant Mexico's faculty is also enhanced by visiting professors from its other campuses and universities.

### Students

Alliant Mexico's unusually diverse student body creates a supportive atmosphere within one of the world's largest cities. In addition to Mexicans, the student body includes members from the United States, Asia, Europe, the Middle East, and the rest of Latin America.

Many of our students have traveled or studied in other countries, and a number of them are members of families associated with the various multinational corporations and embassies located in Mexico.

While many students are bilingual or trilingual, those who are not acquire significant foreign language skills participating in University and community activities.

Generally, students at Alliant Mexico range in age from 18 to 30. Some are just beginning their studies, while others have studied or worked elsewhere and have come to Alliant Mexico to pursue their goals. As a result, they are able to enrich your classroom learning with their professional experience.

## General Information

Students come to Alliant Mexico for many reasons. Many come because they will be more competitive in a job market that seeks trained professionals who are fluent in English and Spanish, and are comfortable in an international setting.

Students at Alliant Mexico can obtain practical job experience through professional internships. An impressive number of graduating students are already placed by the time they graduate.

### Academic Programs

Alliant Mexico offers an alternative for students who wish to pursue an internationally-recognized bachelor's and/or master's degree in Mexico. Alliant Mexico currently offers majors in:

- International Business Administration
- International Relations both with a concentration in Latin American Studies, and
- Liberal Studies with an emphasis on Education

At the master's level, the degrees offered are:

- Counseling Psychology
- Education with an emphasis on Teaching or Educational Administration
- Business Administration
- International Business Administration both with a concentration in Strategic Management, and
- International Relations

Alliant Mexico continually reviews the programs it offers to better meet the needs and demands of students.

### Internship and Community Service

Both internships and community service are fundamental elements in a student's formation. Internships and community service represent the link between classroom theory and the "real world." The Alliant Mexico Internship and Community Service Program involves on-the-job experience under the supervision of a site supervisor from one of our sponsor organizations, in addition to the guidance of an academic mentor from Alliant Mexico. Sponsor organizations may include private firms, not-for-profit organizations, or government institutions, depending on the student's needs and area of specialization. These programs are also open to visiting students—both individuals and university groups.

### Spanish and Other Languages

Spanish classes are available for credit at the Alliant Mexico campus. These courses take full advantage of the Mexican cultural context to enhance students' language acquisition.

English classes are also available for credit for those students who require them.

### Academic Tours

Academic Tours are included in immersion programs and are organized around specific topics. They include lectures, reading materials, and visits to relevant sites.

### Cooperative Programs with Other Universities

Working with universities in the U.S. and other countries, Alliant Mexico arranges customized study packages in Mexico. Groups of students and/or professors come to Alliant Mexico to study Spanish, history, culture, art, architecture, environmental problems, or business. Alliant Mexico can arrange classroom space, housing, language classes, tours, and faculty for such programs.

### Visiting Students & Professors

Students studying at other universities outside the Alliant system are also welcome to take classes at the Mexico City campus. Whether it's for one class or a full semester, visiting students who meet the usual academic requirements may enroll in classes at Alliant Mexico and transfer credits earned to their home university.

Professors looking for a place to do research or planning on spending a few months in Mexico may find teaching opportunities available at Alliant Mexico. These professors not only enrich their own professional expertise, but also expand the learning opportunities for students at Alliant Mexico.

### Corporate & Community Training Programs

The expertise of the faculty at Alliant Mexico makes the University a community resource for businesses and organizations in Mexico, the U.S., and other countries. Training courses, seminars, and workshops can be developed to meet the needs of the business community and others. Tailored programs can be delivered at the University's facilities or at a location convenient to participants, in English or in Spanish. Qualified professionals teach all courses, training programs, and workshops.

# A dmissions & Registration

## UNDERGRADUATE ADMISSIONS INFORMATION

Alliant International University offers two-year degree completion programs at our San Diego campus and four year degree programs at our Mexico City campus. Applications may be completed online at [www.alliant.edu/apply](http://www.alliant.edu/apply) or obtained by contacting either of these campuses:

### Alliant International University

10455 Pomerado Road  
San Diego, CA 92131-1799  
Telephone: (866) U-ALLIANT  
FAX: (858) 635-4355  
E-mail: [admissions@alliant.edu](mailto:admissions@alliant.edu)

### Alliant International University – Mexico

(Red de Universidades S.C.)  
Hamburgo #115, Colonia Juarez  
Mexico City, Mexico C.P. 06600  
E-mail: [admissions@alliantmexico.edu](mailto:admissions@alliantmexico.edu)

All applicants are expected to satisfy procedures and criteria for admission to Alliant and to submit acceptable certified documents, which verify that they have satisfactorily completed all admission requirements. Students who meet all requirements will be considered for acceptance to the University.

## Deadlines for Applications

The Admissions Processing Center and the respective Offices of Admissions process applications for admission on a year-round basis.

All applicants must complete the Application for Admission and submit it to:

Admissions Processing Center  
10455 Pomerado Road  
San Diego, CA 92131-1799  
Telephone: (866) U-ALLIANT  
FAX: (858) 635-4555  
Email: [admissions@alliant.edu](mailto:admissions@alliant.edu)

## Fees

There is an application fee for undergraduate programs, which is non-refundable.

## Transcripts

All applicants must have all previously attended colleges send official transcripts directly to the Alliant Admissions Processing Center. Student grade reports are not accepted in lieu of a transcript. Mailed or hand delivered sealed records that are addressed to the Alliant Admissions Processing Center should bear the official seal or certification and an appropriate signature from the issuing institution. Transcripts (records of studies) issued in languages other than English must be accompanied by a certified English translation together with a copy of the record(s) from which the translation was made. Academic records from non-American system institutions are evaluated according to the guidelines published by NAFSA (National Association of Foreign Student Advisors), AACRAO (American Association of Collegiate Registrars and Admissions Officers) and other recognized organizations. 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.

## Financial Guarantee Request for International Applicants

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

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

International students who have been accepted to Alliant must transmit payment for a minimum of one full-time semester before an I-20 is issued. This amount will be calculated using the tuition and fee schedule

## Admissions & Registration

found in the catalog. In the event that a student is unable to attend Alliant, the advance payment will be refunded.

### English Language Proficiency

All international students must provide evidence of English language proficiency.

- Undergraduate applicants may take the Alliant English Proficiency Examination or present a score of 550 or higher paper-based, 80 internet-based and 213 computer-based on the official Test of English as a Foreign Language (TOEFL).
- The English Proficiency Examination is an admissions requirement for all international students who do not meet the TOEFL requirement listed above. The exam is taken only once prior to first-time registration and is offered on the San Diego campus. Check with the Academic Support Center for specific dates.
- Students from countries where English is the official language are exempt from the Alliant English Proficiency Examination unless their academic performance at Alliant reveals the need for additional English language study.
- Students with an undergraduate or graduate degree from an American university are exempt from the Alliant English Proficiency Examination unless their academic performance at Alliant indicates the need for further English language study.
- Students who transfer to Alliant and receive transfer credit for Freshman Composition are exempt from the Alliant English Proficiency Examination.

High school transcripts of students who have graduated from an English Medium Secondary School will be reviewed to determine whether an interview by an Alliant English as a Second Language (ESL) instructor is needed to evaluate their English skills. The interview will determine whether or not the student must take the Alliant English Proficiency Examination.

Academic performance at Alliant may reveal the necessity for further English language study by a student. **The University reserves**

### the right to make the final determination of a student's English proficiency level in all cases.

The University policy on repeating ESL courses is as follows:

A student will be allowed to enroll for the same level ESL course three times. A student who receives "No Credit" for the same course three times will not be eligible to continue in the ESL program. In addition, a student who receives "No Credit" in an ESL course may be restricted in the number of degree courses he/she is allowed to take in concurrence with ESL courses.

All ESL courses are three units. A full-time ESL course load is four classes per semester. A student who has less than a full ESL course load may take a combination of ESL and academic classes as follows:

- 3 ESL courses and 1 academic course
- 2 ESL courses and 2 academic courses
- 1 ESL course and 3 academic courses

During the first-time enrollment in an ESL level 6 course, a student may have the option of receiving the grades "CR" or "NC" in the degree program courses. Pass/Fail forms must be obtained from the academic advisors, approved by the instructor and submitted to the Registrar's Office during the first week of registration. If a student must repeat an ESL level 6 course, the CR or NC grading option is not available.

### Grade Point Average (GPA)

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

### Examinations

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

### 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.

### Credit by Examination

A maximum of 27 units of examination credit from all sources will be accepted by the University. The last 30 units of course requirements may not be fulfilled by examination.

### International Baccalaureate Diploma

Alliant recognizes the academic challenge and motivation inherent in the International Baccalaureate Program. Such a program, satisfactorily completed, will be favorably considered in admissions decisions to Alliant. In addition, Alliant awards a student at least 3 credits for a score of 5, 6, 7 on a standard-level exam and at least 3 credits for a score of 4, 5, 6, 7 on a higher-level exam. Where applicable, these units will be applied to the lower-division academic requirements.

### Advanced Placement Tests (AP)

Any student who has taken the College Entrance Examination Board Advanced Placement Tests in a secondary school or high school and who has earned satisfactory scores (three or higher) can be credited with up to 27 units of coursework and/or be placed in advanced courses in Alliant Undergraduate Education degree programs. Advanced Placement Test Equivalents may be found in a chart on the last page of the Course Equivalents section of the catalog.

### College Level Examination Program (CLEP)

Satisfactory scores on the General and Subject Examinations of the College Level Examination Program (CLEP) may entitle a student to receive up to 27 units of academic credit. The Academic Advisor can provide detailed information on the tests available, fee schedules, and testing dates. For a listing of CLEP equivalents at Alliant, see the last page of the Course Equivalents section of the catalog. Scores should be sent to the Admissions Processing Center for evaluation.

## Auditing Courses

Applicants who wish to take academic courses, but not receive credit, may audit courses. Students auditing courses are not required to take exams and complete assignments. They will not receive letter grades or credit. Students who wish to audit classes must:

- Complete the Course Audit Application
- Pay application fees
- Obtain written permission from the program where the course is requested to be taken
- Receive an acceptance notification from the Office of Admissions before attending classes
- Complete regular registration procedures
- Pay audit fees and any additional fees.

Students who fail to maintain satisfactory attendance will receive a no-credit grade.

## Applicants Who Are U.S. Veterans

Veterans must satisfy the same admission requirements as all other applicants. The University is approved by the California State Approving Agency for Veterans Education. Information concerning veterans' benefits may be obtained at the nearest Veterans Administration Office or from the Registrar's Office at Alliant. Alliant is a Service Members Opportunity College. See the Student Services and Administrative Policies section entitled "Veterans Affairs" for more information regarding VA policies.

## Applicants for Re-Admission

Students who are not in continuous enrollment must apply for re-admission through the Office of Admissions. Continuous enrollment is defined as being officially registered and pursuing an academic program for two semesters, not including summer. Students who have not enrolled for two consecutive semesters must apply for re-admission unless they have obtained an approved leave of absence. Students must submit a Re-Admission application, an application fee (see catalog for program fee

schedule), and any new transcripts from schools attended since last enrolled at Alliant.

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

## Returning Alliant Graduates

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 Admissions Processing Center and a non-refundable application-processing fee. All such applicants are expected to meet all admission requirements for the new degree program.

## Undergraduate Admissions Requirements

Mexico City has four-year undergraduate academic programs and admits first-time freshman and transfer students. The San Diego campus offers undergraduate degree completion programs and admits qualified transfer students.

### First-Year Admission

(Mexico City campus only)

#### Applicants from Secondary Schools or High Schools

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

#### Secondary/High School Graduation and Equivalents

High school graduation is required for admission to Alliant. Alliant recognizes two equivalent ways of meeting the graduation requirement: General Educational Development (GED) certificate (applicant must have a minimum score of 410 on each of the five sections and an overall score of 450 or higher) or State High School Proficiency

Examination (applicant must pass this examination).

### Admissions Policy for Home-Schooled Students

Applications for Alliant International University's degree programs are welcome from home-schooled students. All students who seek admission to Alliant from a home schooling program must supply the following:

- Certification of completion of a home schooling program, if available, or documentation of all coursework completed.
- Certificate or diploma from either a:
  - 1) Home School Agency,
  - 2) State Department of Education,
  - 3) Local school district, or
  - 4) Regional Superintendent of Schools
- Literature (if applicable) describing the affiliated home school agency.
- Students may be interviewed by an Admissions staff member.

### Matriculation Deposit

Undergraduate applicants for fall are encouraged to submit the enrollment deposit by May 1st. Submitting the enrollment deposit of \$100 will allow new students to reserve a space in the class. Enrollment deposits submitted after May 1st will be accepted on a space-available basis.

### Transfer Admission

Undergraduate students transferring to Alliant from approved institutions may meet some or all of the General Education requirements by presenting credit earned from transferable courses (defined below).

Students applying to the San Diego programs must have at least 45 transferable units and a minimum grade point average of 2.0

Official evaluation of undergraduate transfer credit is under the authority of the dean of each school in consultation with the Office of Admissions.



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Pursuant to guidelines from the Department of Education, a student may now self certify that they have received a High School diploma or GED prior to attending a post secondary institution. As stipulated in the regulations, if a student indicates on the FAFSA that he/she has a diploma or GED, Alliant International University is not required to have a copy of the diploma or GED as a condition of admissions. In the case of conflict of information, the University's admissions office may determine that formal high school transcripts are required for admissions. Thus, the burden of proof is on the student to furnish official copies if requested by the admissions office as a condition of admissions. For students transferring credits from a previous educational institution, documentation that the student was enrolled and thus will transfer college credit is sufficient evidence for admission to Alliant International University. Degree requirements are determined by combining the transfer credits allowed and the academic work required to be successfully completed at Alliant. Students can request a copy of the transfer evaluation from the Office of Admissions or Registrar's Office.

Transfer evaluation will be based on higher education work completed in which grades of C or better were earned.

### Transfer Credit Limits

A maximum of 90 semester units of credit earned may be accepted for transfer from recognized undergraduate institutions. The final 30 units toward a degree must be completed at Alliant to comply with residency requirements.

**Once a student has matriculated at Alliant, any further transfer credits must have prior approval of the dean, center director, or designee.**

In general, courses taken more than seven years prior to the start of term for which you are applying are not eligible for waiver or transfer. However, some exceptions may be possible for courses taken in certain content

areas. Applicants may petition for an exception by completing and filing an "Exception of an Academic Policy" form with their academic advisor. All exceptions must be approved by the program director (or equivalent) in the appropriate School or Center at the time of admission to Alliant. In making the decision to grant an exception, the program director (or equivalent) will consider such factors as the degree to which the course content or field of study has changed substantively in recent years as well as the applicant's level of mastery of current course objectives. In addition, individual programs may offer options for demonstrating competency in courses that were taken more than seven years prior to application. Academic advisors will be able to provide details about this option.

### Basis for Institutional Transfer Credit

Transfer credits (if earned within the United States) may be accepted from institutions of higher education that are accredited by one or more of the following agencies:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Schools
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

International students from government-recognized institutions must submit official, translated transcripts and results from a foreign educational credential evaluation service agency. The evaluations must contain degree equivalency, U.S. semester credit and grade equivalent for each course, and U.S. grade point average. A syllabus or course description, also translated into English, covering each course being considered for transfer credit should be submitted with the

transcript to the Admissions Processing Center. Transcripts and syllabi documentation are evaluated for the minimum C grade equivalency requirement (see below) and subject matter content to determine the number of transfer credits allowed.

During the transfer credit evaluation process, academic work from other colleges and universities is compared to Alliant courses within the appropriate degree program and transfer credits are awarded on the basis of similar syllabi. College and university courses completed elsewhere may be considered for transfer credits as electives even though the courses are not offered at Alliant.

Alliant accepts the Intersegmental General Education Transfer Curriculum (IGETC) certificate and CSU GE Breadth toward lower division general education requirements.

### Grades Required for Transfer Credit

Undergraduate transfer credit can be accepted from accredited institutions only in the grade received is C or better. 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.).

Applicants to Alliant must submit official transcripts of credit from all previously attended institutions. All grades earned at other accredited institutions will be used to compute the grade point average for admission purposes. The computed transfer credit grade point average from the other institution(s) does not appear on the Alliant permanent record.

### Correspondence and Extension Courses

Alliant does not offer correspondence courses and does not accept credit for such courses.

Undergraduate university-level extension courses completed at a regionally accredited institution of higher education can be considered for transfer credits at Alliant. The extension course must be similar in content to a regular course offered at the transferring institution and at Alliant. The student must have received a grade of "C" or better in the course. No more than 20 semester units of extension credit may be applied toward the undergraduate degree requirements at Alliant. Acceptance for extension courses are taken on a case-by-case basis.

### Military Course Credit

The University is guided by the recommendations of The ACE (American Council on Education) Guide to the Evaluation of Educational Experiences in the Armed Services regarding credit for Military Service toward the bachelor's degree. Transfer credit will be assessed on a course-by-course basis.

To obtain credit for military service, the student must have matriculated, be enrolled at the University and submit Form DD-214 or DD-295.

### Variation Courses

Vocational or technical courses, remedial high school courses, and other courses below collegiate level are not accepted at Alliant as transfer credits even if the courses were completed at an accredited institution of higher education.

### Review Process

Applications and additional documents are reviewed by the Office of Admissions for completeness. The Office of Admissions reviews all applications and determines which candidates will be admitted.

An admitted student is expected to maintain the standard of academic performance upon which admission was based during the time between acceptance and enrollment. Official

transcripts of all work completed between acceptance and enrollment must be furnished to Alliant prior to the end of the first term of enrollment.

### Admission Status

An application will automatically be refused without further recourse if any fraudulent, altered, or forged documents or information are submitted. Students who meet all requirements will be considered for admission to the University but are not guaranteed admission. The Office of Admissions may rescind an offer of admission to applicants who do not abide by the standards of the Alliant Undergraduate Student Handbook, or if it is determined that application information is fraudulent, misleading or incorrect. There is no appeal process for admissions decisions.

**All Alliant admissions decisions are FINAL.**

### Conditional Admission

Applicants who have not submitted all of the required documents may be admitted on a conditional basis in some instances. Conditionally admitted students must present the required documents within the first term of study. Students who have remaining lower-division coursework to complete must do so within one year of initial enrollment date.

**Failure to do so will prohibit further registration and eligibility for financial aid. International students cannot be admitted on conditional status.**

### Special Status/Non-Degree Applicants

Students who do not intend to earn a degree at Alliant, or who have not yet fulfilled necessary requirements for admission into a degree program, may apply to be Special Status Non-Degree students. A student who is classified as Special Status/Non-Degree need not necessarily meet the admission requirements for a degree program, but may be requested to submit supporting documentation.

From this admission status a student may apply for full admission to the University through the regular admission process. If the

student becomes a degree-seeking student, a maximum of 12 semester units (undergraduate) earned while in the Special Status/Non-Degree category may be applied toward a degree program.

Special Status/Non-Degree students are 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 Special Status Non-Degree category.

## Admissions & Registration

### GRADUATE ADMISSIONS INFORMATION

Applications may be completed online at [www.alliant.edu/apply](http://www.alliant.edu/apply) or obtained by contacting [admissions@alliant.edu](mailto:admissions@alliant.edu) or by calling (866) U-ALLIANT or visiting any one of the following locations:

#### Fresno

5130 East Clinton Way  
Fresno, CA 93727-2014  
Telephone (559) 456 2777 x2255

#### Irvine

2500 Michelson Drive, Suite 250  
Irvine, CA 92612-1548  
Telephone (949) 833-2651

#### Los Angeles

1000 South Fremont Avenue, Unit 5  
Alhambra, CA 91803  
Telephone (626) 284-2777 x3026

#### Sacramento

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

#### San Diego

10455 Pomerado Road  
San Diego, CA 92131-1799  
Telephone: (866) U-ALLIANT  
TTY (800) 585-5087

#### San Francisco

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

#### Mexico City

(Red de Universidades S.C.)  
Hamburgo #115, Colonia Juarez  
Mexico City, Mexico C.P. 06600  
E-mail: [admissions@alliantmexico.edu](mailto:admissions@alliantmexico.edu)

All applicants must complete the Application for Admission and submit it to:

#### Admissions Processing Center

10455 Pomerado Road  
San Diego, CA 92131-1799  
Telephone: (866) U-ALLIANT  
FAX: (858) 635-4555  
E-mail: [admissions@alliant.edu](mailto:admissions@alliant.edu)

All graduate applicants must satisfy procedures and criteria for admission to Alliant and must submit acceptable certified documents, which verify that they have satisfactorily completed all admission requirements. Students who meet all requirements will be considered for graduate admission to the University but are not guaranteed admission. The Office of Admissions may refuse admission or rescind an offer of admission to applicants who do not abide by the standards of the Graduate Student Handbook or if it is determined that application information is fraudulent, misleading or incorrect.

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 personal and non-academic factors.

In addition to the School or Center supplementary requirements for the program, the following are University-wide graduate admission requirements:

- Official transcripts of all college work taken (degrees and dates awarded must be posted)
- Submission of a personal narrative
- Recommendations
- Supplementary materials required by the School or Center program, may include, but are not limited to: essay or statement of purpose, resume, program specific application supplement, GPA calculation, assessment instruments (e.g., GRE, MAT, PRAXIS, MSAT), work samples and descriptions, and course descriptions.
- An earned baccalaureate degree from an accredited institution or its international equivalent prior to entry to Alliant
- Proof of graduation from secondary/high school or signed attestation on the Alliant application form or its equivalent (including month and year)

Advancement through an Alliant graduate program is based on demonstrated competencies. Thus, with respect to doctoral programs, admission does not constitute admission to doctoral candidacy. Students are evaluated by the faculty for advancement to the next year level at the end of the second year and at the completion of pre-candidacy requirements for those who have entered with credit for previous graduate work.

#### Conditional Admission

Applicants who have not submitted all of the required documents may be admitted on a conditional basis in some instances.

Conditionally admitted graduate students must present the required documents within the first term of study. **Failure to do so will prohibit further registration and eligibility for financial aid. International students cannot be admitted on conditional status.**

#### Transfer Credit

A limited number of graduate transfer credits may be accepted from 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 School/Center dean, director, or designee.

#### Transfer credit into post-baccalaureate programs:

Graduate coursework taken from a regionally accredited institution can be considered for transfer credit. The number of transfer credit(s) to be considered and the materials required to support petitions for transfer credit of previous graduate coursework will be specified for each program.

#### Transfer credit into master's programs:

Graduate coursework taken at a regionally accredited institution can be considered for transfer credit. A maximum of 6 semester units of graduate coursework can be accepted into a master's program of 40 semester hours or less and a maximum of 9 semester units in an academic program of 41 semester units or more. Program details

required to support petitions for transfer credit for previous coursework will vary.

#### **Transfer credit into doctoral programs:**

Generally a maximum of 30 semester units of graduate coursework in which a B or better was earned, taken at a regionally accredited institution, may be accepted. See program details for the materials required to support petitions for transfer credit of previous graduate coursework. **Courses taken more than seven years prior to the start of term for which you are applying are not eligible for waiver or transfer.**

**Doctoral Transfer Exception:** A maximum of 45 semester units may be accepted for applicants applying to transfer from an APA-accredited clinical program to a CSPP clinical doctoral program at Alliant, or from a COAMFTE-accredited graduate program to CSPP's MFT doctoral program.

### **Psychology Doctoral Respecialization Programs**

Doctoral respecialization programs are offered for holders of earned doctorates in psychology, or a closely related field, from accredited institutions who wish to specialize in clinical, organizational, forensic or health psychology. An applicant's professional and academic experiences are evaluated by the program faculty on the basis of its curriculum requirements. Usually the program is completed in two to three years. Further information on this program is available from the individual locations. Applicants are encouraged to consult the appropriate section of the application material as an initial step.

All respecialization students seeking licensure are responsible for contacting the Board of Psychology or equivalent in the state in which psychology or other licensure shall be sought to be sure that their prior doctoral degree meets licensing requirements and to register with the Board so that training hours completed through Alliant International University can be counted toward postdoctoral hours required for licensure.

### **Prerequisite Summer Courses**

Each campus may offer a limited number of prerequisite courses during the summer. For example, students accepted into a graduate psychology program at Alliant who have neither a bachelor's degree in psychology nor have scored competitively on the GRE Advanced Psychology subtest may be required to take certain prerequisite courses.

Further information on summer prerequisite course offerings and registration forms can be obtained on-line and from each campus' Office of Admissions or Registrar's Office.

### **Special Status/Non-Degree Applicants**

An applicant seeking part-time, non-degree study should contact the Office of Admissions at the appropriate location for a Special Status Application form. Information about registration procedures is available from the campus Registrar's Office. Many advanced doctoral level courses, including field placement, seminar and dissertation experiences are not available to part-time, non-degree students.

A student who is classified as Special Status/Non-Degree need not necessarily meet the admission requirements for a degree program, but may be requested to submit supporting documentation.

From this admission status a student may apply for full admission to the University through the regular admission process. If the student becomes a degree-seeking student, a maximum of 9 semester units of work earned while in the Special Status/Non-Degree category may be applied toward a degree program.

**Special Status/Non-Degree students are not eligible for financial aid.** In cases in which class space is limited, degree-seeking students will have enrollment priority. Some courses are not permitted to be taken by any Special Status/Non-Degree students.

### **Application Timelines**

Applications are received and reviewed almost year-round. The University encourages applicants to submit applications as early as possible.

**Check the admissions application or contact the Admissions Processing Center directly at [admissions@alliant.edu](mailto:admissions@alliant.edu) or call 866-U-ALLIANT for the latest information on deadlines and timelines for each program.**

All applications, supporting documents and fees must be postmarked by the appropriate deadline and mailed with the appropriate application fee to the Admissions Processing Center at 10455 Pomerado Road, San Diego CA 92131.

### **Campus and Program Choice**

Application must be made using the appropriate Alliant application form and any supplemental forms required by the School or Center for that program. Applicants may only apply to one program on one campus at a time. However, applicants are able to choose other campuses with the same program to which they would like to apply if they are not admitted to their first-choice campus.

Multi-location applications within a specialty are made on a single application form. A multi-location applicant is considered for admission at the locations in the order of priority preference indicated on the application form. An applicant not admitted to a higher-choice location is then considered by the next choice location and so on. A multi-location applicant admitted to one location is not considered for admission at subsequent, lower-choice locations. A multi-location applicant may at any time forfeit consideration at one location and have the application forwarded to the next lower choice. However, having once forfeited consideration at a location, the applicant cannot be reconsidered there in the same year for that specific program.

## Admissions & Registration

### Interviews

An interview for those applicants who are finalists in the admissions process is required for most graduate programs. Interviews for invited finalists are held beginning in January. 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, administrators, students, or alumni.

### Fees

Application fees can be located on the University website at [www.alliant.edu](http://www.alliant.edu).

The application fee is non-refundable, unless, at the time Alliant receives a late application, a location has already filled its entering class and is unable to consider the application. (See the Expenses and Financial Aid Section of this catalog for a complete listing of fees.)

### Matriculation Deposit

An applicant admitted to Alliant must sign and return the Acceptance Agreement and submit a new student deposit to hold a place in the class. **International students must deposit one semester's tuition and fees prior to arrival on campus.**

The Acceptance Agreement and deposit for graduate students are due two weeks after the date of the letter of notification for graduate students. Please note: clinical psychology applicants are not required to submit the Acceptance Agreement or the matriculation deposit prior to April 15th (postmarked deadline). If a response is not received by the specified date, the place will be offered to another applicant. A student who decides not to accept an offer of admission from an Alliant location is urged to notify the location in writing as soon as possible so that his or her place can be offered to another applicant.

### Review Process

Applications and additional documents are reviewed for completeness by the Admissions Processing Center for completeness and then sent to the Office of Admissions at the applicant's first-choice location. There, the designated faculty member(s) or review committee examine all applications and decide which of those candidates who meet the academic entry requirements should be interviewed. Final admissions decisions are made after the results of the interviews (if required) have been reviewed.

### Notification of Decisions

Letters of notification for Clinical Psychology programs are mailed on April 1 to applicants who applied by the recommended deadlines to programs with application deadlines of February 1 or before. However, multi-location applicants who apply to, and are considered at, three or more locations may not receive notification from their third and fourth choice campuses until after late April. Applicants who choose to apply later than the deadlines for April 1 notification will be contacted as quickly as possible. Applicants to master's programs or those with other deadlines should receive notification regarding admission within six weeks of submitting their complete applications.

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

There is no appeal process for graduate admissions decisions. **All Alliant admissions decisions are FINAL.**

### Deferred Admission

Admission is normally granted only for the current year. However, under special, documented circumstances, admitted students may be granted a one-year deferment. Petitions should be directed to the Office of Admissions and must be received by June 1. Those granted deferment must submit the matriculation fee upon deferral. Deferrals are not automatically granted.

### Final Documents

The Acceptance Agreement, which accompanies the letter of admission, states any entry requirements that must still be met before being fully admitted that the student has not met. An applicant admitted to Alliant must sign and return the Acceptance Agreement and submit a tuition deposit to hold a place in the class.

The Acceptance Agreement and deposit are due two weeks after the date of the letter of notification. If a response is not received by the date specified, the place will be offered to another applicant.

An admitted student is expected to maintain the standard of academic performance upon which admission was based during the time between acceptance and enrollment. Official transcripts of all work completed between acceptance and enrollment must be furnished to Alliant prior to fall registration in order for the student to enroll. 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.

## Applicants Who Are U.S. Veterans

U.S. Veterans must satisfy the same admission requirements as all other applicants. The University is approved by the California State Approving Agency for Veteran's Education. Information concerning veterans' benefits may be obtained at the nearest Veterans Administration Office or from the Registrar's Office at Alliant. Alliant is a Service Members Opportunity College. See the Student Services & Administrative section titled "Veterans Affairs " for more information regarding VA policies.

## Reapplication

To reapply, a previous applicant must submit a new application form and essay (if applicable). Transcripts, course descriptions, letters of recommendation and supervisor's verification forms are generally kept on file for one year and may not need to be resubmitted by applicants reapplying for entry to the same program to which they previously applied. However, official transcripts of any additional coursework must be sent.

Applicants from earlier years must submit all new materials. All previous applicants are considered for admission only on the basis of their new applications.

Applicants may attempt to gain admission to Alliant three times. They may apply in three separate years, to three separate specialties or degree programs, or a combination. Alliant will not accept further applications from individuals who fail to gain admittance after three attempts.

## English Proficiency

Any graduate applicant who has not been residing in the U.S. or an English-speaking country since the age of 13 must submit results of the Test of English as a Foreign Language (TOEFL) from the Educational Testing Service (ETS), even if the applicant is now a United States citizen or permanent resident. The following are requirements for English Proficiency:

The Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) may be required for non-native speakers.

Students whose native language is not English or who have not earned an undergraduate or graduate degree from an accredited U.S. higher education institution are required to show English proficiency by taking the TOEFL. Alliant International University requires a minimum TOEFL score of 80 for the internet-based test, a score of 213 for the computer based test, or a score of 550 for the paper based test. Alliant also requires a minimum score of 5 or higher on the TWE, if required. Please call 1-866-U-ALLIANT or check the admissions section of our website, [www.alliant.edu/admissions](http://www.alliant.edu/admissions). Please contact TOEFL directly at [www.toefl.org](http://www.toefl.org), to request an official score report; Alliant's TOEFL code is 4039.

Please note that academic performance at Alliant may reveal the necessity for further English language study by any student. The University reserves the right to make the final determination of a student's English proficiency in all cases.

## International Students

Alliant welcomes applications from international students whose academic work and English proficiency are of the highest levels. Because academic degrees and coursework must be equivalent to those earned in the United States, international students must submit official, translated transcripts and results from an educational credential evaluation service agency. The evaluation must include degree equivalency to a four-year bachelor's degree from an accredited university, U.S. semester credit and grade equivalent for each course, and U.S. grade point average. Any master's level courses and/or degrees should also be included in the evaluation. To locate an agency, go to [www.naces.org](http://www.naces.org). Additional information, such as letters of recommendation, may be requested from international graduate students. English proficiency must be evidenced by the TOEFL (see above) and all international students must carry a full course load at Alliant.

International applicants to Alliant graduate programs in the United States are required to

provide evidence of financial support for their studies. International applicants must file the original International Student Financial Certification Form, which is provided with the application packet. This financial guarantee must be signed by the sponsor, if applicable, and certified by a bank official. A bank statement is also requested. These materials should be submitted with the application packet.

U.S. immigration law prohibits waiver of the financial guarantee. The financial guarantee certifies that sufficient funds are available for a student (and dependents if applicable) for study at the University for at least one academic year; and, barring unforeseen circumstances, that 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 IAP-66 form cannot be issued. The financial guarantee must be current within one year of the student's start date at the University. Students must also submit copies of their valid passports.

International students who have been accepted to Alliant must transmit payment for a minimum of one full-time semester before an I-20 will be issued. This amount will be calculated using the tuition and fee schedule found in the catalog. In the event that a student is unable to attend Alliant, the advance payment will be refunded.

**Please Note:** International applicants must submit application materials via regular postal service or express mail by the postmarked deadlines. However, because individuals living outside the United States often experience difficulty with application materials arriving in a timely manner, international applicants who have received a postcard requesting missing documents may fax those materials to the Admissions Processing Center at (858) 635-4555. Applicants must still submit original materials, as faxed materials are not considered official documents. Alliant also requests that international applicants who have a fax number submit that number with their application in the event that Alliant may

## Admissions & Registration

need to contact the applicant quickly. Alliant also strongly urges international applicants to have an e-mail address available for use during the admissions process, since this expedites communication.

### REGISTRATION

Students may only register for courses when they are officially admitted to the University by the Alliant Office of Admissions. **Students should register for all courses (including session 2 courses) at the beginning of the term, regardless of when the courses actually start within the term.**

**Students will not receive credit for any course in which they are not officially registered.** Except in unusual circumstances, registration after the second week of classes will not be permitted. **Students may not attend any class in which they are not officially enrolled.**

Registration must be completed by the student or his/her legal agent. Registration procedures must be completed in order for students to be considered officially enrolled.

### Registration Dates

Information regarding registration dates is available from the Registrar's Office and is posted on the Academic Calendar. Transfer and returning students are urged to schedule an appointment with an academic advisor, if advisors are assigned for that program, prior to registration. New students are expected to attend orientation for registration procedures. The dates for orientation are published in the official Academic Calendar.

### Class Levels

Class levels for undergraduates are as follows:

#### Undergraduate:

**First-Year (Mexico City):** Those with fewer than 30 semester units of college credit.

**Sophomores (Mexico City):** 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. A minimum of 120 semester units is required to graduate.

**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.

### Time to Degree

Undergraduate programs are normally completed in four years except for degree completer or transfer students.

Most master's level programs require two years of study. Some are designed as a one year program.

The PsyD programs require at least four years to complete. Many clinical PsyD students may take an extra year to complete the internship, doctoral project requirements, or emphasis area courses. PhD programs normally require four to five years, although the majority of students need additional time for completion of their dissertations. A few programs at select locations offer an advanced standing option whereby students with master's degrees may complete a doctorate in three to four years.

Doctoral students who have taken appropriate graduate coursework, or who have a closely related master's degree, may

petition to receive credit for some of their previous graduate work according to the policies of each program.

Maximum time limits for degrees are as follows:

Undergraduate Degree ..... 6 Years

Undergraduate Degree Completion.....4 Years

Master's Degree ..... 5 Years

Doctoral Degree .....10 Years

### Course Loads

At the **undergraduate level**, while the minimum course load for an undergraduate to be considered full-time is 12 units, the normal full-time course load during a regular academic semester is 15 units. Students who attempt less than the normal load risk a delay in the completion of their degree requirements.

Acceleration and/or a course load in excess of the normal undergraduate load must be approved by the appropriate academic dean, center director or designee. Except in unusual circumstances, a 3.2 (undergraduate) cumulative grade point average is required before a student is permitted to enroll for units of credit which exceed the normal load. No more than 18 units can be attempted by an undergraduate student in any one semester unless they have obtained an approved exception from the program director.

At the **graduate level**, the minimum course load for a graduate student to be considered full-time is 8 units. For half-time students, the minimum course load is 5 units. The normal full-time load during a regular academic semester is 15 units. Dissertation and internship courses for advanced graduate students may be half-time or full-time; these limits vary by program. Students should contact their School or Center for complete information on the limits for full-time or half-time enrollment for their programs.

Acceleration and/or a course load in excess of the normal graduate load must be approved by the appropriate academic dean, center director, program director or equivalent.

Some programs have maximum unit loads allowable per term. Students should contact their School or Center for information on the maximum course loads allowable per term for their programs. For additional information on course loads and how they impact financial aid, please see the Expenses & Financial Aid section of the catalog.

## Repeated Courses

Undergraduate students may repeat courses in order to improve their academic record. All grades earned at Alliant will remain on the student's transcript and the higher grade earned when students repeat a course will be used to compute the grade point average. The record for any repeated course will show the original grade accompanied by a notation signifying that the repeated course is shown elsewhere on the transcript. In all instances, the same structured class must be completed. Repeated courses may not be taken by Independent Study or be taken on a Credit/No Credit basis. Courses must be repeated at Alliant. If a transferred course is repeated at Alliant, only the Alliant grade appears on the transcript. It is the student's responsibility to notify the Registrar's Office that a repeated course has been completed.

At the undergraduate level, a maximum of four courses may be repeated. No course may be taken more than twice (the original registration and one subsequent registration) without approval from the dean or center director.

For graduate students, please contact your program director for policies and procedures for repeated courses. See Academic Policies section.

## Dropping and Adding Courses

The add/drop period for each term (which includes a change from credit to auditing status) is published in the official Academic Calendar.

Students unsure of the process for adding a course to their **schedules should confer with their academic advisor or the**

**Registrar's Office.** Most continuing students may add courses online although they may also complete the appropriate form to be added to a class. Students who turn in an add form are not considered officially registered for any course until the paperwork has been completely processed.

Students who wish to drop courses from their schedules must follow the procedures outlined by the Registrar's Office. If students are currently working with an academic advisor they must confer with their advisor prior to dropping a course. All students must complete the appropriate drop form unless they are eligible to drop courses online.

**International students with visa status must confer with the International Student Services Office before dropping courses. Domestic students with financial aid must confer with the Financial Aid Office before dropping courses.** If a student fails to attend a course or stops attending without going through the official drop procedure, a grade of F or No Credit (as relevant) will be entered on the student's permanent record and the student will not be eligible for any refund on tuition and fees.

Students who wish to drop all courses in which they originally enrolled for a term must follow the withdrawal procedures described below. Students who drop a course or withdraw from a course after the add/drop period may be entitled to a refund per the refund policies located in the Expenses & Financial Aid section.

## Withdrawal from All Classes

For students withdrawing from all classes after the add/drop period, a grade of W for each course will be entered on the student's permanent record. Clearance from Financial Aid must be obtained prior to withdrawal. An administrative withdrawal fee is charged for withdrawal from all classes (although not for an approved leave of absence). To withdraw in good standing, students must meet all obligations to the University.

Students withdrawing completely from all classes must schedule an appointment with and obtain a Withdrawal Form from their academic advisor or program director, complete the form by obtaining all required signatures, and return it to the Registrar's Office. Final distribution of the Withdrawal Form will be made to the appropriate departments by the Registrar's Office. Students who do not submit the Withdrawal Form will be Administratively Withdrawn from the University. In these cases, "Withdrawn" will be noted on the official transcript.

## Cancellation of 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.

## Cancellation of a Course

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.

## Waivers and Substitutions

If a course requirement is waived, another course must be substituted. A course waiver does not reduce the unit requirements for the degree program. No units are given for courses that are waived. Applications for course substitutions and waivers must be processed using the appropriate substitution/waiver form that is initiated by the student with the academic or program advisor and approved by the dean or program director in the school/center involved.

## Change of Degree Program

A graduate student who wishes to change degree programs must re-apply to the new area of study. If accepted, the student will be required to pay a processing fee and complete requirements for the new degree program.



## Admissions & Registration

### Continuous Registration/ Completion of Doctoral Program

Students must maintain registration and pay the full dissertation fee through the term they submit the required final copies of the dissertation to the University library. Completion of doctoral degree requirements is determined by the date the dissertation is accepted by the library, not the date a student completes the oral defense. Doctoral students who complete their degree requirements within the first add drop period of a term will not be required to pay for Dissertation Extension for that term. Students are further advised that most faculty are off contract during the summer months and therefore may not be available to work with a student during this period. Arrangements should be worked out prior to registering or receiving financial aid for the summer term to be sure that the dissertation chair or other committee members will be available to provide dissertation supervision over the summer months.

### Degree Completion Verification

Only the University Registrar is authorized to issue confirmation documentation attesting to matters pertaining to a student's academic work at the University. All degrees will be posted to the permanent record transcript at the end of the term in which the degree requirements are completed. Requirements are considered complete when relevant documents are received in the Registrar's Office and, in the case of thesis/dissertation, the date filed in the library.

### Dean's List (Undergraduate)

The names of full time (12 units minimum) undergraduate students whose semester GPA's are 3.5 or over will be included on the Dean's List.

### Honors (Undergraduate)

Graduating seniors who achieve the requisite cumulative grade point average and unit requirement during their undergraduate career will be entitled to graduate with honors, and the honors certification will be designated on their diplomas. The following honors categories are recognized by the University:

- Cum Laude 3.50-3.69
- Magna Cum Laude 3.70-3.89
- Summa Cum Laude 3.90-4.00 GPA

For undergraduates at the Mexico City campus, the cumulative grade point average is computed considering all coursework attempted at Alliant except those completed through credit-by-examination (e.g., CLEP). To be eligible for Cum Laude or Magna Cum Laude recognition a student must have completed at least 45 semester units at Alliant. To be eligible for the distinction of Summa Cum Laude, a student must have completed at least 60 semester units at Alliant.

For undergraduates in the Degree Completion Programs, the cumulative grade point average is computed on all coursework applied toward the bachelor's degree. To be eligible for Cum Laude or Magna Cum Laude recognition, a student must have completed at least 36 semester units at Alliant. To be eligible of the distinction of Summa Cum Laude, a student must have completed at least 45 semester units at Alliant.

### Graduation

All graduating students must make a formal application for graduation by the deadline date listed in the Academic Calendar or available from the Registrar's Office.

Degrees are conferred upon completion of all academic requirements. Completion of doctoral degree requirements is determined by the date the dissertation is accepted by the library (assuming all other requirements have been met), not the date a student completes the oral defense.

Completion of academic requirements for a degree is termed graduation. The ceremony celebrating this achievement is commencement. The commencement ceremonies are held in May or June on each campus. Participation in the commencement ceremony does not guarantee graduation nor does it result in conferral of a degree.

A non-refundable graduation fee must be paid to Student Business Services by all degree candidates at the time of application. Students, who submit a graduation application but are not able to complete their degree requirements when anticipated, must submit a new application for the term in which they plan to graduate. For graduation fees, see Academic and Administrative Fees.

### Academic Policies Related to Registration

For information on grades, academic standing and advising, see the Academic Policies Section of this catalog.

# R Research Institutes and Systemwide Initiatives

## RESEARCH INSTITUTES AND SYSTEMWIDE INITIATIVES

Because Alliant's student body is largely made up of graduate students, an enormous amount of research is done at the University, much of it in conjunction with masters' or doctoral theses. (You can search the topics of Alliant's doctoral students from the Alliant library's website.) Some students work on their doctoral research in research clusters with faculty; others choose to explore an area of their own interest. Alliant faculty are also actively involved in research in their fields. The web pages for faculty members list their areas of research interest, as well as their publications. Much research is carried on through "institutes," organizations affiliated with Alliant.

In addition, students' academic experiences are enriched by University-wide initiatives focused on building multicultural skills and awareness. Descriptions of these initiatives and organizations are listed below.

### The Rockway Institute

The Rockway Institute, Alliant's National Think Tank for LGBT Research & Public Policy, brings together scientific research and professional expertise to counter antigay prejudice and inform public policies affecting lesbian, gay, bisexual, and transgender (LGBT) people. The Institute's view is that public opinion, policies, and programs should be shaped by the facts about LGBT lives, not by political ideology.

The institute aims to organize the most knowledgeable social scientists, mental health professionals, and physicians in the United States to provide accurate information about

LGBT issues to the media, legislatures, and courts. It has assembled a large group of professionals around the country to participate in this public policy work.

The Rockway Institute also conducts targeted research projects to address the nation's most pressing LGBT public policy questions. Current and planned projects are on same-sex couples, lesbian/gay parents and their children, family of origin relations of LGBT adults, LGBT youth and schools, the effects of minority stress on LGBT persons' mental health, and LGBT issues in the workplace.

Students from all degree programs within the university may become involved in these projects by establishing a mentoring relationship with one of the 21 core faculty members at Alliant's various schools who are affiliated with the Institute. The Institute organizes a sequence of online courses on LGBT issues that students in any graduate program at Alliant can take.

Also, in Academic Year 2009-2010, Rockway will be launching an online Certificate Program in LGBT Human Services for external learners including: (1) pre-K through grade 12 teachers, school counselors, and school administrators; (2) higher education student services professionals; (3) directors and staff of LGBT community nonprofit organizations; (4) licensed mental health professionals; (5) clergy and pastoral counselors serving LGBT members of their faith communities; and (5) medical care professionals such as nurses, nurse practitioners, primary care physicians, and their assistants. Continuing Education units will be offered for these online workshops and courses. For more information, visit the website at <http://rockway.alliant.edu>

*Director,  
Robert-Jay Green, PhD, Distinguished  
Professor, California School of Professional  
Psychology*

*Coordinator of Training,  
Shawn V. Giammattei, PhD  
Adjunct Faculty Member,  
California School of Professional Psychology*

## International and Multicultural Education, Research, Intervention, and Training (I-MERIT)

International and Multicultural Education, Research, Intervention, and Training (I-MERIT) is an institutional home for the University's diversity initiatives, which are aimed at institutionalizing multicultural and international values and perspectives in Alliant's education and training programs and in its organizational culture. These initiatives stem from the university's identity as a professional practice university in a multicultural and international context. The university's updated diversity agenda, adopted in 2006-2007, grounds international and local (US-based) diversity in a common conceptual framework; establishes institutional diversity goals and objectives; and establishes systemwide cultural competencies for students, faculty, and staff/administrators.

The work of I-MERIT is supported by a Director, Associate Director, and a Systemwide Committee of staff, faculty and student representatives, which provides policy guidance and coordination of efforts across schools and campuses. I-MERIT's Systemwide Office provides resources for personal and professional development, including culturally-based teaching and curriculum

## Research Institutes and Systemwide Initiatives

materials, professional training programs and conferences, campus symposia and events and recommended reading and film lists. Each campus has an I-MERIT committee comprised of members from all schools and constituencies that focused on personal development and diversity training and fosters a diverse campus climate.

*Systemwide Director,  
Kumea Shorter-Gooden, PhD, Professor,  
California School of Professional Psychology*

*Associate Director,  
Sheila Henderson, PhD  
Visiting Associate Professor, California School  
of Professional Psychology*

### Latino/a Achievement Initiative

The Latino/a Achievement Initiative (LAI) facilitates progress toward Alliant's vision of higher education access and success for traditionally underserved Latino/a populations. The Initiative is guided by a holistic perspective of education that honors the whole person and considers the student not only as an individual but also as someone who is a member of a family and a community. It works to create a university culture characterized by a vibrant Latino-friendly environment that integrates culturally sensitive and competent approaches to education and training in support of students' higher education goals. The Initiative offers expertise about Latinos/as to all Alliant students and to all sectors of the Alliant community. The work of LAI is guided by five core values:

*Respeto*: Respect in interacting with others

*Personalismo*: Personal interest with others, building trust and confidence

*Simpatía*: Development of polite, courteous, cooperative social relations

*Familia*: Integration and involvement of the family beyond the nuclear family

*Saludos*: Ensuring all people are welcomed and comfortable

The work of LAI is supported by a Systemwide Director, student staff (both undergraduate and graduate), and a Systemwide Committee of staff, faculty, and student representatives, which provides guidance on the

implementation of LAI's strategic plan and the coordination of efforts across schools and campuses. The LAI Systemwide Office provides resources for personal and professional development of students, including support for culturally relevant educational programs that support the awareness of Latino issues and perspectives.

Examples of LAI's work include outreach to local community colleges and local events like Latino Film Festivals and other Latino-focused community events; New Student Orientation and Welcome to the LAI Familia Dinner; Mexican Independence Day, Dia de la Raza, Dia de los Muertos, Posada, Latino Graduation Brunch, Partnership with Burbank Elementary, Toy Drive, Member of the Education Committee for the San Diego County Hispanic Chamber of Commerce Education Foundation; Member of the Host Committee for the Sharp, Hablando de la Mujer Salud Conference, and Partnership with the San Diego Repertory Theatre.

*Director,  
Guadalupe R. Corona, MA*

## INSTITUTE ON VIOLENCE, ABUSE AND TRAUMA

The Institute on Violence, Abuse and Trauma (IVAT) is an international resource and training center that focuses on violence—preventing it, responding to it, and addressing its impact—across a wide social spectrum. IVAT includes the Family Violence & Sexual Assault Institute, the Youth and School Violence Center, the Workplace Violence Center, and the Traumatic Stress Center. IVAT strives to be a comprehensive resource, training and research center dealing with all aspects of violence, abuse and trauma, including family, child, teen, and elder maltreatment as well as sexual assault issues. It also provides publications and dissemination, professional services, program evaluation, and hosts annual international conferences and regional mini-conferences.

Through a focus on collaborations with various partnering organizations, IVAT desires to bridge gaps and help improve current systems of care on a local, national, and global level. It also aims to improve the quality of life for those affected by violence, abuse, and trauma on a local, national, and an international level by conducting research, influencing public policy, disseminating state-of-the-science information, and providing professional training, publications, clinical and forensic services that are multidisciplinary.

*Founder and President,  
Robert Geffner, PhD, Professor,  
California School of Professional Psychology*

## **THE INSTITUTE ON DISABILITY AND HEALTH PSYCHOLOGY**

The Institute on Disability and Health Psychology (IDHP) promotes social justice and quality of life by working to inform and change systems, policies, providers, and legislators relative to disability. It aims to increase representation of people with disabilities in psychology, promote training of psychologists on the conjunction of disability studies and psychology, to conduct research in disability studies that informs the work of psychologists. The IDHP conducts research projects on a range of topics, including deaf prisoners, eating disorders, intellectual disabilities and health, and pain experiences and coping. The main activities of the IDHP are policy, research, education, training, and dissemination of knowledge, evaluation and consultation, and prevention. IDHP's current activities include developing a model graduate psychology course on disability, ethnicity, and culture, designing and piloting a template for understanding quality of life for persons with disabilities and developing a protocol for doctoral psychology dissertations in American Sign Language.

*Director,  
Rhoda Olkin, PhD, Distinguished Professor,  
California School of Professional Psychology*

## **THE INSTITUTE FOR BEHAVIOR ASSESSMENT AND RESEARCH**

The Institute for Behavior Assessment and Research (IBAR) provides resources for faculty, clinicians, students, and the community to create research that is meaningful and culturally responsible. Its goal is to assist research on topics that will yield useful and timely results. It maintains a database of psychological, demographic, and psychosocial. And other test data as well as a registry list of experts and researchers who are potential consultants, collaborators, committee members, and committee chairs. It provides experts for research design and statistical analysis as well as publication consultation and assessment training.

Researchers may apply to submit their data for analysis or use IBAR's existing data for their own research. All data in the database is anonymous and meets the standards of confidentiality of the American Psychological Association.

*Director  
Diana Sullivan Everstine, PhD*

# Expenses & Financial Aid

## EXPENSES & FINANCIAL AID

All costs subject to change

### Tuition Rates at Alliant

The Board of Trustees sets tuition on the basis of overall costs. Primary among its considerations are the academic and professional excellence of the programs. Realistically, students should anticipate annual increases in tuition and fees, just as they anticipate that their living expenses will increase over the period in which they are enrolled at Alliant.

In setting the annual tuition schedule, a distinction is made between students primarily engaged in coursework or practica and students who are engaged in full-time internships or internships combined with other activities. Students who are involved in internships may pay less tuition than those who are not.

The 2009-2010 tuition schedules follows:

### Undergraduate Programs

Tuition per semester (12-16 units)	\$7,500
Tuition per semester unit (for part-time students or additional units over 16)	\$550

### Education Credential Programs – California Locations

Credential per semester unit	\$540
Student Teaching per semester unit	\$540

### Master's Degree Programs – California Locations

Business (MBA, MIBA) per semester unit	\$805
Psychology (MA, MS) per semester unit	\$950
Organizational Studies (MA, MS) per semester unit	\$950*
*MAOB at Fresno is \$700 per unit	
Education (MA) per semester unit	\$540
International Relations (MA) per semester unit	\$870

### Doctoral Degree Programs – California Locations

Business (DBA) per semester unit	\$915
Education (EdD) per semester unit	\$860
Education (PsyD) per semester unit	\$880
Psychology – CFS, CSPP (PhD, PsyD) per semester unit	\$950
Organizational Studies (PhD, PsyD) per semester unit	\$950
Internships – Full-Time (CSPP, MGSM, CFS) Tuition per semester (12-month internships for clinical and forensic psychology students will be prorated to include the summer term)	\$2,850
Internships – Half-Time (CSPP, MGSM, CFS) Tuition per semester	\$2,400
Internships – (HSOE, PPS) Tuition per semester	\$1,125

Dissertation Extension (Doctoral) (CSPP, HSOE, MSGM, CFS) per semester	\$3,000
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### Room and Board – San Diego Campus Only

Academic Year Contract:  
(9-month term, Fall through Spring)  
No room charge during Winter Intersession or Holiday/New Year's Break when an academic year contract is signed. Meal plans for Winter Intersession and Holiday/New Year's Break are available for an additional fee.

Undergraduate Housing:	
Private	\$9,600
Double	\$7,000
Room Reservation Fee/Security Deposit	\$265

Winter Intersession: 01/04/09-01/24/10	
Private	\$1,008
Double	\$776

Recess/New Years Break: 12/20/09-01/03/10	
Private	\$1,449
Double	\$1,107

Summer Term: 06/07/10-08/15/10	
Private	\$2,990
Double	\$2,220

First Summer Session: 06/07/10-07/11/10	
Private	\$1,495
Double	\$1,100

Second Summer Session: 07/12/10-08/15/10	
Private	\$1,495
Double	\$1,100

Undergraduate Married Housing:  
Housing is also available for single, married, and established unmarried couples in which at least one person is registered for a minimum of 12 credit hours per semester at Alliant International University's San Diego campuses.

**Academic Year:**

Two person Suite .....\$14,000

**Summer Term:**

Two person Suite .....\$3,500

**Graduate Student Housing:**

Housing is also available for single, married, and established unmarried couples in which at least one person is registered for a minimum of 8 credit hours per semester at Alliant International University's San Diego campuses.

**Academic Year:**

Two person Suite .....\$14,000

Suite .....\$10,090

Private .....\$9,600

Double .....\$7,000

**Room Reservation**

Fee/Security Deposit ..... \$265

**Summer Semester:**

Two person Suite .....\$3,500

Suite.....\$3,200

Private .....\$2,990

Double .....\$2,220

**Guest Housing:**

Student .....\$52

**Board Only for Students Living Off Campus:**

Academic Year – Semester ..... \$2,691

Recess/New Year's Break ..... \$487

Winter Intersession ..... \$701

Summer Term ..... \$1,635

First Summer Session ..... \$817

Second Summer Session ..... \$817

Weekly ..... \$162

**Academic and Administrative Fees**

F = Fall Sp = Spring Su = Summer

**Class Audit Fee**

per unit ..... \$110  
(no credit, no grade)

Late Registration Fee ..... \$110

Late Tuition Payment Fee ..... \$60

Late Deferment Payment Fee ..... \$60

**Add/Drop Fee**

per class ..... \$30  
(after the end of add/drop period)

**Payment Plan Fee**

per term (F, Sp, Su) ..... \$30  
(plus 1.0% interest charge  
per month)

Finance Charge per month ..... 1.0%  
(on outstanding balance)

**Reinstatement**

into academic program ..... \$330

**Reinstatement into courses for**

deregistration .....\$100

Withdrawal Fee ..... \$110

(not charged for an approved  
leave of absence)

Return Check Fee ..... \$40

(for insufficient funds)

Student ID Card Replacement Fee ..... \$15

GMAT Preparation Course Fee ..... \$410

Challenge Exam Fee ..... \$75

(Non-Refundable)

**Testing Lab and**

Assessment Course Fees ..... \$75

**Graduation Fees**

Bachelor's Degree ..... \$45

Master's Degree  
(with or without thesis) ..... \$55

Doctoral Degree ..... \$70

Diploma Reprinting Fee ..... \$55

Master's Diploma Fee ..... \$30

(for doctoral students awarded  
a non-terminal master's)

**Transcript Fee, official,**

RUSH (1-3 Business Day)\* .....\$20

Transcript Fee, official ..... \$10

Transcript fee, unofficial ..... \$5

**License Verification Preparation Fee**

first two ..... no charge

each additional after two ..... \$60

*\* May not be available during busy periods of the year. 1-3 day processing does not include mailing time in transit. Overnight shipping extra.*

**Student Association Fees**

**Undergraduate Students per term**

8 units or more ..... \$65

fewer than 8 units ..... \$40

**Graduate Students per term**

8 units or more ..... \$50

fewer than 8 units ..... \$25

Full-Time Internship and Doctoral Extension students are not charged student association fees.

**Application Fees and Matriculation Deposits**

Application Fee, undergraduate and credential programs ..... \$45  
(non-refundable)

Application Fee, master's programs ..... \$55

Application Fee, doctoral programs ..... \$70

Matriculation Deposit,  
undergraduate and credential ..... \$100  
(non-refundable)

Matriculation Deposit, master's ..... \$300  
(non-refundable)

Matriculation Deposit, doctoral ..... \$600  
(non-refundable)

**Wellness Center Fee**

F = Fall Sp = Spring Su = Summer

Per semester (F, Sp, Su) ..... \$30

(Required for all San Diego  
Scripps Ranch students.)

**Parking Fee**

F = Fall Sp = Spring Su = Summer

San Diego, Scripps Ranch  
per semester (F, Sp, Su) ..... \$60  
(Required for all students.)

**Los Angeles**

Day students  
per semester (F, Sp) ..... \$50

Night students  
per semester (F, Sp) ..... \$25

Day or night students  
Per term (S) ..... \$25

Keycard Activation Fee .....\$10  
(New students only)

## Expenses & Financial Aid

### Student Health Insurance

Alliant offers a Student Health Insurance Plan that is provided by Kaiser Permanente. The Kaiser Student Health Insurance Plan is a comprehensive benefits plan focused on preventive care and wellness, and our students will have access to a physician and/or nurse 7 days a week **year round**.

**All students who live on the San Diego campus, all undergraduate students, and all international students who are enrolled in at least 3 units will be automatically enrolled in and billed for Kaiser Student Health Insurance Plan**

each semester in the amount of \$710 for the Fall 2009 semester and \$994 for Spring/Summer 2010. Students may elect to waive the Alliant coverage and be credited for the charge if they meet the following criteria: they must provide proof of existing comparable private coverage and the private policy must cover the student through the entire semester; and the student must waive the Kaiser coverage online during the published open enrollment period. No late waivers will be accepted. Spouses and dependents can be added to the policy directly with the carrier at <https://studentnet.kp.org/alliant>.

All other graduate students may elect to enroll in the Kaiser Student Health Insurance Plan. Enrollment in the Kaiser Student Health Plan will be held online. You will have between August 15th and September 15th to enroll. Enrollment for the Fall semester coverage period is \$835 (Sept – Jan), and will be \$1,169 for Spring/Summer (Feb - Aug). Students may enroll by going to <https://studentnet.kp.org/alliant>.

Dependents may also be added for an additional cost. To review the Kaiser Student Health Insurance Plan go to <https://studentnet.kp.org/alliant>. The University cannot provide counseling or advice regarding the benefits of the policy. The University is only the supplier of the policy and has no authority to modify or interpret the benefits offered by the carrier. Any questions regarding benefits should be directed to <https://studentnet.kp.org/alliant>. A complete list of benefits can be found at this website.

### Mexico City Campus

#### Estimated Tuition and Fees\*

##### Undergraduate Tuition

Undergraduate programs  
Tuition per unit ..... \$350\*

##### Graduate Tuition per Unit

Business Administration ..... \$450\*  
International Relations ..... \$400\*  
Psychology ..... \$400\*  
Education ..... \$400\*

##### Other Fees (per semester)

Student Administration fee ..... \$150\*  
Student Council fee ..... \$30

\* All prices are quoted in U.S. Dollars. Due to international currency fluctuations, Mexican Peso rates are subject to change. For current rates of exchange, visit the International Currency Converter website at [www.xe.com/ucc](http://www.xe.com/ucc).

**All costs are subject to change.**

### Doctoral Extension

Students who have not completed their dissertations or doctoral projects by the end of the formal period of academic instruction are expected to continue making progress on the dissertation. Since students must spend time completing research, interviewing, running data analysis programs, writing, and meeting and consulting with their dissertation committee members, students may be considered part-time or full-time for an established period, as designated by the policies of the University.

Students must maintain registration and pay the full dissertation fee through the term they submit the required final copies of the dissertation to the University library. Doctoral Students who complete all degree requirements including submission of the final copies of their dissertation by the end of the first add/drop period will be eligible for waiver of Dissertation Extension fees for the term.

Completion of doctoral degree requirements is determined by the date the dissertation is accepted by the library, not the date a student completes the oral defense.

Students are further advised that most faculty are off contract during the summer months and therefore may not be available to work with a student during this period.

Arrangements should be worked out prior to registering or receiving financial aid for the summer hours to be sure that the dissertation chair or other committee members will be available to provide dissertation supervision over the summer months. If the dissertation chair and student agree to work together over the summer, then the student must register and pay for one unit of the dissertation course sequence.

### Psychotherapy Costs

Because clinical psychology doctoral candidates are required to complete one year (at least 30-45 hours) of personal psychotherapy, students in the clinical psychology doctoral programs should anticipate psychotherapy expenditures during their programs. The Alliant International University campuses make every effort to encourage qualified area therapists to offer psychotherapy to students at reduced rates. Typically, students spend \$1,000 to \$4,000 to meet the 30-45-hour requirement. Up to \$4,500 (less other medical/dental expenses) of these costs may be included in a student's cost of education budget for financial aid purposes.

### Living Expenses

Because of differences in the cost of living among Alliant's different locations, students at each location can anticipate a variable range of expenses. See the Financial Aid section of this catalog for more information on student expense budgets.

## Tuition Payment Policy

**Tuition and fees for the Fall and Spring semester and Summer term are due and payable in full on the first day of the Fall and Spring semester and Summer term. Students taking classes during session 1 or session 2 of the Fall and Spring semester fall under the same payment deadline of the first day of the semester regardless of the start date of the class. Students wishing to register for a second session course after the end of the full-session add/drop period will be required to provide the Student Business Services Office with payment in full, proof of guaranteed financial aid funds or a valid payment plan that has been approved by the University Director of Student Business Services.**

**Late Registration** – Any class that is added after the add/drop **deadline (usually the first 14 calendar days of the Fall and Spring semesters)** must be paid for in full before it can be added to a schedule and requires clearance from the Student Business Services Office.

**Statements** are mailed out to the most current address the University has on file for you by the 5th of each month. **It is the student's responsibility to notify the University campus registrar of any address change.** The student account statement is also available online 24 hours a day, 7 days a week. Access to the account is available at <https://ais1.alliant.edu>. For assistance logging in for the first time, please contact the Alliant IT Help Desk at [helpdesk@alliant.edu](mailto:helpdesk@alliant.edu).

**Deregistration for Failure to Pay** – Students who fail to pay their tuition by the posted deadline may be de-registered from the University. In order to have their schedule reinstated, students will be required to provide the Student Business Services Office with payment in full, proof of guaranteed financial aid funds or a valid payment plan

that has been approved by the Director of Student Business Services. In addition, any student who is deregistered for nonpayment will be charged a mandatory \$100 reinstatement fee and will be responsible for any late fees associated with the original balance due.

No student may register for a subsequent semester, take comprehensive exams, receive final clearance to post for defense of final dissertation, be issued a diploma, certificate or transcript, or be awarded a degree until all outstanding tuition, emergency loans or fees are paid in full. Nonpayment of tuition or fees may result in referral of the delinquent account to an independent collection agency. If an account is turned over to an independent collection agency, the student will be responsible for all attorneys fees and other reasonable collection costs and charges necessary for the collection of any amount paid when due. A Student Business Services Hold may be placed on a student at any point during the session if satisfactory payment arrangements have not been made. Payment may be made by: credit or debit card; personal, cashiers, or financial aid loan check; money order or cash. Please do not mail cash payments.

**An account paid by a check which is returned by the bank uncollected is not considered paid. If your check for tuition is returned by the bank for any reason, you will be billed a \$40 dishonored payment fee and your registration may be cancelled.** The University reserves the right to refuse payment by personal check from those individuals who have previously had items returned unpaid by their bank and may require that all future payments be made by credit card, cashiers check, money order or cash.

Any payment made to a student account with a credit card will be credited back to the credit card should a credit balance occur. No cash refunds will be processed when payment has been received by credit card.

## Tuition Payment Deadlines

**If tuition has not been paid in full by the close of business on the first day of the Fall and Spring semesters or Summer term, or if an approved payment agreement (referred to as “deferral”) is not on file with the Student Business Services office by the deadline, the account may automatically be charged a \$60 late payment.**

**Students who have not received their financial aid by the posted payment deadline due to negligence on their part to complete required forms and/or provide requested documents in a timely manner will be responsible for all late tuition fees, and may be de-registered. Reinstatement of registration will require completion of the financial aid process and approval from the University Director of Student Business Services.**

## Tuition Deferments

Tuition deferments may occur under the following circumstances:

### Outstanding Financial Aid

A student who has applied for Federal Family Educational Loan Programs or any other loan in order to pay tuition must apply for a deferment agreement by the tuition deadline if the financial aid proceeds have not arrived by the tuition payment due date. An interim payment may be required depending upon the nature of the delay. When the University receives the funds, they are credited to the student's tuition account. Any excess credit balance on the student's account will be refunded based on the established timeframe, legal and processing requirements.

The University Director of Student Business Services or their designee, are the only people authorized to approve deferment agreements or tuition adjustments not covered by current University policy, must approve all deferment agreements in writing.



## Expenses & Financial Aid

Students who defaulted on a previous agreement must reapply to the University Director of Student Business Services to be considered for an extension. In most cases, students who previously defaulted on an extension agreement will not be reapproved.

**FALL TERM ONLY:** Any student who has been awarded loans prior to August 1 and whose funds have not arrived by the tuition deadline date may apply for an extension of payment under the following circumstances:

1. The student must have determined the cause of the delay and have applied for the extension with the University Director of Student Business Services prior to the third week of the session.
2. Any tuition balance in excess of the loan amount must be paid in full by the tuition deadline date and any loans received by the tuition deadline must have been used for payment of tuition.

Without an approved exception, ALL APPLICABLE FEES WILL BE ASSESSED.

The University Director of Student Business Services requires confirmation from the Financial Aid Office that students filing deferment agreements have applied for loans by the deadline for fall disbursement. Any student filing after the fall disbursement deadline may be subject to additional penalties.

### Monthly Payment Plan

A Deferred Payment Plan must be completed by the student and be approved by the University Director of Student Business Services in order to be valid. The payment schedule must reflect the most expeditious rate of payment possible, but never longer than the end of the current semester. A \$30 deferment fee is charged for this plan and a finance charge will be assessed at the rate of 1% (12% APR) on the unpaid balance at the end of each month. Payments not made by the agreed upon date will be assessed a \$60 Late Deferment Payment Fee.

Repeated late payments will nullify the agreement and all outstanding tuition immediately becomes payable in full. If financial problems arise, students should contact the Student Business Services Office immediately. Defaulted payment plans from prior semesters may cause a student to become ineligible for future Deferred Payment Plans. Past due balances and tuition due from prior semesters may also disqualify students from future payment plans. Students who apply for a payment plan must have a source of funding for making the payments prior to agreeing to a payment plan. Unemployment, under-employment, ineligibility for financial aid, and loss of third party payers should be considered prior to making the determination to sign a payment plan. It is the student's responsibility to carefully determine whether or not they are able to meet the conditions of the agreement. Failure to complete the deferment agreement can result in deregistration, therefore, it is imperative that the student be able to complete their payment agreement.

### Miscellaneous Fees and Finance Charges

Charges on a student account such as late registration or library fees are due and payable immediately. A finance charge of 1.0% per month will accrue after 30 days, and the account becomes subject to late fee assessment.

Any financial disputes must be addressed in writing within 1 year of the charge or they will be considered accurate and payable in full.

Questions regarding your student account can be directed to your local student account representative or e-mailed to [sdsa@alliant.edu](mailto:sdsa@alliant.edu).

### Alliant International University Financial Aid Awards

Annual Financial Aid awards will be divided by the number of terms for which the student is enrolled and disbursed by term as long as the student meets the eligibility requirements for the aid each term.

### Scholarship Deferment

If a student is receiving non-Alliant scholarship funds that are not available by the tuition schedule 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 deadline and have documentation of the award. If the deferment is not obtained prior to the deadline, all associated late payment and deferment fees will apply. Upon receipt of the scholarship the student's tuition must be paid in full. (Students receiving tuition reimbursements are not eligible.)

## Policy on Satisfactory Academic Progress

See the Academic Policies section of the Catalog for the University Satisfactory Academic Progress Policy.

Federal and State legislation requires Alliant to define and enforce Standards of Academic Progress for students receiving federal and state financial aid. Failure to meet these standards will result in the loss of financial aid until action is taken by the student to regain eligibility.

## Student Loan Fund Release Policy

If all paperwork, Stafford entrance test, verification and loan funds are received, student loan funds may post to the student's school account 10 days prior to the first day of the term. However, Department of Education rules allow 14 days from the first day of the term to return excess payments to students. Any questions regarding delay in loan arrival should be directed to the Financial Aid Office.

## Tuition Refund Policies

### Withdrawal from University and Dropping of Courses

If a student who is not a recipient of Title IV student financial aid withdraws or drops courses from Alliant International University he/she will be entitled to a refund of the unused portion of his/her tuition and fees according to the following schedule.

If a student is a recipient of student loans and withdraws from the University or drops a course(s), he or she will have their costs and eligible loans prorated according to the Title IV guidelines.

Students will be refunded according to the following schedule for courses at least 10 weeks in length:

- 100% refund if officially recorded during the add/drop period
- 80% refund if officially recorded within 7 calendar days after the add/drop period

- 60% refund if officially recorded within 14 calendar days after the add/drop period

For courses that are at least 6 weeks but less than 10 weeks in length:

- 100% refund if officially recorded within 7 calendar days of the start of the course
- 80% refund if officially recorded within 8-10 calendar days of the start of the course
- 60% refund if officially recorded within 11-14 calendar days of the start of the course.

For courses that are less than 6 weeks in length:

- 100% refund if officially recorded within 3 calendar days of the start of the course
- 80% refund if officially recorded within 4-5 calendar days of the start of the course
- 60% refund if officially recorded within 6-7 calendar days of the start of the course.

For weekend only courses:

- 100% refund if officially recorded before the beginning of course

In conjunction with the tuition refund schedule outlined above, there is a \$110 administrative fee if all courses are dropped. This \$110 fee does not apply to students taking an approved leave of absence.

## Procedure for Withdrawing/ Requesting a Refund

**A student must complete the following steps in order to receive a refund:**

**1. Contact an academic advisor or the Registrar's office to officially withdraw from all course(s). Students wishing to withdraw completely from the University must prepare a University Withdrawal form. This form will require the signatures of the academic advisor (if appropriate), and financial aid counselor (if student is a financial aid recipient).**

2. The form must be submitted to the Registrar's office. For students receiving institutional, state, or federal financial aid, refunds are not always made directly to the student. If a student withdraws completely from the University, no institutional aid will be refunded to the student.

The official withdrawal date used for refund purposes is the date the student submits the Add/Drop form to the Registrar.

**Students on financial aid who withdraw from course(s) must contact Student Business Services and their financial aid counselors for assistance in determining the impact this action has on their student account balance and financial aid prior to dropping classes.**

3. If a credit balance occurs on a student account, refunds and return of funds to lenders will follow appropriate regulations. Cash and credit card refunds will be refunded to the student after all lenders have been paid, if applicable. Credit card refund policies will apply.

## Expenses & Financial Aid

### Financial Aid Refunds/Return of Title IV (Federal) Funds

If a recipient of Title IV student financial aid withdraws from Alliant International University or does not complete the term for which he/she has paid, he/she may be entitled to a partial refund of his/her tuition based on the Return of Title IV Funds Policy. Under this policy, the University will determine how much Title IV student financial aid a student has earned based on the period he/she was in attendance. Any unearned Title IV student financial aid will be returned to the Title IV programs. This pro rata schedule is calculated up through the 60% point in time of the enrollment period at Alliant International University for which the student was charged (measured from the first day of classes through the end of formal instruction, the end of session, or end of term, whichever is earlier).

Funds returned to any Title IV student financial aid program may not exceed those disbursed to the student (or credited to his/her account) from that program. All Title IV refunds will be made within 45 days of the date the student officially withdraws, the date the school determines that the student has unofficially withdrawn, or within 45 days of the date the student fails to return from an approved leave of absence or notifies the school that he/she will not be returning, whichever is earlier.

Any recipient of Title IV federal student financial aid who withdraws or does not complete the term, 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 tuition 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 Stafford Loan Program
2. Subsidized Federal Stafford Loan Program
3. Federal PLUS/GRADPLUS Loan Program
4. Federal Perkins Loan Program
5. Federal Pell Grant Program
6. Federal Supplemental Educational Opportunity Grant (FSEOG) Program
7. Any other Title IV program
8. Other federal, state, private, or institutional student financial aid programs.

#### Repayments

A repayment is cash disbursed directly to the student for non-institutional costs that must be repaid to the Title IV programs. A student will owe a repayment if he or she received a cash disbursement in excess of 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 Perkins Loan Program
2. Federal Pell Grant Program
3. Federal Supplemental Educational Opportunity Grant (FSEOG) Program
4. Any other non-loan Title IV program
5. Other state, private, or institutional student financial assistance programs.

### Room and Board Room Reservation Fee

A room reservation fee is required of all students applying for University housing. This fee should be on deposit prior to check-in, in order to reserve the space. This fee converts to a security deposit and is refundable at the time of check-out in most cases, provided there is no damage to the housing unit, breach of the licensing agreement, or no balance due on the student's account with the University. The reservation fee is not refundable prior to occupancy. The reservation fee may be considered for use as a deposit for the following academic semester. The request must be submitted before the first day of the academic term for which the reservation is requested. Otherwise, the room reservation deposit will be forfeited. (Fee amounts are posted on the University's website.)

### Cancellation, Withdrawal, and Termination

Release from the Residential Living License Agreement: The student will be considered for release from the agreement only under exceptional circumstances and for compelling reasons. Such requests must be submitted in writing to the Director of Housing and Residence Life, or designee. A student whose request is denied will be responsible for the financial obligations incurred pursuant to the agreement. These obligations include the following amounts:

1. Prior to the first day of check-in, the one-time non-refundable room reservation deposit is forfeited.
2. After the first day of check-in, the student is obligated for current and next semester room fee. Additionally, the non-refundable room reservation deposit is forfeited.
3. On-campus students awarded an Alliant Scholarship or Alliant Grant who move off campus will have their Alliant Scholarship or Alliant Grant reduced.

Students should refer to the “Residential Living License Agreement” for complete terms and conditions of living in on-campus housing.

### Financial Aid

The Financial Aid Office is committed to providing assistance to 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. “Need” can be defined most simply as the difference between the total cost of attendance and those resources, which the student and his or her family are expected to apply toward that cost of attendance.

The Financial Aid Office provides efficient and effective access through personalized service and the use of technology. Alliant financial aid staff is available at the major locations to assist students with the aid process. In partnership with University, federal, state, and other organizations, the financial aid office coordinates the administration of all student financial assistance to ensure equity and consistency in the delivery of funds to students.

Financing is available at Alliant in the form of scholarships, grants, part-time employment, and loans. The federal government, state government, Alliant, and private sources finance these programs. Federal and state financial aid funds are only available to students who are United States citizens or permanent residents of the United States. 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 campus financial aid administrator of a change in circumstances from those indicated on the financial aid application may result in withdrawal of aid.

Each academic year, approximately 85-90 percent of the incoming and returning students applying on time for aid receive a financial aid package. Alliant International University is committed to helping students keep their educational loan debt to a minimum. Therefore, students are encouraged to borrow as little as possible and may be asked to review their need to borrow with the financial aid services staff.

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

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.

Students are encouraged to contact their financial aid counselor if they have specific questions about the calculation of their cost of attendance, their expected family contribution, their financial aid award, the status of their application, or any change in family circumstances that affects the ability to pay educational costs. Appointments at all financial aid offices are available upon request.

Please direct any questions to your campus financial aid officer or send an e-mail to: [finaid@alliant.edu](mailto:finaid@alliant.edu).

### Alliant participates in the following financial aid programs:

#### Federal Programs

- Academic Competitive Grant
- AmeriCorps
- Federal Teach Grant
- Federal Pell Grant
- Federal Supplementary Educational Opportunity Grant (FSEOG)
- Federal Work Study Program (Service Learning/Community Service positions are available; Alliant supports the America Reads program.)
- Federal Perkins Loan
- Federal Stafford Loan (Subsidized and Unsubsidized)
- Federal Parent Loan for Undergraduate Students (FPLUS)
- Scholarships for Disadvantaged Students Program

## Expenses & Financial Aid

### State Programs

- Cal Grant A for Undergraduates
- Cal Grant B for Undergraduates
- Assumption Program of Loans for Education (APLE) for students in the Teaching Credential Program
- Graduate Assumption Program of Loans for Education (GAPLE)

### Institutional Programs

- Alliant Alumni Referral Scholarship
- Alliant Scholarship for Undergraduates
- Alliant Scholarship for Graduates  
Alliant Diversity Scholarship
- Alliant Scholarship for the Underserved
- Alliant Business and Industry Tuition Assistance Program (BITAP)
- Alumni Legacy Scholarship
- On-Campus Student Work Opportunities

Specific information about these programs is further described below and available from the Financial Aid Office.

### The Application Process for Federal, State, and Institutional Financing Programs

This section applies to U.S. citizens and permanent residents only.

Most United States citizens and permanent resident graduate students may qualify for U.S. federal financial aid programs or for aid from the state of California. In order to qualify, students must complete the Free Application for Federal Student Aid (FAFSA), which provides an in-depth analysis of the financial condition of the student and his/her family. This analysis (done on a yearly basis) determines how much the student/family is expected to contribute toward the cost of education. This figure is called the "expected family contribution," or EFC. The factors that go into determining the EFC include income, assets, retirement needs, family size, and number of dependents in college. Parents' income and asset information is included in the EFC calculation for dependent students. The definition of a dependent student for financial aid is not the definition used by the Internal Revenue Service. For purposes of financial aid, dependent students are students under the age of 24 who do not have dependents, are not married, a ward of the court, orphan, veteran, or graduate student

Students who received financial aid for the previous year should receive a renewal email from the Federal Department of Education or your Department of Education PIN number sometime in January. Students are encouraged to file their renewal FAFSA applications electronically at <http://www.fafsa.ed.gov>.

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

- **Complete the Free Application for Federal Student Aid (FAFSA).** You may complete the FAFSA online at <http://www.fafsa.ed.gov>. Regardless of how an applicant completes the renewal FAFSA, for graduate students the priority deadline is February 15 and for undergraduate students the priority deadline is March 2. 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 awarded the Cal Grant A or Cal Grant B but wish to apply, must submit the FAFSA and the GPA Verification Form to the California Student Aid Commission (CSAC) by **March 2**. The GPA Verification Form is available from California Student Aid Commission.

Applicants for programs with later admission application deadlines should consult the Alliant Financial Aid website for the applicable financial aid application dates. In general the FAFSA or Renewal Form must be received at the Federal Student Aid Processing Center within 15 days of the admission application deadline.

It is the student's and/or applicant's responsibility to obtain and file all the forms by the proper deadlines in order to be considered for aid at Alliant. Students selected for federal verification must submit a photocopy of their requested tax return used to file the FAFSA federal income tax return (IRS Form 1040, 1040PC, 1040A, 1040EZ, or TeleFile Worksheet) to the campus Financial Aid Office by April 15 or within 30 days of notification. All students selected for verification must complete the Federal verification form and submit any necessary documentation, even if they are only applying for Stafford Loan assistance.

For entering students, notification of financial aid awards is made by electronic award letter shortly after admissions. Accepted students also receive information and forms concerning application for other available loan programs.

## Financial Aid Eligibility

Financial aid eligibility for need-based aid is determined using the following formula:

$$\begin{aligned} &\text{Cost of Attendance} \\ &\text{– Expected Family Contribution} \\ &= \text{Financial Need} \end{aligned}$$

Financial need is the difference between what a family is expected to contribute toward the cost of the education and the actual cost of the education. For example, if the cost of education is \$20,000 per year, including both tuition and living expenses in the local area, and the family is expected to contribute \$5,000, then the student’s need is \$15,000.

It is important to remember that your expected family contribution (EFC) remains the same wherever you attend school. Your financial need will increase if you attend a higher cost rather than a lower cost institution. The financial aid packages at Alliant are designed to meet the need you have and to assist students within the limits of Alliant, state, and federal funding.

Many students may choose only to seek aid for the cost of tuition and fees, since their housing, food, and other basic household costs are supported with ongoing family income. Students should talk to a financial aid officer to determine what types of aid are best for their individual situations.

## Cost of Attendance and Standard Student Expense

Cost of attendance includes the following items:

- Tuition and fees
- Books and supplies
- Room and board
- Transportation
- Personal expenses
- Loan fees, if any

Student cost of attendance budgets includes only essential costs because an equitable policy recognizes only those obligatory expenses which are not a matter of choice. Each year the financial aid office develops a cost of attendance, which includes basic living expenses, plus, for entering students, an average amount of tuition for students in a similar enrollment status. Continuing students’ tuition budget is based on the Fall amount of tuition charged after registration for both the Fall and Spring term. If the student’s cost of tuition will be different from the Fall, it is the responsibility of the student to notify the financial aid representative, so necessary adjustments may be made to the financial aid award prior to disbursement of funds for the spring.

In most cases, these budgets are for a nine-month period (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.

## Standard Student Expense Budgets

Each year Alliant International University develops standard student expense budgets on which students’ cost of attendance is based. These budgets include tuition, fees, room/board, books and supplies, transportation and personal expenses. There are a variety of budgets for students in special categories; the budgets below are two of the most common. For more information on the cost of attendance for a particular program, contact any Alliant International University Financial Aid Office.

### Undergraduate Student Living on Campus (for nine months)

Tuition .....	varies by units taken
Fees .....	\$370
Books and Supplies .....	\$1,638
Room and Board .....	\$7,000
Transportation .....	\$792
Personal Expenses .....	\$2,250
Total (excluding tuition) .....	\$11,680

### Full-Time Commuter Student Living Off Campus (for nine months)

Tuition .....	varies by units taken
Fees .....	\$370
Books and Supplies .....	\$1,996
Room and Board .....	\$15,330
Transportation .....	\$2,772
Personal Expenses .....	\$2,898
Total (excluding tuition) .....	\$23,366

## Expenses & Financial Aid

### Standard Requirements for Students Evaluated Using Grades

#### Completion of a Degree within a Specified Time

Students must complete their educational program within the maximum timeframes established (see "Time to Degree" policy Admissions and Registration section). Financial aid eligibility is limited to the maximum timeframe allowed for each degree program the University offers.

Undergraduate Degree ..... 6 Years

Undergraduate Degree Completion.....4 Years

Master's Degree ..... 5 Years

Doctoral Degree ..... 10 Years

#### Minimum Cumulative Grade Point Average

Undergraduate students must maintain a 2.0 cumulative grade point average. Graduate students must maintain a 3.0 cumulative grade point average.

#### Failure to Meet Standards

A student's financial aid eligibility is limited to the maximum timeframe allowed for each program of study. A student who does not complete the degree objective within the maximum timeframe established for the program will not be eligible for financial aid beyond the maximum established time frames.

### Transferability of Financial Aid between Alliant Campuses

Almost all of the financial aid programs are transferable from campus to campus in California with the exception of the Student Employment Programs (FWS and ICWO).

Although financial aid is transferable, students transferring to the Mexico City campus the Financial Aid Office will have to recalculate students' eligibility based on the costs that will be incurred at the Alliant-Mexico campus. In general, financial aid awards change when cost of attendance changes.

Students should contact a Financial Aid Counselor at least one term **before** transferring to the Mexico City campus so that appropriate financing arrangements can be made prior to departure.

### Financial Aid for Study Abroad

Financial aid for study abroad is available at Alliant. In general, federal funds can be used for study abroad. State funds are limited to institutions located in California. However, 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 Financial Aid Office. This form must be completed well in advance of the student's departure. Contact the Financial Aid Office for further details.

### Student Course Load for Student Financial Aid Programs

#### Federal Programs

To be eligible for the Federal Stafford Loan Programs, student must be enrolled at least half time.

Half time enrollment is defined as:

- 6 semester units for credential and undergraduate students
- 5 semester units for graduate students
- 3 semester units for dissertation sequence students

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

For graduate Perkins and HEAL loans students must be attending at least 8 credits per term.

Undergraduates must be attending 12 credits per term for the Perkins.

#### State Programs

For State financial aid the following credits are considered for undergraduate aid:

6-8 units ..... Half time  
9-11 units ..... Three-quarter time  
12+ units ..... Full time

#### Institutional Programs

The following graduate/undergraduate institutional aid programs require that students register and pay for the equivalent of at least the number of units indicated:

- Alliant Scholarship for Undergraduate (12 units per term)
- CSPP Merit Scholarship (12 units per term)
- CFS Merit Scholarship (12 units per term)
- MGSM Merit Scholarship (9 units per term)
- CSPP-MFT Merit Scholarship (9 units per term)
- Alliant Scholarship for Graduate (8 units per term)
- HSOE Merit Scholarship (6 units per term)

## Descriptions of Aid Offered by Alliant

Alliant is committed to helping make the cost of education affordable and sets aside funds each year for student scholarships. Alliant scholarship assistance is credited towards the recipient's tuition account.

### Alliant International University Diversity Scholarships

To promote multicultural and international competence and to support our core values of intellectual advancement, diversity, and social responsibility, Alliant International University has established the Alliant Diversity Scholarship (ADS). This scholarship is designed to enable all students to pursue their educational, scholarly, and career interests in an environment that recognizes both the distinctiveness of each person's experience and the common humanity that unites us.

The University awards the Alliant Diversity Scholarship in a manner that does not result in an advantage or disadvantage to a recipient because of his or her gender, age, race, color, religious creed, national or international origin, disability, or sexual orientation. Awards are based on neutral criteria such as need or socioeconomic status, first in generation to go to college, single geographical limitations such as areas affected by natural disasters, international, national or local strife (i.e., war, civil unrest). Applicants may be international or domestic, undergraduate or graduate, full or half-time students (award will be pro-rated).

### Donor Scholarships

In addition, Alliant has several dozen endowed and memorial scholarships that are awarded according to criteria stipulated by the respective donors. A complete list is available on Alliant's Financial Aid Scholarship webpage.

## 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.

## 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 Financial Aid Office 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 on the basis of grade point average and documented financial need.

### Cal Grant B

This grant provides assistance to undergraduate students from economically disadvantaged backgrounds. Students receive assistance for tuition and a stipend for books and supplies.

### Note:

Students notified by CSAC that they will receive a Cal Grant A and Cal Grant B and that this aid is not included in their financial aid packages should notify the Financial Aid Office as soon as possible.

## Federal Work Study Program (FWS)

FWS is an employment program largely funded by the federal government and supplemented by employer contributions. The goals of the program are to help students meet their educational expenses, encourage participation in community service activities, and instill a sense of social responsibility and commitment to the community. FWS strives to complement and reinforce the student employees' educational programs and career goals.

Under the Federal Work-Study (FWS) program, students are employed in part-time jobs on campus or in other nonprofit agencies to help meet a portion of their cost of attendance. FWS earnings are considered taxable income and must be reported as such. Doctoral extension students are eligible to work under FWS as long as they are enrolled at least half-time). Students may earn up to the maximum amount specified in their financial aid package or otherwise certified by the campus Financial Aid Office. On average, FWS students work 10-20 hours per week during the academic year.

Notification of eligibility for employment under the FWS program does not guarantee employment nor does it guarantee that the student will earn the maximum amount offered. The actual amount earned depends on the student's employability, class schedule, and the number of hours worked. Termination of a particular FWS job opportunity may occur if the service is no longer needed.

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 and opportunities for off-campus employment through community service agencies that serve the entire community.

In general, community services include:

1. Health care, child care, literacy training, education (including tutorial services), welfare, social services, transportation,



## Expenses & Financial Aid

housing and neighborhood improvement, public safety, crime prevention and control, recreation, rural development and community improvement

2. Support for students (other than for an institution's own students) with disabilities
3. Activities in which a FWS student serves as a mentor for such purposes:
  - A. Tutoring
  - B. Supporting educational and recreational activities
  - C. Counseling, including career counseling

The Department of Education permits schools to waive both the institutional and agency employer matching requirements for students who are employed as reading tutors for children in pre-school and elementary school. This regulatory change is intended to provide schools with the flexibility to respond to the America Reads Challenge, which will mobilize resources to ensure that all children can read independently by the third grade.

Additional information about FWS Community Service is available from the Financial Aid Office.

### Federal Perkins Loan

This Federal loan program is designed for students with exceptional financial need. This program is available for undergraduate and graduate students who are U.S. citizens or eligible non-citizens with demonstrated need. The current Federal Perkins interest rate is 5%. Undergraduates may borrow up to \$4,000 per year, but the aggregate amount may not exceed \$20,000. Graduate students are limited to \$6,000 per year and may borrow up to a maximum of \$40,000, which includes money borrowed as an undergraduate. Borrowers must sign a promissory note and pass the Perkins entrance examination before funds can be disbursed. Federal Perkins borrowers are required to attend an Exit Loan Counseling session prior to withdrawal or graduation.

Interest does not accrue while the borrower is enrolled in school at least half time, during the grace period, or during authorized

deferments. The borrower is responsible for paying the interest that accrues on the loan during repayment or forbearance. Loans made after July 1, 1993, are repayable over a period of up to 10 years and have a nine-month grace period. As of October 1, 1998, students who are in the reserves of the Armed Forces and are called to active duty are exempt from payment and are not considered to have used any of the grace period for active duty periods of up to three years. Should the period of active duty end during an enrollment term, the exemption would continue until the beginning of the next enrollment term. Deferments are available for at least half-time enrollment in an eligible institution, study in an approved graduate research fellowship or rehabilitation program, for periods of unemployment or economic hardship (limited to a total of 36 months over the life of the loan), and for types of service that qualify the borrower for partial cancellation of the loan. Students may also be granted forbearance (which only defers principal) for periods of up to one year at a time (limited to a total of 36 months over the life of the loan).

Perkins loans may be cancelled in part for each year of completed service as a teacher in a low-income school, as a teacher in a shortage area as determined by the state where the school is located, as a teacher of the handicapped for military service in an area of hostility, as a full-time volunteer in VISTA or the Peace Corps, as a law enforcement or crime prevention officer, as a provider of early intervention services in a public or non-profit program, as a provider of services to high-risk children in a non-profit family service agency, as a licensed or registered nurse, or as a licensed or certified medical technician. Military cancellations may be granted for four years maximum for a total of 50 percent of the loan. Peace Corps and VISTA cancellations also may be granted for four years maximum, but for a total of 70 percent of the loan.

All other cancellations may be granted for five years for a total of 100 percent of the loan. Students who are providing any of these services during pre-doctoral internships

required to complete academic requirements should be aware that in order to qualify for cancellation they must be considered full-time professionals by the employing agency in terms of salary, tenure, and benefits.

As of October 7, 1998, loans made before July 1, 1993, are eligible for the above deferments and cancellations (for benefit periods beginning October 7, 1998), as well as any deferments and/or cancellations stated on the promissory note. Students with loans made prior to July 1, 1993, may find it helpful to consult their promissory notes. Complete information on deferments and cancellations is available to all students from the University wide Financial Aid Services.

Federal funding allocations for the Perkins Loan Program have fluctuated over the past several years. As a result, Alliant cannot guarantee average awards for subsequent years.

The following chart represents a sample repayment schedule for various Perkins loan amounts borrowed:

<u>Amount Borrowed</u>	<u>No. of Months</u>	<u>Monthly Payments</u>	<u>Total Payments</u>	<u>Finance Charge at 5% Annual</u>
\$ 1,000	25	\$ 40.00	\$ 1,058.16	\$ 58.16
2,000	56	40.00	2,247.37	247.37
3,000	90	40.00	3,604.55	604.55
5,000	120	53.03	6,364.06	1,364.06
7,000	120	74.25	8,909.42	1,909.42
9,000	120	95.46	11,455.05	2,455.05
10,000	120	106.07	12,727.71	2,727.71

## Scholarships for Disadvantaged Students

This program is limited to full-time students in the Clinical PsyD and PhD programs within the California School of Professional Psychology. Funded by a grant from the Department of Health and Human Services (HHS), this program is designed to assist students who meet specific criteria used to identify disadvantaged students. Scholarship applications are available on the Alliant Financial Aid Scholarship website in July for the upcoming Fall term. Awards are credited to the recipients tuition accounts, divided equally between the Fall and Spring semesters. Funding is contingent upon annual grants from HHS.

## Federal Family Education Loan Program (FFELP)

The following information pertains to the Federal Family Education Loan Programs (FFEL Programs). FFEL programs include the:

- Federal Subsidized Stafford Loan/Federal William D. Ford Subsidized Direct Loan
- Federal Unsubsidized Stafford Loan/Federal William D. Ford Unsubsidized Direct Loan
- Parent Loan for Undergraduate Students (PLUS)/Federal William D. Ford Direct Loan Parent Loan for Undergraduate Students
- GRADPLUS for Graduate Students/Federal William D. Ford Grad Plus for Graduate Student Direct Loan
- Unsubsidized Federal Stafford HEAL Replacement/Federal William D. Ford Unsubsidized HEAL Direct Loan

## Federal Subsidized Stafford Loan and Federal Unsubsidized Stafford Loan Programs

These are long-term, low-interest loans borrowed directly from a bank, credit union, savings and loan association, or other participating lender. The loan is guaranteed by a state or private non-profit agency and insured by the federal government.

There are two types of Stafford Loans—subsidized and unsubsidized. Eligibility for subsidized Stafford Loans is based on financial need (demonstrated via the FAFSA or Renewal Form). Students who do not demonstrate (sufficient) need may borrow unsubsidized Stafford Loans. Maximum loan eligibility is indicated on each student's financial aid award letter. When students are eligible for a subsidized Stafford Loan, the government pays the interest that accrues on the loan while in school. Students receiving an unsubsidized Stafford Loan are charged the interest on the loan while in school, in grace period and in deferment. Students have the option of paying the interest on their loan as it accrues or it can be capitalized (the interest is added to the principal balance of the loan). Alliant recommends paying interest on unsubsidized loans. The amount of subsidized and unsubsidized eligibility is based on financial need, dependency status, and grade level. Students who do not qualify for all or part of a Subsidized Stafford Loan based on need may qualify for an Unsubsidized Stafford Loan. The combined loans may not exceed the annual or aggregate lifetime limits.

The interest rate for Federal Stafford Loans starting July 1, 2006 will be a fixed rate of 6.8%. In addition to loan interest, students are generally charged two loan fees: an origination fee by their guarantor and an insurance premium fee by their lender. The origination fee offsets operational costs of the program. The maximum combinations of subsidized and unsubsidized Stafford Loans students are eligible for are detailed in the following information.

## Annual Loan Limits Additional Unsubsidized

(Subsidized and Limits for Independent\* Unsubsidized) Student Borrowers

	Subsidized	Unsubsidized
Freshmen	\$3,500	\$6,000
Sophomores	4,500	6,000
Juniors/Seniors	5,500	7,000
Teaching Credential	5,500	7,000
Graduates	8,500	12,000

\*You are an independent student if you:

- 1) Were born before January 1, 1986
- 2) Are married
- 3) Are a veteran/or active duty (not training)
- 4) Have legal dependents other than a spouse or child
- 5) Are an orphan or ward of the court, or were a ward of the court until age 18
- 6) Classified as a graduate student

Please read the FAFSA for other criteria for independent status

A dependent undergraduate student may borrow up to a lifetime aggregate of \$31,000 with no more than \$23,000 in subsidized loan. An independent undergraduate student may borrow a lifetime aggregate of \$57,500 subsidized and unsubsidized loan. A graduate student may borrow up to \$20,500 subsidized and unsubsidized per year. The cumulative maximum for subsidized Stafford is \$65,500 (total includes both undergraduate and graduate loans). The maximum graduate aggregate loan debt for subsidized and unsubsidized loans is \$138,500.00 (includes undergraduate and graduate loans from all schools attended).

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If you are eligible for a Federal Stafford Loan, you must submit 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 the electronic award letter. The Master Promissory Note (MPN) was developed by the U.S. Department of Education to eliminate the need for students to submit new promissory notes every year. New Stafford Loan borrowers must submit both the MPN and their award letter to borrow from the Stafford Loan programs. Continuing students who have already completed the MPN must return a copy of their financial aid award reflecting how much they wish to borrow from the subsidized Stafford Loan Program and/or the Unsubsidized Stafford Loan Programs. Alliant processes loans electronically by transmitting students' data to their lenders. Students should remember which lender they chose so that all further loans can be submitted to the same lender.

### Federal GRADPLUS for Graduate Students

The Federal GRADPLUS for Graduate students is a federal loan program. Banks, savings and loan associations and credit unions that participate make these loans. Interest rates are a fixed 8.5% starting July 1, 2006. Interest is charged on the loan once as disbursement is made to the school as it is with the unsubsidized Stafford. Students must be attending at least half time enrollment to be eligible for the loan. Students must be preapproved for the loan as it is dependent on the credit of the borrower. The standard repayment period is 10 years but students may request an extended repayment plan to consolidate the loan after starting repayment for the loan. A separate Master Promissory Note must be filled out for this loan through the lender.

### Federal Parent Loan for Undergraduate Students (PLUS)

The Federal Parent Loan for Undergraduate Students (PLUS) is a federal loan program available for parents of undergraduate students. Banks, savings and loan associations and credit unions that participate make these loans. Interest rates are a fixed rate of 8.5%. The Federal 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.

The maximum repayment period under this program is 10 years (not including authorized periods of deferment).

Deferments are available for new borrowers during at least half-time enrollment in an eligible institution; study in approved graduate fellowship or rehabilitation programs; periods of unemployment and economic hardship.

Complete information on Stafford Loan deferments is available from the Financial Aid Office.

Sample loan repayment schedules for 7 percent, 8.25 percent, and 9 percent interest rates are illustrated below. Payments are rounded to the nearest whole dollar.

<u>Amount Borrowed</u>	<u>No. of Months</u>	<u>Monthly Payments</u>	<u>Total Payments</u>	<u>Finance Charge at 7% Annual</u>
\$ 5,000	120	\$ 58	\$ 6,966	\$ 1,966
10,000	120	116	13,933	3,933
15,000	120	174	20,899	5,899
20,000	120	232	27,866	7,866
25,000	120	290	34,832	9,832

<u>Amount Borrowed</u>	<u>No. of Months</u>	<u>Monthly Payments</u>	<u>Total Payments</u>	<u>Finance Charge at 8.25% Annual</u>
\$ 5,000	120	\$ 61	\$ 7,359	\$ 2,359
10,000	120	123	14,718	4,718
15,000	120	184	22,078	7,078
20,000	120	245	29,437	9,437
25,000	120	307	36,796	11,796

<u>Amount Borrowed</u>	<u>No. of Months</u>	<u>Monthly Payments</u>	<u>Total Payments</u>	<u>Finance Charge at 9% Annual</u>
\$ 5,000	120	\$ 63	\$ 7,601	\$ 2,601
10,000	120	127	15,201	5,201
15,000	120	190	22,802	7,802
20,000	120	253	30,402	10,402
25,000	120	317	38,003	13,003

### Unsubsidized Federal Stafford-HEAL Replacement

Under this program, students who are enrolled full-time in APA accredited Clinical PsyD and PhD Programs at CSPP/Alliant are eligible to apply for the Health Education Assistance Loan Program (HEAL). Eligible borrowers may borrow an additional \$12,500 per academic year in place of the phased out HEAL program. The new aggregate loan limit for unsubsidized loans will be \$224,000 less the aggregate amount of any subsidized loans made to students affected by the phase out of the HEAL Program. Other eligibility criteria, interest rates, fees, repayment, and deferment provisions for this loan program are the same as those for the Unsubsidized Stafford Loan Program.

## Other Aid Sources

Applicants and students with access to the Internet are encouraged to take advantage of a number of recently developed and improved sites that provide useful financial aid information. One of the best sites is **The Financial Aid Information Page** (<http://www.finaid.org/>). Among the many services offered free of charge are:

- Information about funding for graduate school
- Access to several online searchable databases containing over 200,000 private sector scholarships, fellowships, grants, and loans
- EFC Estimator, an online calculator that computes an estimate of the student's expected family contribution and financial need using the Federal Need Analysis Methodology
- A loan repayment calculator that calculates manageable debt levels based upon anticipated income
- An annotated bibliography of financial aid resource materials

## Assistantships

Positions as teaching assistants, research assistants, library assistants, and administrative assistants are available on a limited basis at Alliant locations. At some locations, these positions are paid exclusively through FWS and, consequently, are available only to FWS eligible students. A limited number of these positions, however, are paid with institutional funds and are open to all qualified students

All student employees are expected to maintain confidentiality; student employees must sign a confidentiality form each year prior to beginning work at the University.

## Paid Field Placements

Some Alliant programs require field placement requirements. Some field placement agencies offer training stipends to the students placed with them. Depending on the area of study, stipends can range from \$200 to over \$20,000 per year; the upper end is generally for full-time APA or APPIC internships. On average, approximately one quarter of Alliant's students who are in programs with field placement components receive agency-sponsored stipends. (Stipends are considered taxable income and must be reported accordingly.)

## Veterans Benefits

Veterans of the U.S. Armed Services who have been discharged within the past 10 years or children of veterans, age 26 or under, who have a parent who is permanently and totally disabled or who is deceased as a result of service in the U.S. Armed Services, may be eligible for benefits for their program at Alliant.

Alliant will conduct an evaluation of previous education and training, grant appropriate credit, shorten the veteran or eligible person's duration of the degree course proportionately, and notify the VA and student accordingly.

A veteran or eligible person placed on probation for unsatisfactory academic progress shall not be certified for Veterans Benefits if his or her academic progress remains below graduation requirements after three terms. If the veteran or eligible person is allowed to remain on probation beyond this period, he or she will have all Veterans Benefits discontinued and certification of benefits terminated.

Probationary status will also result when a veteran or eligible person receives a grade of No Credit (on the Credit/No Credit system) in a course or field placement, or when faculty or administrative action is taken because a veteran's or eligible person's academic progress or professional development has been inconsistent with school requirements.

Alliant International University proudly participates in the Yellow Ribbon Program. For information visit <http://yellowribbon.alliant.edu>. For information about additional programs offered under the Post 9/11 GI Bill visit [www.gibill.va.gov](http://www.gibill.va.gov). Please contact the Alliant Veterans Affairs Coordinator, located in the Registrar's office, for further information.

## APA Minority Fellowship Program

Under this program, the American Psychological Association provides fellowships of up to \$10,000 in stipends and negotiated amounts to the recipient (through Alliant); Alliant has agreed to provide scholarship assistance up to half the student's tuition for the Fall and Spring semesters, regardless of financial need. The combination of resources is designed to cover the student's tuition and some ancillary expenses. Awards are made for one year, but are renewable for two additional years. Applicants must be U.S. citizens, file the FAFSA or Renewal Form and the Alliant International University Application for Financial Aid, and be enrolled full-time in either the Clinical PsyD or PhD programs at Alliant. Applications are accepted September 1 to January 15, prior to the academic year for which the applicant is seeking the fellowship. Applications are available from the American Psychological Association, APA Minority Fellowship Program, 750 1st Street N.E., Washington, DC 20002, (202) 336-6027, e-mail [mfp@apa.org](mailto:mfp@apa.org). Information is also available at [www.apa.org/mfp](http://www.apa.org/mfp)

# S

# Student Services & Administrative Policies

## STUDENT SERVICES AND ADMINISTRATIVE POLICIES

### Student Services (All Campuses)

Alliant campuses provide a range of student co-curricular activities to supplement the academic programs and to enrich the educational and social experience. The campuses also provide services needed by students in support of their studies and for their health and well being. These services include academic support, advising, admissions, registration, financial aid, disability services, and international student services.

Each Alliant campus offers special-interest activities, student-sponsored events, and student publications. One of the most important extra-curricular activities on every campus is student government. Alliant students participate in University decision-making through University Student Government Association (USGA) and student representation on the Board of Trustees.

Alliant students are provided with an educational technology infrastructure to support their coursework. Students are required to use Alliant email which is the primary communication device for the University. Computer Labs offer state-of-the-art computer facilities on all campuses. Through the Online HELPDESK, students may contact the Information Technology unit who troubleshoots problems that may arise with the University computer network. The network provides web links to information about courses and events available online. The student e-mail page provides information about and access to student e-mail—a free,

convenient way for students to keep in touch with their professors, each other, and family and friends back home.

Students at all sites can access much of their individual student information online, including their academic history, grades, financial aid awards, and student accounts.

Alliant's several 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.

### Academic Support Center

The Academic Support Center (ASC) is committed to helping Alliant students achieve their academic goals by offering the resources they need to complete their programs of study successfully.

The ASC offers students critical thinking strategies, online and library research techniques, and various resources to promote academic success. Students receive assistance in writing and math through personalized tutoring and computer-based instruction. Students can get individual help in the areas that are most challenging and build a repertoire of skills in essential learning and study strategies. The following services and resources are offered:

**Writing Lab** tutors work with students on aspects of the writing process (brainstorming, outlining, composing, evaluating, revising and editing). The tutors' goal is to develop effective writers by giving students skills they can transfer to most forms of written expression, including outlines, summaries, reflective responses, essays, case studies, book reviews, and research papers. The ASC has software to help students improve their

grammar, spelling and punctuation; format papers using correct APA style, and use Microsoft Word more effectively. Numerous handouts on a variety of writing topics are available in hard copy and online.

**The Math Lab** offers tutoring to students who need assistance in beginning to advanced algebra, statistics, accounting, finance, and economics. A solid understanding of math principles and practices provides the basis for careers in psychology, business, finance, and economics. The additional instruction provided by math tutors and computer-aided practice can assist students in developing the fundamental math skills needed for success.

For more information on these programs, please visit the ASC Offices in Building M-7 and M-8 or call (858) 635-4432.

### Career Services

Career Services assists graduate and undergraduate students to develop and implement their career and educational goals throughout their years at Alliant.

**Individual Career Counseling** sessions can be scheduled to discuss and explore any career-related concerns. Limited **Career Assessments** are available to students. These are an excellent way to pinpoint career options based on personality, interests, values, and skills. Career events including workshops, informational sessions, panel presentations, recruiting events, and classroom and club presentations are offered throughout the year on various topics of interest to students. For more information, go to [http://www.alliant.edu/campus\\_news\\_and\\_life](http://www.alliant.edu/campus_news_and_life).

### Counseling – San Diego

The primary mission of the Counseling Center on the San Diego campus is to assist students with personal problems, to help them develop their personal and academic potential, and to promote mental health. Counseling sessions are confidential except for state-mandated exceptions to confidentiality. Individual, couples and group counseling is provided to assist students with personal problems that impair their functioning or enjoyment of life.

### Student Assistance Program – All Campuses

To assist students with personal issues and problem solving, from relationships to finances to elder care, Alliant International University offers the Student Assistance Program. For more information, visit the Student Services/Life office at your campus or go to [http://www.alliant.edu/campus\\_news\\_and\\_life](http://www.alliant.edu/campus_news_and_life).

### Disability Services

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Disability Services at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester.

### Competency Exam Review

Competency Exam Reviews are given by specially trained graduate student Mentors who provide review sessions for doctoral students studying to take their competency exams. Study packets are available in the ASC, and some review packets can be downloaded from the ASC web site along with the review schedule.

### Housing and Residence Life (San Diego)

The Office of Housing and Residence Life, along with student residents, strive to bring about a community that offers a culturally diverse atmosphere of positive encouragement and mutual respect. Activities, programs, academic endeavors, and personal interactions are based on a willingness to learn from others while striving to respect the integrity of all.

Students who live on-campus in San Diego have an enriching college life experience and often find it easier to pursue their studies because they are conveniently close to classes, food services, and other University facilities and services.

### International Student Services

Services for students from countries other than the United States are provided by the International Student Service Office (ISSO). The ISSO provides pre-arrival information to help international students prepare for their Alliant programs, gives advice on matters of concern to international students, 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 comply at all times with United States laws and regulations pertaining to their status; the ISSO assists international visitors in understanding and following these U.S. laws and regulations.

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

### Public Safety

The University's Public Safety Department on the San Diego Scripps Ranch campus is on duty 24 hours a day. Public Safety Officers are University officials and provide numerous services to help maintain a safe educational community. Public Safety Officers report serious crimes to the SDPD, intervene in student issues in collaboration with Resident Advisors when necessary, issue parking tickets on behalf of the University and the city, and investigate all crimes committed on University property in cooperation with state and local law enforcement agencies.

## Student Services and Administrative Policies

### Veterans Affairs

The University is approved for the training of veterans by the California State Approving Agency for Veterans Education.

Alliant International University is planning to participate in the Yellow Ribbon Program. Please contact the Alliant Veterans Affairs Coordinator located in the Registrar's office for further information.

All Veterans Administration (VA) paperwork is handled by the coordinator of Veterans Affairs at each campus. It is the veteran's responsibility to notify their campus coordinator of Veterans Affairs for each term in which they plan to register. The veteran should present a copy of their DD-214 form, in addition to any documentation regarding dependents, i.e., marriage certificate and birth certificate. All in-service VA students must have permission from their military education officer before they can draw VA educational benefits. Applications may be obtained from their education office.

Veterans Administration regulations require that universities and colleges maintain records that accurately reflect implementation of these policies. These policies are described in a veterans' bulletin, which emphasizes the veteran's responsibilities to the institution under the veterans training program. The purpose of VA regulations is to insure that the serious student is provided the opportunity to attend the school and complete the program best suited to his or her needs.

VA regulations and the implementing procedures followed by each institution of higher learning cover three areas:

- Approval of curricula and programs of education
- Evaluation of previous training and experience
- Standards of attendance and progress

#### **Approved Curricula and Programs of Education**

**VA Policy:** Request for a change in the student's educational objective (curriculum) should be submitted to the VA prior to

enrollment so that mandatory counseling action, where applicable, can be taken. VA Form 22-1995 should be submitted by the veteran at this point.

**Alliant Procedure:** If a veteran should change majors before reaching the original degree objective, or if a veteran should commence another degree program in another field at the same or lower level as that already attained, then VA Form 22-1995 should be submitted at this point to the campus coordinator of veterans affairs. The completed form will be kept in the student's file.

**VA Policy:** Veterans and other eligible students may not be certified for repeat courses, which they previously completed successfully or for which they received credit by virtue of other training or for which they are already qualified.

**Alliant Procedure:** Enrollments will be monitored each term to insure that a student is not repeating a course at the University in which a passing grade was received. For procedures concerning evaluation of training or experience received at other institutions, refer to the section on evaluation, which follows.

**VA Policy:** After a veteran or other eligible student has completed the required curriculum for his or her stated educational objective, the student should not be certified to the VA for additional work on the same level without prior approval.

**Alliant Procedure:** Any student wishing to take courses beyond the degree requirements must submit a Change-of-Program to the VA through their campus coordinator of Veterans Affairs.

**VA Policy:** Each veteran student must be pursuing an approved program (normally leading to a degree or a credential).

**Alliant Procedure:** Students admitted as Special Status Only must submit required documentation to become Regular Status prior to completing more than 9 units at the

approved campuses in order to avoid interruption of VA benefits.

**VA Policy:** Each entering veteran or other eligible student must be formally evaluated in writing for possible award of credit for previous training and experience and his/her program must be shortened accordingly. This applies to all veterans regardless of whether they are enrolled in part-time or evening programs.

**Alliant Procedure:** This is done as a matter of standard practice within the Admissions Office for undergraduate students and in the academic division for graduate students. The veteran is responsible for submitting a petition for credit for previous work with all necessary supporting documentation to the Admissions Office or academic division.

**VA Policy:** Where credit is granted, the school records should clearly indicate which course requirements in the student's program have been satisfied. At the same time, controls should be set up to prevent students from taking any course for which they have already been granted credit.

**Alliant Procedure:** The record of credit granted is recorded on the evaluation sheet and transcript. Copies are kept in the registrar's office and provided to the student. The academic advisor and the veteran's counselor are informed of the necessity to report any coursework previously taken.

#### **Standards of Attendance and Progress**

**VA Policy:** Colleges must not permit a student to enroll and receive full educational subsistence and at the end of the term "withdraw" or take a "no credit" in all or part of the courses for which the student has enrolled. Colleges must require counseling before enrolling the veteran for the next term if at any time the veteran fails to meet the required grade point average.

**Alliant Procedure:** Each veteran's grade report will be checked at the end of each term to insure that the student has satisfactorily completed the courses. If a deficiency exists (such as I, NC F), in some or

all of the courses attempted, the student will be notified and placed on VA Benefits Probation for the following term. If a deficiency occurs at the end of the following term and, unless a University-recognized emergency exists, the student's VA benefits will be suspended and the student will be referred to their Military Education Officer or VA Regional Office. Satisfactory completion of grades during the term following the graded period will remove the veteran from Benefits Probation unless other grade deficiencies exist.

**VA Policy:** It is the responsibility of the veteran to immediately advise the institution of his/her discontinuance of training or reduction in unit load. The last day of the veteran's actual attendance must be immediately reported to the Veterans Administration in order to terminate the educational benefits as of that date to avoid overpayment.

**Alliant Procedure:** Withdrawal and Change-of-Program dates are entered into the student information system by the Registrar's Office, which reports these dates and changes to the VA in a timely manner to avoid overpayments. The last date of attendance must be accurately recorded by the faculty or staff on the Change-of-Program form, or, if a student does not officially drop the course, the instructor must indicate the last date of attendance on the attendance or official grade roster. The faculty and staff are notified of this responsibility. A secondary method will be used in the event the instructor is unable to ascertain the last date of attendance. Veteran students are informed that they are required to report to the University their last date of attendance immediately upon withdrawal or dropping of courses.

**VA Policy:** Certifications for short-term classes must show the actual beginning and ending dates of the shortened period and the units the veteran is carrying in the shortened course.

**Alliant Procedure:** Deans and directors must report in advance any deviations from the standard published calendar and all short-term courses to the Registrar's Office.

**VA Policy:** To continue receiving benefits, the veteran must maintain satisfactory academic progress.

**Alliant Procedure:** Student academic records are reviewed at the end of each term to ensure satisfactory academic progress. If a deficiency is noted (including, but not limited to GPA below 2.0 for undergraduates, or below 3.0 for graduate students), students are referred to the Student Evaluation Review Committee (see catalog section: Satisfactory Academic Progress), which may result in the student being placed on warning, probation, or dismissal.

### Wellness Center

Alliant provides free health services to all San Diego students who have paid the wellness fee. A registered nurse is available to assist students with health issues during regular office hours and provides a range of wellness programs including yoga, meditation, and massage.

### Consumer Information

Alliant International University publishes information annually about its policies on the use of illegal drugs and alcohol on campus, crime statistics on campus including sex crimes, and school policies regarding sexual and other forms of harassment. This information is located on Alliant's website at <http://consumerinfo.alliant.edu> and is distributed annually to all students and employees.

### Non-Discrimination

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

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

**Russ Newman, PhD, JD**

*Provost and Vice President for Academic Affairs*  
San Diego/San Francisco  
(858) 635-4535

**Mark Brody, JD**

*Assistant General Counsel and Risk Manager*  
San Diego  
(858) 635-4807

**Denise A. Hanson**

*Chief Human Resources Officer*  
San Francisco  
(415) 955-2007

**Directors of Campus and Student Services**

at Fresno, Irvine, Los Angeles, Sacramento, and San Francisco.



## Expenses & Financial Aid

### Sexual Harassment

The prohibition against sexual harassment, a form of discrimination on the basis of sex, is set forth in the University "Policy on Non-Discrimination." The term "sexual harassment" means unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature. This behavior is unacceptable in the academic environment and in other University-related settings such as University-sponsored activities or University-related social events. The entire policy is available in the Human Resources offices.

### Student-Initiated Discrimination Grievance

It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, including harassment or retaliation for reporting a complaint. This policy applies to prohibit discrimination between members of the University community, including between students and between employees and students.

Alliant encourages prompt reporting of complaints so that a rapid response can be made and appropriate action can be taken. Note that reporting a complaint need not be limited to someone who was the target of the discrimination.

The compliance officers listed in the section on non-discrimination and others are available to help students resolve problems informally. The University encourages discussion between the parties directly involved in a grievance, especially in the early stages of a dispute before the respective parties have assumed official or public positions, which may polarize the dispute and render a solution more difficult. In any event, students have the right to file a formal written grievance—either initially or if informal resolution is not possible.

### Filing a Formal Grievance

Any student who feels that he or she has been subjected to discrimination by a student or by the University through any of its employees, entities, policies, procedures, or programs may report the matter in writing to:

#### Denise Hanson

Human Resources Director  
Alliant International University  
1 Beach Street, Suite 200  
San Francisco, CA 94133  
Telephone (415) 955-2007

An explanation of the entire procedure is available from the above office and is published in the relevant undergraduate or graduate student handbook.

### Disclosure or Release of Student Information

#### Student Records

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

Student name, address, telephone number(s), e-mail address, date of birth, parents' name, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received and most recent previous school attended are designated by Alliant as Directory Information and may be disclosed without the student's prior consent. Students may request that Directory Information not be released by providing a written statement to the Registrar's Office.

Copies of the complete student records privacy policy may be obtained from the Registrar's Office, the Business Office, or the Student Life Office. A notice to students of their rights regarding their education records is published in the student handbook.

### Conduct

Alliant International University expects all students to adhere to the civil laws and regulations in effect at the location where they are enrolled and the academic and non-academic codes of conduct published in the University's student handbooks and School/Center's published academic 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 competence and demeanor.

A student's agreement to abide by the policies and procedures of the University is implicitly confirmed when the student accepts Alliant International University's admissions offer and upon registration each term. Students are expected to respect the various administrative and academic deadlines listed in the academic calendar and to completely and accurately provide all financial aid information required. Failure to abide by any of the above constitutes grounds for probation or dismissal from the University.

Students who engage in conduct that disrupts the orderly functioning of the University may be subject to probation or dismissal from the program as set forth in the academic and non-academic codes of conduct. In the case of dismissal for cause, no fees will be refunded.

## Problem Solving and Dispute Resolution Guidelines

The purpose of Alliant International University's problem solving and informal dispute resolution guidelines and policies is to resolve problems in a manner that maintains positive relationships. The guidelines outline a series of steps that you should use if you feel you have been adversely affected by decisions, differences, misunderstandings, or problems that have arisen with faculty, staff, administrators, or other students. The full policy and procedure is in the student handbook and can be found at [In brief, the policy provides:](http://www.alliant.edu/about>Alliant/student life & services/registrar</a>.</p>
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### Dispute Resolution Process

1. **Discussion:** When you are faced with a concern or problem, seek the information you need, if any, and address the issue by talking with the person/people with whom you have the dispute and attempt to resolve it with him/her/them. The problem may involve academic or administrative policy, procedure, decision, or conduct. Make a good faith attempt to resolve the problem through one or more discussions about the problem with the person or people most directly involved.

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

3. **Written complaint:** If the problem is still not resolved to your satisfaction after using the assistance provided by one of the individuals who is designated to assist you, you may present the situation in writing to the program director in the case of academic issues or to the director of campus and student services in the case of administrative issues. That person will investigate the issue.

4. **Grievance: The Grievance Procedure may be used only if the problem solving and dispute resolution processes described above have been followed and have been unsuccessful in resolving the matter.** Filing of a grievance is rare but may occur when students believe they have been adversely affected by an action of another member or members of the community in certain serious circumstances.

For complete information on the policies and for a copy of the guidelines, please contact the Director of Campus and Student Services, or the Associate Vice President for Student Life on the San Diego campus.

## Office of the Dean of Students

The Office of the Dean of Students provides support for students and promotes the academic mission of the University. The Office assists students in the resolution of problems, provides information about campus resources, and promotes initiatives that address the needs of students. The responsibilities of the office include, but are not limited to, the following:

- Promotes student well-being and advocates as appropriate for student concerns
- Advises students on their rights and responsibilities as Alliant students
- Provides information to students, faculty, and staff on appeals, grievances, and University policies
- Assesses student climate and satisfaction and works with the relevant parties to improve upon the areas identified as needing attention
- Facilitates the resolution of concerns and disputes at the lowest level possible
- Consults with faculty on student concerns and student disciplinary processes
- Facilitates Non-academic Code of Conduct process
- Encourages students to engage in co-curricular learning opportunities that support the multicultural and international mission of the University
- Serves as an administrative liaison for the Student Government Association and relevant student clubs
- Consults with legal/University counsel on relevant student issues

Contact us: The Office of the Dean of Students, Fletcher Hall, 10455 Pomerado Road, San Diego, CA 92131

Dean of Students: Dr. Craig Brewer (858) 635-4560.

# Academic Policies

## University Catalog

Students are responsible for becoming familiar with the information presented in this catalog and for knowing and observing all policies and procedures related to their participation in the University community.

Students are personally responsible for following all policies and meeting deadlines and requirements. This responsibility includes, but is not limited to, academic requirements and general rules listed in this catalog. Regulations will not be waived nor exceptions granted based on a student's lack of knowledge regarding Alliant policies or procedures. Additional policies and procedures can be found in the student handbooks and in published school/center policies.

## Catalog Controlling Graduation

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time of first enrolling at the University as degree candidates, provided they do not interrupt their studies. Once students interrupt their program (i.e., without an approved leave of absence for two or more terms), it will be necessary to satisfy the degree requirements as outlined in the University catalog in effect at the time they re-enter as newly enrolling degree candidates, even if the changes in curriculum for that program are significant. Students may choose to graduate under the degree requirements from a more recent catalog than their matriculation catalog. **It should be noted that while students are required to satisfy degree and course requirements as outlined in their matriculation catalog, University policies and procedures may change on a yearly basis. Students are**

**held to the policies and procedures outlined in the current catalog.** Catalogs take effect on the first day of class for the Fall term of the academic year for which they are published.

## Course Numbering

Lower division undergraduate courses are numbered 1000-2999. Students are expected to complete all their 1000 and 2000 level courses in their first and sophomore years. Upper division courses are available to those students with junior standing and are numbered 3000-4999. Course offerings at the 5000 level are for eligible seniors and master's program students. Certain courses may also have individual prerequisites.

### 0000-0999

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

### 1000-2999

Lower division undergraduate courses that are general and introductory. They are intended to provide a foundation for advanced work.

### 3000-4999

Upper division undergraduate courses that generally assume prior knowledge and experience in the subject, with content more advanced or specific than lower division courses.

### 5000-5999

Prerequisite courses for master's and doctoral programs.

### 6000-9999

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

- 6000-7999 are first and second year graduate level courses and credential courses. Courses for teaching credential candidates may be taken by undergraduate or post baccalaureate students who have been accepted into either the teacher education program or a seamless master's program. These courses may not be applicable to a doctoral degree program. Master's level courses and some doctoral level courses. Check curriculum for specific program.
- 8000-9999 are third year and above graduate level courses. Doctoral level courses and some master's level courses. Check curriculum for specific program.

## Course Content

Not all courses listed in this catalog are available each term at all campuses.

The syllabi, course outlines, or lesson plans for courses in the programs of study at Alliant International University are subject to changes at the discretion of instructors. Students are encouraged to select courses based on degree requirements and other factors related to individual instructors, but students should not construe syllabi, et al., used in prior terms or distributed at the start of a term, as an unalterable commitment of the instructor or of the University.

Variations in the learning needs of students, inherent uncertainty in predicting exactly how material for a course should be covered, and an ambiguity in determining the most effective means of evaluating students, dictates that a design for instruction may need to be adjusted. Therefore, in order 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 are encouraged to be as faithful as possible to published syllabi or lesson plans. However, if altering these is judged by instructors to be necessary and appropriate, instructors may do so but are requested to share with their students in a timely manner how the course syllabi or lesson plans have changed.

## Transfer Credits/Credit for Previous Coursework

Any transfer credit must be approved by the program of study. A limited number of transfer credits may be accepted from accredited institutions if the grade earned is C (2.0 quality points) or higher for undergraduate students and B (3.0 quality points) or higher for graduate students. Academic work acceptable for transfer credits must be appropriate to the degree program to be pursued and approved by the dean or his/her designee.

In general, courses taken more than seven years prior to application are not eligible for waiver or transfer. However, some exceptions may be possible for courses taken in certain content areas. Applicants may petition for an exception by completing and filing an Exception to an Academic Policy form with their academic advisor. All exceptions must be approved by the Program Director (or equivalent) in the appropriate School or Center at the time of admission to Alliant. In making the decision to grant an exception, the Program Director (or equivalent) will consider such factors as the degree to which the course content or field of study has changed substantively in recent years as well as the applicant's level of mastery of current course objectives. In addition, individual programs may offer options for demonstrating competency in courses which were taken more than seven years prior to application. Academic advisors will be able to provide details.

More information may be obtained from the admissions office, the program office, or an academic advisor relating to the total allowable course units, and courses that may be waived.

## Waiving Classes/Challenge by Examination

The following policies limit transfer and waiver units for all students who are documenting prior coursework.

### Waiver

Students who can present acceptable proof that they have taken one or more courses (within the allowable time frame; see previous section) that are judged to be the equivalent of courses offered at Alliant International University, may be granted a waiver from the required Alliant International University courses or given transfer credit. To apply for a waiver, a student must present to the appropriate campus office a transcript and course outline of work previously completed.

If a course requirement is waived, another course must be substituted. A course waiver does not reduce the unit requirements for the degree program. Applications for course substitutions and waivers must be processed using the appropriate substitution/waiver form that is initiated by the student with the academic advisor or Program Director (or equivalent) and approved by the dean or designee in the school/center involved.

### Challenge Exam

Students who feel they have a background in a particular field equivalent to that covered in a required Alliant International University course may challenge that course by examination, provided it is acknowledged by the school/center as being eligible for challenge. The student pays the appropriate challenge exam fee (See Tuition and Fee Schedule), sits for the examination, and, if successful in passing the exam, is given credit for the course. Students on academic probation cannot challenge a course by examination unless such challenge is

specifically allowed in their probation agreement.

Students should consult the appropriate program administrator to learn which courses are available for waiver or challenge, and for the limits on waivers; usually there is a pre-specified list of courses that may be challenged or waived.

## Changing Sections of a Continuing Sequence

Many of the courses offered in a program's curriculum are continuing sequences that extend over more than one term. When enrolling in the first term of a sequential course, students, in fact, enroll in that section for the duration of the course. It is the student's responsibility to ensure that they are properly enrolled for the correct course/section for each term. 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 Program Director (or equivalent) or his/her designee to effect the change. This authorization must be presented in writing to the Registrar's Office. After such approval is obtained, students must then follow existing add/drop procedures to change the section. Some courses do not allow for changes in sections.

## Independent Study

In order to receive credit for independent study, the student must develop a written learning contract with a professor, outlining specific objectives, learning activities, and criteria for evaluation. All independent study courses must have prior written approval of the appropriate Program Director (or equivalent). 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. Most courses MAY NOT be taken by independent study.

## Academic Policies

In addition independent study is a means of conducting in-depth research on a subject or for studying an area not covered by, but related to, the regular curriculum.

The number of units and the fulfillment of specific degree requirements students may take in an independent study capacity varies by degree program and campus. Specific information may be obtained by contacting the relevant Program Director (or equivalent) or program administrator.

### Comprehensive/Preliminary Examinations

Most doctoral programs include comprehensive and/or preliminary 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 required for advancement to doctoral candidacy or other program milestones, for accrual of internship hours, and for enrollment in certain coursework. For more information on the examination requirements of a program, contact the program office or the advisor.

### Petition To Waive Academic Requirements

Petitions to waive academic requirements are directed through a student's program office or academic advisor. This procedure is not used to request transfer credit (which is governed by a different administrative procedure described in this catalog). It is most often used to request a waiver of a course requirement. Waivers are granted on a very limited basis.

### Academic Calendar

The academic year is divided into three terms: two semesters each, 15 weeks in length, and a summer term of 10 weeks. Shorter sessions within each term that compact the degree requirements into a shorter than full-semester

time period may be offered. Academic credit is given in semester units.

### Registration and Registration Limits

Students initially register for courses either by mail during the summer prior to entering Alliant International University, or upon arriving on campus. Alliant also offers online registration for continuing students.

Students may add or drop courses during the first two weeks of each term by filing the appropriate forms with their advisors or at the campus Registrar's Office. Students must be registered for the semester in which they complete their degree requirements. It is the responsibility of the student to check with the campus-based Financial Aid office to be sure that any changes in total units after adds and/or drops does not affect eligibility for financial aid or the amount of financial aid received.

Some programs set limits on the number of units in which students may enroll during one term, or on the number of electives that can be taken in during one term.

For more information on registration procedures and limits, see the Admissions and Registration Section of this catalog or contact the Registrar's Office, program office, or academic advisor.

### Agreement to Rules

Registration signifies that the student agrees to abide by the rules, regulations, and requirements of the University. This agreement is in keeping with the University's philosophy that students should be aware of the dimensions and constraints of the educational community in which they participate during the years of their enrollment.

### Deadlines

Students are required to respect the various academic and administrative deadlines listed in the Academic Calendar and other University publications. Failure to do so

constitutes grounds for probation, suspension, or dismissal from the program.

Each student is provided with an @alliant.edu e-mail address as the official method for communicating deadlines and other important information. Students are required to check their Alliant e-mail accounts on a regular basis.

### Transcripts

#### Permanent Record

Only information of an academic nature is entered into the Student Academic Record (transcript). Statements regarding disciplinary action may be entered in cases in which specific entry is part of a sanction.

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

#### Official Records

Official transcripts are issued by the Registrar's Office. Transcripts are issued only at the written request of the student. Six to 10 working days should normally be allowed for processing. Requests for transcripts may be submitted either in person, by fax or by mail. No telephone or e-mail requests for transcripts are accepted. A \$10 fee is charged for each official transcript and \$5 for each unofficial transcript. Transcripts will not be released to students who have a past due balance.

Official transcripts bear the institutional seal and the signature of the University Registrar.

Alliant International University cannot officially verify any coursework taken at another

institution even if the student has a transcript on file from that institution.

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

### Changes to Records/Names Used on Records

The Registrar’s Office at each location houses the official records of students and is responsible for maintaining and updating those records. It is the student’s responsibility to keep the University apprised of all name and address changes. Students wishing to make changes in their name, address, telephone number, or e-mail address information should submit the appropriate form to the Registrar’s Office.

The student’s legal name must be used on all University records, diplomas and other records. The Registrar’s Office may require appropriate documentation in order to change an official record at the University. Examples of documentation for name or address changes may include, but are not limited to, the following: a valid driver’s license, social security card or passport for a name change and a driver’s license, passport, or copies of current bills for an address change.

### Privacy and Access to Records

Alliant International University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing regulations issued, which provide students with safeguards for the accuracy, completeness and privacy of their educational records. Annual notice is given to students summarizing their rights under this law. Copies of Alliant’s Statement of Policies and Procedures under the Family Educational Rights and Privacy Act of 1974 are in the Alliant International University Student Handbooks and are available on the Registrar’s website at [www.alliant.edu](http://www.alliant.edu).

### Marking System and Symbols Used on Transcripts

- 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) leaves much to be desired. Minimum requirements have been met but were inadequate.
- F** Failure. The student has not met the minimum requirements.
- CR** Credit. Used upon completion of thesis, dissertation, internship, and for other specified courses.
- 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 scholarship or credit in terms of the course objectives. The NC is not to be used in situations in which a grade of F is justified. It is not used in computing grade point averages.
- I** Incomplete. Given only in extenuating circumstances. Work must be completed by the end of the succeeding term.
- IN** In Progress. No continuous enrollment required.
- IP** In Progress. To be used for certain theses, dissertations, practica, and internships.

- AU** Audit. Does not yield credit. Enrollment for audit is limited to original registration for the term or to properly approved changes within the first week. Registration and payment of fees are required for audit courses.
- W** Withdrawal. Grade given to those who drop classes after the scheduled drop period.
- 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.”

Faculty members may use pluses and minuses when grades fall between two categories. Note: a plus may not be used with a grade of A.

### Quality Points and Grade-Point Average (GPA)

For each unit in which the student is enrolled, he or she will receive quality points as follows:

Grade A	4.0 quality points
Grade A-	3.7 quality points
Grade B+	3.3 quality points
Grade B	3.0 quality points
Grade B-	2.7 quality points
Grade C+	2.3 quality points
Grade C	2.0 quality points
Grade C-	1.7 quality points
Grade D+	1.3 quality points
Grade D	1.0 quality points
Grade D-	0.7 quality points
Grade F	0.0 quality points

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 CR, I, IN, IP, NC, NR, W, and AU. Transfer units are not counted in calculating the GPA on the Alliant transcript. All Alliant credits counted toward a degree are used in calculating the cumulative GPA.

## Academic Policies

### Former Grading System (Graduate Students)

Alliant is in the final stages of converting from a credit/no credit grading system to a letter grading system. Graduate students who were admitted to a CSPP or a MGSM (Organizational Studies Division) program prior to September 2003 may remain on the credit/no credit grading system. Grades used are:

**CR** Credit

**MP** Marginal Pass

**NC** No Credit

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

**IN** In Progress. No continuous enrollment required.

**IP** In Progress. To be used for certain theses, dissertations, practica, and internships.

**AU** Does not yield credit. Enrollment for audit is limited to original registration for the term or to properly approved changes within the first week. Registration and payment of fees are required for audit courses.

**W** Withdrawal. Grade given to those who drop classes after the scheduled drop period. All Ws in a semester indicate withdrawal from the University.

**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" section on this page.

Continuing students who would like to convert their academic records to a letter-based grading program may submit a formal request to the campus Registrar prior to the add/drop deadline. Once the change is made, it cannot be revoked.

The CR/NC system is used to indicate the level of competency demonstrated by the graduate student for the course material. Conversion from grades to credits is as follows:

A and B = Credit

C = Marginal Pass

D and F = No Credit

More information on the use of the credit/no credit grading system and the narrative evaluations that accompany this system is available from the program office, Graduate Student Handbook or specific school/center policies.

### 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.

Students receive copies of their narrative evaluations at the completion of each term. 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.

### Grade Reporting

Instructors report a grade for credit when all requirements for the course have been completed. The Registrar's Office must receive grades from instructors no later than the date published annually in the Academic Calendar.

If grades are not received on time by the registrar, an NR (No Report) will be entered on the student's transcript. Students who receive NR for their grade should contact their instructor.

After a grade has been reported to the University's Registrar, the grade will not be changed unless a written grade change and an acceptable reason for the change are submitted to the Registrar by the professor

with prior approval of the Program Director (or equivalent).

### Incomplete Grade

Students may receive an incomplete grade for a course when illness, family tragedy, or similar difficulty makes it impossible for them to complete course requirements on time. Students must arrange for an incomplete grade with their instructor and Program Director (or equivalent, or relevant academic administrator). Students do not re-register to finish incomplete coursework; however, students are required to finish incomplete coursework no later than the end of the following term (summer excluded). Normally, the course must be completed with the instructor who assigned the incomplete grade. Incomplete grades that are not removed by the end of the following term 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 no credit may place a student on probation or may subject the student to academic dismissal. A required course in which a no credit grade is earned must be repeated within one year. When subsequent coursework designated to remediate the deficiency is successfully completed, both the new grade and the no credit grade are shown on the student's record.

### Grade Appeals Process

In general, grades represent the faculty member's professional judgment of a student's performance in a course and, as such, are final. However, students have the right to ask a faculty member for an explanation of any grade received and may appeal a grade when they perceive that a final grade was biased, arbitrary, or capricious. In those instances, students must follow the Grade Appeal Process outlined below.

### General Principles

1. Students are encouraged to seek advice in matters of concern about grades from their faculty or academic advisor.

2. Grade appeals can be made only in instances where procedural issues or biased, arbitrary, or capricious grading are in question, specifically:
  - a. An obvious error in calculation.
  - b. The instructor has applied more exacting standards to the particular student.
  - c. The grade was given on some other basis than performance in the course.
  - d. The grade represents a substantial departure from the instructor's announced standards.

### Grade Appeals Process

1. The student should attempt informal resolution of grade concerns with the instructor within five weeks of the official posting of the grade by the Instructor or Registrar's Office. Typically, this step is all that is necessary to resolve any disagreements. This step is only to be waived if the student believes she or he cannot meet with the instructor.
2. In the event that informal resolution is not satisfactory to the student, the student has the burden of proof to show that the grade was based on factors listed in General Principles (2) above. The student submits a written request for a grade appeal to the Program Director or other appropriate campus administrator within six weeks of the official posting of the grades by the Registrar's Office. The student must include evidence pertinent to the General Principles (2) above in support of the grade appeal request. If there is no Program Director or if the Program Director is the instructor, the student submits the appeal to the School Dean. The Program Director or School Dean provides the instructor with a copy of the appeal request within three business days. Within 15 days\*, the instructor responds in writing to the Program Director or School Dean, explaining the basis for the grade.
3. Within three weeks of the grade appeal request, the Program Director or School Dean appoints a Grade Appeals Panel consisting of three campus faculty members (the program Student Evaluation and Review Committee (SERC) may serve

as the appeals panel). The Panel will reach a decision to either uphold the grade or change it. This decision is sent to the Program Director or School Dean who informs the instructor, student, and Registrar's Office if necessary. The Panel's decision is binding.

\*Please note that days during the faculty off-contract period (see Academic Calendar) are not counted.

### Instructor Evaluations

Students are asked to evaluate each course and instructor at the end of the term. A form is administered online or in the classroom and each student is asked to complete an evaluation form for each course completed. Students are encouraged to provide appropriate feedback and comments. Instructors are encouraged to incorporate feedback into their work. Comments on these forms are taken very seriously by the University and constitute one part of the faculty evaluation process.

### Review of Students' Performance

Each program has a procedure for regularly reviewing the overall performance of students, including whether the minimal grade point average has been met. Some programs also perform an annual evaluation of all students. Faculty, advisors, and/or committees are responsible for monitoring academic performance and for working with students whose performance needs special review. A committee review may lead to recommended remediation programs, probation, or dismissal from the program. For more information on the procedures used by a specific academic program or school/center, contact the office or academic advisor for that program and the relevant (graduate or undergraduate) Student Handbook.

Graduate students in conditional admission status (e.g., those admitted with a grade point average below 3.0) are evaluated for continuation in the program at the end of the first or second semester of their initial year. If their work is deemed satisfactory, they will be removed from "conditional student" status; if it is not, a remediation plan may be required or dismissal could result.

## Academic Status

All units are offered on a semester basis.

### Full-Time Status

Full-time status at Alliant International University is defined as:

- Master's and doctoral students: 8 or more units per semester
- Credential students: 12 or more units per semester
- Undergraduate students: 12 or more units per semester

### Half-Time Status

Half-time status is defined as:

- Master's and doctoral students: 5 units per semester
- Credential and undergraduate students: 6 units per semester
- Dissertation sequence: 3 units per semester

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

## Satisfactory Academic Progress Policy

The Higher Education Act of 1965, as amended by the U.S. Congress in 1980, mandates institutions of higher education to establish minimum standards of "satisfactory progress" for students receiving financial aid. All Alliant International University campuses apply these standards to all institutionally awarded funds, Title IV Funds and any other funding programs (including the Unsubsidized Stafford Loan Program, HEAL, etc.) requiring a demonstration of good academic standing and satisfactory progress.

Enrolled students and applicants with particular questions concerning satisfactory academic progress should contact the campus Registrar. The following policy statements describe the general parameters for satisfactory academic progress in the Alliant International University system.



## Academic Policies

Note that some students are on the credit/no credit system and some are on a letter grade system.

### Academic Standing

Students are expected to make satisfactory academic and professional progress throughout their academic programs. Satisfactory academic and professional progress is generally defined as earning a GPA of 3.0 or higher at the graduate level (2.0 or higher at the undergraduate level), behaving consistently with the Academic and Non-Academic Codes of Conduct and behaving in a manner consistent with professional and ethical standards and expectations and completing educational programs within a reasonable and specified time. The following are potential grounds for determining that satisfactory progress in a program is not being made:

#### A. Program Length

**Program Length:** Students must complete their educational program within a reasonable period of time. A student's maximum timeframe for completion of the educational program varies by the specific degree sought. Financial aid eligibility is limited to the maximum timeframe allowed for each degree program the University offers. Students who do not complete the program successfully within the specified time must reapply for admission.

Undergraduate Degree	6 Years
Master's Degree	5 Years
Doctoral Degree	10 Years

#### B. Unsatisfactory Progress

1. GPA below 2.0 for undergraduates or 3.0 in graduate programs on a letter grading system
2. Receipt of a No Credit grade in a course or field placement
3. Receipt of two Incomplete or Marginal Pass grades
4. A combination of Incomplete, No Credit, and Marginal Pass grades

5. Violation of professional or ethical conduct
6. Failure to comply with school or campus rules or procedures
7. Evidence of personal factors (personality, interpersonal, or intrapersonal functioning) that may hinder the student's professional competence
8. Little or no progress on the dissertation/doctoral project
9. Failure of comprehensive or competency examination
10. Failure to meet academic program standards

### Failure to Meet Standards

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 make satisfactory progress and/or whether an ethical/behavioral problem exists. These procedures are further elaborated in the University's Student Evaluation and Review Committee ("SERC") Rules and Procedures, the current version of which can be found on the Alliant Portal. The Program Director or equivalent will receive all concerns (as listed above) relevant to a student's satisfactory progress in an academic program. The Program Director will either refer the information to the program's SERC (e.g., in cases of grade point or other academic insufficiency, possible violations of the Academic Code of Conduct, or concerns about professional or ethical behavior), or make a determination that referral to SERC is not required and that there is no basis for action.

Following a SERC referral by a Program Director or equivalent, the SERC will review the case using the procedures outlined in the University's Student Evaluation and Review Rules and Procedures and submit its recommendation to the Program Director or equivalent related to sufficiency of a student's academic and/or professional progress. After considering the SERC's review and recommendation the Program Director or equivalent will make a determination and

take action using the procedures outlined in the University's Student Evaluation Rules and Procedures. A student determined not to be making satisfactory academic or professional progress in the academic program can be placed on one or more of the sanction categories outlined in the next section.

For cases which result in a finding of insufficient academic performance or progress, professional practice field training unsuitability, or unethical or inappropriate behavior the following actions may be recommended by SERC and implemented by the Program Director or equivalent:

#### 1. Warning

Warning Status, with or without a remediation plan, can be recommended by the SERC when a student's academic work or professional development falls below University or program standards but the nature of the difficulty or infraction does not require more serious or more immediate action.

#### 2. Probation

Probationary status is recommended when a student's academic progress or professional development has been inconsistent with University requirements. A student is given a specific amount of time (usually one term) in which to remediate the cause(s) of probation or will otherwise face dismissal from the program.

When a Program Director or equivalent acts to implement Warning or Probation the SERC is usually responsible for monitoring and advising the progression of a student in a remediation plan. The process for monitoring students includes regular reports from students and/or their advisors, reviewing student files and, as necessary and appropriate, recalling students to the Committee. It shall be the responsibility of the SERC in such circumstances to review the case and to determine whether the student has completed all of the requirements of the remediation, in which case the removal of the Probationary status will be recommended. In the event that the SERC determines that the conditions that resulted in Probation have not

been remediated, the SERC may recommend other action including a) continuance of the status of Probation or b) that a more severe sanction be imposed. The Program Director or equivalent will review the recommendation of the SERC, make a determination as to appropriate action and send notification of this action to the student within ten (10) business days of receipt of the recommended action.

### 3. Mandatory Leave of Absence

A student is recommended for Mandatory Leave of Absence in those cases in which the academic work or professional development, in the opinion of the Program Director (or other relevant administrative authority) and taking into consideration the SERC's recommendations, requires serious remediation that necessitates withdrawal from the University in order to complete the required remediation. In all cases, the required leave of absence causes student loans to go into a repayment status, with no recourse for loan deferment. Financial aid recipients who are placed on a Mandatory Leave of Absence may ask lenders for forbearance.

### 4. Termination

A student may be terminated from the academic program when conditions are judged to be of a serious nature and are not judged to be remediable, insufficient grade point average and/or multiple No Credit or Marginal Pass grades occurs, or when a serious violation of University or School/Center standards of conducts and ethics occurs or when a student has failed to remediate previously identified deficiencies within the specified time.

### Appeals Process

A student has the right to appeal a Program Director's (or equivalent) decision to the relevant Academic Dean (or alternate University official, in the event of a possible conflict of interest).

Appeals will only be considered when they are received in writing within 14 business days of the date of the decision letter.

Appeals may be made only on the basis that one or more of the following factors that are alleged to have contributed to an unfair or unsupported SERC decision: a) the SERC process deviated from applicable SERC policy/procedures b) serious violation(s) of other University policies, rules or procedures c) preponderance of facts or other evidence not consistent with the SERC decision d) new information that was not available at the time the matter was originally considered by a SERC and/or e) bias or discrimination in the review process.

When an appeal is made, the SERC and Program Director or equivalent, at the request of the Academic Dean (or alternate University official), will cooperate fully in presenting and discussing the recommendations and actions. The same University official decides the appropriate process for consideration of the appeal.

Absent unusual circumstances, appeals processes should normally be completed within 20 business days of receipt of the appeal. Appeal decisions made under this section are final.

## Doctoral Extension/ Continuous Registration

Doctoral Extension (DE) students are those students who have completed doctoral coursework and are required to maintain continuous registration (except for Summer) until the dissertation is accepted as complete by the academic program and by other units that may be required to review the dissertation (e.g., on some campuses, the library). Students who wish to receive financial aid for the purpose of completing a dissertation may be considered part-time students for financial aid for four terms but in such circumstances they are **not** eligible for campus-based financial aid. DE students must enroll in eight units for full time or a minimum of three units for half time to qualify for financial aid. They must receive In Progress or Credit grades during this period.

While on doctoral extension, students must have a work plan that has been approved by the chair(s) who must submit evaluation grades on student progress to the Registrar at the end of each term. This process is required for academic progress to be monitored, which is a necessary step in being able to retain financial aid eligibility status.

### Reinstatement

A student who is dismissed from their program for academic or other reasons who wishes to seek readmission to their original program of study or to another Alliant program must (re)apply through the regular admissions process.

Financial aid awards that have been terminated because students have not registered for the required number of units may be reinstated when the student conforms to the requirements specified in this catalog within the prescribed registration deadlines.

## Leave of Absence

Alliant International University is committed to working with students who have health, financial, and/or personal difficulties that are generally beyond the control of the student by granting a leave of absence when warranted. However, a leave of absence is not automatically granted.

Students requesting a Leave of Absence must be in good academic and administrative standing or have been granted a waiver of these requirements due to extenuating circumstances.

There is a one-year maximum time limit on leaves from the University. Because of the sequential nature of most programs, a leave of absence is usually not granted for less than one year. However, a leave of shortened duration may be granted at the discretion of the designated University representative. Students who are absent from the University for two terms or more, and who have not received an approved leave of absence, will be officially administratively withdrawn and must reapply for admission, be reviewed by the program and, if readmitted, must enter a

## Academic Policies

program offered at the time of readmission (i.e., may not enter the program or curriculum in which they were previously enrolled if it is no longer offered or if the curriculum has changed).

Most leaves are for reasons that are planned in advance and requested prior to the beginning of the academic term. However, others are sought in response to urgent and unanticipated matters that constitute a bona fide emergency. Such (documented) emergency leaves may be requested at any time. In either case, the student must petition to receive a leave, and must complete the appropriate application form. Students must confirm their desire to return one term prior to re-entry. In cases of leaves for medical reasons, prior to being allowed to return to the University a medical release must be obtained from medical doctor confirming the ability to return to school and stating any restrictions that may affect the individual's ability to perform in the program.

Doctoral students enrolled in a dissertation sequence must maintain continuous enrollment, excluding Summer term, unless a leave of absence has been approved by the Program Director (or equivalent) (or other relevant program administrator). During the leave of absence, doctoral students may not consult with their chairperson or University faculty until the end of the absence and the student is re-enrolled.

Students need to be aware that there are consequences for students who have obtained financial aid and subsequently request a leave of absence.

The following policies apply to students who have outstanding student loans and are granted a leave of absence:

1. If a student takes a leave, federal (U.S.) regulations permit continuing loan deferment for up to 180 days. In this case, the student is not considered withdrawn for financial aid purposes. If the student's leave continues beyond 180 days, the date of withdrawal (and therefore, repayment) reverts to the first day of the leave.

2. If a student takes a leave greater than 180 days, repayment begins on the date of withdrawal.

3. If the leave is longer than 180 days, repayment will occur according to the following terms:

- a) **Unsubsidized Stafford Loan Program:**

Repayment begins six months after commencement of the leave. When the student returns from leave to at least half-time status, the in-school deferment resumes.

- b) **Perkins:** Repayment begins after a grace period of nine months (for most loans). If the leave is shorter than nine months, the student will then continue to have the full nine-month grace period available and does not enter repayment. If the leave is greater than nine months, the grace period is no longer available and repayment begins in the tenth month, lasting until the student returns to the program in at least half-time status.

- c) **Stafford:** Same as Perkins, except that the grace period lasts six months instead of nine months (for most loans).

- d) **HEAL Replacement Unsubsidized Stafford Loans:** Same as Perkins, except the student must return in full-time status.

A leave of absence does not change the time limits for degree completion. More information may be obtained from the financial aid office.

## Administrative Suspension/Termination

Students who do not register or apply for a leave of absence by the end of the add/drop period during the second term of absence will be administratively withdrawn from the University and dismissed from the academic program. If the student's plans are not clarified by the end of the second term in question, the school will assume that the student has chosen to withdraw from the program. The student's transcript record will be documented to reflect "withdrawn." The student may request reinstatement to the

academic program within 14 business days of the date posted on the notification letter. In cases in which the reinstatement is denied, the student may appeal the dismissal from the academic program to the Academic Dean within 14 business days of the date posted on the dismissal letter.

Administrative dismissal may also occur when a student does not meet the terms of a deferment contract. The suspension/dismissal may become effective at any time. Defaulted deferment agreements will not be automatically renewed.

Suspension/termination of a student results in the following:

1. Sealed records and denial of access to campus facilities
2. Commencement of any allowable financial aid grace periods that may result in loan repayments
3. Referral of the account to a collection agency if the suspension is based upon payment default
4. Payment of a \$300 re-enrollment fee.

Students who fail to meet their financial obligations within the time period following suspension/dismissal specified by their campus will be subject to dismissal from the University.

Upon meeting all financial obligations, the student is required to notify the school of his or her intention to be reinstated at least 20 days before the first day of the term, and is required to pay the \$300 reinstatement fee.

## Withdrawal

Students may withdraw in good standing from any course or from their entire academic program at any time before the deadline as published in the Academic Calendar. To withdraw, a student must notify the Registrar and the appropriate instructors, by filing the appropriate form prior to the deadline. Students wishing to withdraw from their entire academic program must obtain the approval of the appropriate University

personnel in order to withdraw in good standing. Students should obtain the appropriate form from the Registrar's Office. Students who have withdrawn from the program and wish to re-enter must reapply through regular application procedures. Admission is not guaranteed for re-applicants.

**Financial aid recipients who withdraw from Alliant during a term may be required to repay a proportional amount of the aid awarded. (See Financial Aid Refund Policy section.)**

## Cross Campus or Program Enrollment

Any matriculated student in good academic standing, with permission from both programs, may be allowed to enroll in coursework at another campus or program as long as the units do not exceed program maximum for the term, or as allowed by the program. If class space is limited, resident students have priority over students visiting from another campus or program. For more information, contact the program office or academic advisor.

## Transferring to Another Alliant Program or Campus

Transfers between programs at Alliant can often be accommodated. Applicants who are considering transfer are reviewed through a transfer application process at the campus to which they wish to transfer. Those who are accepted for transfer may need to take additional coursework required by the program to which they transfer. For more information about transfers, contact the Program Director (or equivalent) at the campus-specific location.

## Attendance

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence occurs, students should contact the instructor both as a courtesy and to check for missed assignments. The statement of attendance criteria for each class and the monitoring of this attendance are the responsibility of the instructor.

Complete attendance at weekend seminars is the minimum requirement for a satisfactory grade. Each instructor will maintain a class attendance roster, or update rosters provided by the Registrar's Office, during the term in order to document attendance.

If the first class session is missed, the instructor may assume that the course has been dropped, so all students need to contact the instructor if they cannot attend or have missed the first class session.

If a student will be absent for an extended period of time, they should contact their Program Director (or equivalent), who will discuss the duration of the absence and options available to them. Agreements reached about these issues will be committed to writing and included in student's file. This may include a leave of absence.

## Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to respecting cultural diversity as well as for humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days relevant to their religion. Alliant International University faculty is expected to be sensitive to these matters. Students should be similarly respectful of faculty members' rights to observe religious days.

## Academic Residency Requirements

Undergraduate students must be in attendance at the University for at least 25 percent of their program, including the last two semesters of their programs.

Graduate students must complete a minimum of 60 percent of their courses at the University. Special residency requirements may be imposed by individual schools or programs. Students should confer with their academic advisors or Program Director (or equivalent).

## Graduation

### Application for Graduation

All graduating students must make a formal application for graduation by the deadline date listed in the annually issued Academic Calendar.

Graduation ceremonies are held once a year on each campus in May or June. Applications for graduation are obtained from the academic advisors, program office, Registrar's Office, or online.

Students must file a completed Application for Graduation with the Registrar no later than the deadline specified in the Academic Calendar. To participate in commencement:

1. Undergraduate students must have no more than 15 units to be completed in the Summer Term (or 18 units if qualified to take an overload). Students must be registered in advance for these units.
2. Terminal degree master's students must have completed all degree requirements by the end of the term of graduation.
3. Doctoral students must have completed all coursework and successfully completed their final oral defense by the date published annually by and available in the Registrar's office of each campus location.

If degree requirements are not completed on time, a graduation application for the next awarding of degrees must be filed in the Registrar's Office.

## Academic Policies

In order to receive diplomas, students must clear their accounts with the Student Business Services Office.

A non-refundable graduation fee must be paid to Student Business Services by all degree candidates at the time of application.

### Degree Completion

Only the University or Campus Registrar is authorized to issue confirmation documentation attesting to matters pertaining to a student's academic work at the University. All degrees will be posted to the permanent record by the end of the term in which the degree requirements are completed, assuming all applicable paperwork has been submitted. Requirements are considered complete when relevant documents are received in the Registrar's Office and, in the case of thesis/dissertation, the date filed in the campus library.

Completion of academic requirements for a degree is termed graduation. The ceremony celebrating this achievement is commencement. Participation in the commencement ceremony does not guarantee graduation.

### Degree Completion Date for Psychology Licensure

The degree completion date for purposes of the California Board of Psychology (BOP) eligibility for postdoctoral internship hours is the date on which all academic requirements have been completed (e.g., coursework, internship, psychotherapy and doctoral dissertation or project). Doctoral students normally begin accumulating post-doctoral hours from the date all academic requirements are completed. The date on the diploma is determined by the end date of the semester in which the student completes all academic requirements (end of the fall term, end of the spring term, and end of the summer term).

For students who do not have administrative clearance due to financial reasons, the date of academic completion will remain the official completion date, but all academic records will

be held until administrative clearance is completed.

### Diplomas

The current Alliant diploma policy is posted on the Registrar's website at [www.alliant.edu/registrar](http://www.alliant.edu/registrar)

### Student Code of Conduct and Ethics: Academic

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

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

### Students

As it is with other members of the academic community, each student's conduct is expected to be in accordance with the standards of the University.

Students bear the responsibility not only for their own academic integrity, but also for bringing instances of suspected violations of the Academic Code of Conduct to the attention of the proper University authorities.

### Faculty and Administration

Faculty and administration are obligated to the University and to the students they teach and serve to uphold ethical standards. They must deal fully and fairly with instances of academic misconduct. Any evidence that a faculty member has intentionally acted in a manner not consistent with this policy (including failure to report instances of suspected misconduct) will be subject to a referral to the faculty member's Dean or for appropriate action.

### Acts of Misconduct

The Student Code of Conduct and Ethics: Academic prohibits certain acts of misconduct by students enrolled at the University. Other University policies and procedures may also apply. Depending on the circumstances, the acts of misconduct described below may be considered as either a violation or an infraction.

Students who engage in conduct that disrupts the orderly functioning of the University may be subject to probation or dismissal from the program as set forth in the academic and nonacademic codes of conduct. In the case of dismissal for cause, no fees will be refunded.

### Violations

The following acts are examples of violations.

1. Examination Behavior: Any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination.
2. Fabrication: Any falsification or invention of data, citation, or other authority in an academic activity
3. Plagiarism: Any passing off of another's ideas, words, or work as one's own.
4. Unauthorized Collaboration: Collaboration in any academic exercise unless the faculty member has stated that such collaboration is permitted.
5. Previously Submitted Work: Presenting work prepared for and submitted to another course.

6. Unauthorized Research: Failure to obtain approval of the Institutional Review Board for research involving human subjects.
7. Alteration or Misuse of Academic Documents: Any alteration or misuse of academic documents, including acts of forgery and/or furnishing false information
8. Disruption of Academic Activity: Disruptive behavior, willful disobedience, profanity, or vulgarity in a learning environment not limited to the classroom, practicum, and internship sites.
9. Violations Defined by Faculty Member: Any other intentional violation of rules or policies established by a course faculty member/academic supervisor.
10. Assisting other Students in Acts of Academic Misconduct

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

## Infractions

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

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

Note: repeated infractions may be considered for treatment as serious violations.

## Sanctions

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

1. Infractions of the Academic Code of Conduct
  - a) Warning – A letter is placed in the student’s academic file indicating that an infraction of the Academic Code of Conduct occurred along any recommended or required remediation.
  - b) Probation – “Probationary status” is a sanction imposed when the violation is judged to be more severe than a Warning but not so serious as to require a more serious sanction such as termination from a class, program or from the University. In cases in which a student has been placed on probation for violation of the Academic Code of Conduct, any subsequent violations of the Academic Code of Conduct (whether they are infractions or more serious violations) will result in an automatic application of the sanctions imposed in areas of serious violations (described below).
  - c) Work assignments, Service to the University or other related discretionary assignments. This category of sanction may be required separate from or in addition to any action taken regarding an Infraction.
  - d) Restitution – A student may also be directed to provide compensation for loss, damage, or injury attributed to the student’s actions or behavior. This may, at the discretion of the appropriate University authority, take the form of appropriate service, monetary/materials replacement or both.

2. Serious Violations of the Academic Code of Conduct

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

- a) Suspension from class for the remainder of the term in which case the student must re-take the course, pay the required tuition for the course when it is retaken, and forfeit all tuition and fees paid for the course.
- b) Suspension from the University for a term or more with no transcript notation. Conditions for readmission will be specified when this sanction is imposed.
- c) Termination from the University with no transcript notation.
- d) Termination from the University with transcript notation indicating “Academic Misconduct Termination.”
- e) Work Assignments and/or Restitution – A student found to have had a Serious Violation of the University Academic Code of Conduct may also be mandated to provide compensation for loss, damage, or injury. This may, at the discretion of the Action Officer, take the form of appropriate service or monetary/material replacement or both.

## Process and Procedures

Suspected instances and allegations of academic misconduct should be reported to the Program Director or equivalent. They will be reviewed and processed under the University’s Student Evaluation and Review Committee Rules and Procedures. These rules and procedures can be found in the Student Handbook.

## Educational Records

The record of the final determination in all cases will be maintained in the educational record of the student in the registrar’s office for a period of not less than five years after the student’s departure from the University. A request for removal of transcript notation of “Academic Misconduct Termination” may be submitted by the student to the office of the academic dean after three years. The decision of the dean with respect to such removal shall be final.

## Academic Policies

### 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 get to know faculty, administrators, and new and returning students.

### E-mail and Internet Access

All students should have an Internet service provider prior to the first day of class. Each student is provided with an @alliant.edu e-mail address as the official method for communicating deadlines and other important information. Students are required to check their Alliant e-mail accounts on a regular basis.

### Advising

Alliant International University is committed to providing helpful and informed advising to all students in all programs. Faculty advisors or mentors are available to consult with students on issues of performance, policies, regulations, rules, and curriculum requirements. Depending on the specific issues, students may obtain advice from campus student services offices, Registrars, Program Directors (or equivalent), and advisors for students with special needs, such as international students and students with disabilities.

Some programs assign staff advisors to students; other programs incorporate faculty into the advising process. The advising process for each program is described in the school or center policy and procedures information; contact the program office, Program Director (or equivalent), or Registrar for more information on advising resources.

In preparation for the design and research of their dissertations, doctoral students select their respective dissertation chairpersons from among a school's core or research faculty.

Customarily, faculty chosen serve as advisors and professional mentors. At the discretion of the Academic Dean, and with the approval of the relevant Program Director (or equivalent), qualified non-core faculty may serve as dissertation chairs. Dissertation chairs or committee members may not have an inherent conflict-of-interest (e.g., dual, multiple, or personal relationship, etc.) when serving in such roles.

PsyD students also receive advising from core faculty, either individually or in groups, during completion of their PsyD projects or dissertations.

### Tutors

Tutors are available to help students with many course-based or exam-based needs. Students are advised to check with the Student Services staff on each campus to determine the specific tutoring services available on that campus.

### Advancement to Candidacy

Demonstration of competency to complete a doctoral program must be established prior to the advancement to candidacy for students enrolled in doctoral programs. Generally, this occurs after the second year of the program when all the master's level requirements in the program(s) have successfully been completed. These requirements may include, but are not limited to, successful completion of all required coursework, passing all required preliminary or comprehensive examinations and successful oral defense of the dissertation proposal. Reviews of students' accomplishments by the faculty will determine whether students have qualified to be advanced to doctoral candidacy.

More information can be obtained from the program office or academic advisor.

### Double Major

Students may pursue two majors by completing the total requirements for one degree plus the prerequisite and major requirements of a second (if open electives are part of the "first" major, they may be used for courses in the "second" major, if applicable). Only one major may be designated on the diploma, and the official transcript will be the only documentation confirming the double major.

### Double Minor

Students may pursue two minors by completing the requirements for each minor. If a course is required for both minors, students must take an additional course. No course may be double counted. All course substitutions must be approved by the appropriate dean, or designee.

### Second Bachelor's Degree

Students who already hold a bachelor's degree and wish to earn a second bachelor's degree must complete:

- ENG1106 and ENG2206 if equivalent was not completed as part of the first bachelor's degree
- all major and prerequisite requirements of the degree sought
- a minimum of 30 semester units in residence at Alliant after admission to the second degree program

## Non-Terminal Master's Degree

Students enrolled in some doctoral programs may petition to receive a master's degree when all requirements for the work of the master's degree or equivalent have been completed. In general, students who enter programs with credit for previous work or with prior master's degrees do not qualify for master's degrees at Alliant International University since they have already received master's degrees for this work in their previous programs.

More information can be obtained from the program office or academic advisor. A fee is charged to process this master's degree diploma (see Tuition and Fee Schedule).

## Respecialization Programs

### Psychology Doctoral Respecialization Programs

Doctoral respecialization programs are intended for holders of doctorates in psychology, or closely related fields, from accredited institutions who wish to gain additional clinical skills, train in a new area of psychology, or to meet the requirements for licensing as a psychologist. Areas of respecialization in psychology include clinical, forensic, Industrial-Organizational, or school psychology. More details can be found later in the section of the catalog in which curricula within the specific academic programs are described.

All respecialization students seeking licensure are responsible for contacting the Board of Psychology or equivalent in the state in which psychology or other licensure shall be sought to be sure that their prior doctoral degree meets licensing requirements and to register with the Board so that training hours completed through Alliant International University can be counted toward postdoctoral hours required for licensure.

Psychology respecialization students seeking licensure are urged to stay in close contact with campus advisors and follow their

recommendations on coursework and training in order to gather the background needed to be considered by the Board of Psychology for licensing at the end for the program.

### Other Doctoral Respecialization Programs

Persons accepted for doctoral respecialization in areas other than psychology (e.g., Marriage & Family Therapy, education) who are seeking licensure or credentialing in the new area of specialization also need to contact the relevant licensure or certification board to assure that the planned respecialization program will meet the desired certification or licensure requirements.

## Conditional Admission Status

Some students are offered conditional acceptance to the University based on one of two conditions:

1. That certain requirements that are not currently met be met prior to the first day of enrollment
2. That a certain satisfactory level of academic achievement is demonstrated during the first year of enrollment

Students enrolling under the first condition are given a date at which time documentation of all the requirements having been met must have been delivered to the University. If such documentation is not available, the student may be placed on probation and/or administrative suspension pending delivery of the documents; the student may also be terminated at the discretion of the University. Students enrolling under the second condition must exhibit satisfactory academic progress and will have their progress reviewed by the Registrar or the Student Evaluation and Review Committee for continuation in the program.

## Non-matriculated Enrollment Status

Students seeking non-degree study should contact the Admissions Office, Program Office, or the designated campus representative for a part-time application form. Information about courses, deadlines, and registration procedures is available from the Registrar's Office. Not all courses are available to part-time, non-degree-seeking students.

Students attending on a non-matriculated basis may not earn a degree, must register for courses on a space-available basis (enrollment in such courses is not guaranteed), and may not apply more than 9 units of this academic work to count toward an Alliant degree. Students on a non-matriculated status are not eligible for federal, state or institutional financial aid.

## Exceptions to Academic Regulations

A request for an exception to a published University academic policy or a request for any special academic privilege must be made in writing and initiated through a Program Director (or equivalent) or an academic advisor. All documentary evidence in support of each application for academic exception or academic privilege should be submitted with the written request. Each case will be decided on its own merits. All exceptions, waivers and special privileges are subject to review by the academic dean for a final decision. Students are encouraged to maintain their own personal copies of all paperwork submitted.





# Academic Programs Overview

## EDUCATIONAL OFFERINGS AT ALLIANT INTERNATIONAL UNIVERSITY

Alliant International University degree programs are housed within distinct schools.:

- California School of Professional Psychology (CSPP)
- Shirley M. Hufstедler School of Education (HSOE)
- Marshall Goldsmith School of Management (MGSM)
- California School of Forensic Studies (CFS)
- Alliant Undergraduate Education (offered in conjunction with the schools)

Most schools offer programs at multiple Alliant International University locations.

## Graduate Programs

Alliant offers full-time programs as well as part-time programs designed for working professionals and others with time constraints. All locations offer graduate programs.

The tables in the section Academic Program Overview show all graduate programs and where each program is offered.

## Undergraduate Programs

All undergraduate programs in the U.S. are currently offered at the San Diego campus with immediate expansion plans underway for other locations. Undergraduate programs are also offered at the Mexico City campus.

Undergraduate programs are currently two year degree completion programs.

Undergraduate programs are shown in the tables in the Academic Program Overview section.

## Credential and Non-Degree Programs

Programs offering credentials and certificates in a variety of fields, generally for professionals, are shown by school/center in the Hufstедler School of Education section.

## Extended Degree and Part-Time Programs

The Fresno campus and its Sacramento satellite location offer the doctoral programs in clinical psychology on a part-time basis. This option is available to those entering at all levels. All such part-time programs include one year in a full-time internship and have a time limit for completion.

Most clinical psychology doctoral programs at the Los Angeles campus require that all students attend full-time unless a modified program has been approved.

The San Diego campus offers an extended degree option within most clinical psychology programs for students who wish to study at an adjusted pace. Students may extend their programs for one or two years to increase the

duration for each program to a maximum of seven years for graduate level entry and six years for those entering with credit for previous graduate work. (This does not include additional time for doctoral extension).

In all of its doctoral clinical psychology programs, the San Francisco Bay campus provides a moderated option in which students enroll at two-thirds pace (8-11 units per term). Students complete the two pre-candidacy years in three years at a moderated pace. Students entering the moderated program after advancement to candidacy complete the remaining years in three to five years, depending upon the degree program and internship option chosen. The coordinator of advising and enrollment provides assistance to moderated students in planning their programs. The campus usually does not permit students accepted and enrolled in the doctoral programs to pursue the doctoral degree at a part-time pace below nine units per term.

## Continuing Education

Alliant International University-Continuing Education Division offers approved continuing education programs specifically designed for psychologists, family therapists, social workers, counselors, and other mental health professionals. Programs are offered classroom-style on six campuses throughout California, and online to a national audience of Alliant International University and alumnae and other licensed clinicians. This division provides the highest quality continuing education programming for skill enhancement, for maintaining knowledge of the latest advances within the profession, for meeting continuing education requirements mandated by the professions, and for exploring new areas of interest.

Continuing Education programs address current mental health issues, enhance more effective psychotherapeutic interventions and organizational consultation, fulfill mandatory California Board of Psychology and California Board of Behavioral Sciences licensure requirements, and are designed to help psychologists and other health service providers keep pace in the rapidly changing professional environment. The Continuing Education Division at Alliant International University sponsors a variety of program emphases including specialized training in the treatment of Post-Combat Disorders, practice considerations for ethnic minority populations, family systems perspectives, theory and techniques in health psychology, organizational culture and consultation, feminist perspectives in psychodynamic and systems theory, and innovations in psychological assessment.

Alliant International University - Continuing Education is approved by:

- The American Psychological Association (APA) to offer continuing education for psychologists. Alliant International University-CE maintains responsibility for this program.
- The California Board of Behavioral Sciences (BBS) to provide continuing education for MFTs and LCSWs (provider #PCE234).
- The California Board of Registered Nursing (BRN) to provide continuing education for nurses (provider #CEP11235).

Programs are offered classroom-style throughout California, primarily in association with the Alliant sites in Fresno, Irvine, Los Angeles, Sacramento, San Diego and San Francisco. Many classes are also provided over the Internet to a national audience.

Continuing Education  
Alliant International University  
One Beach Street, Suite 200  
San Francisco, CA 94133-1221

Phone: (800) 457-1273 or (415) 955-2008  
Fax: (415) 955-2062  
[www.alliant.edu/ce](http://www.alliant.edu/ce)

## PROGRAM LIST FOR GRADUATE, UNDERGRADUATE AND NON-DEGREE PROGRAMS

### Graduate Programs and Certificates

#### California School of Professional Psychology (CSPP)

#### Locations

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#### Graduate Programs

Clinical Psychology (MA)	TOK
Clinical Psychology (PhD)	FRE, LA, SD, SF
Clinical Psychology (PsyD)	FRE, LA, SAC, SD, SF, HK
Counseling Psychology (MA)	MXC
Marital and Family Therapy (MA)	IRV, LA, SAC, SD
Marital and Family Therapy (PsyD)	IRV, SD, SAC
Psychopharmacology (Post-Doctoral MS)	Multiple Locations
Doctoral Respecialization in Clinical Psychology	FRE, SD, SF
Dual Clinical and Industrial/Organizational Psychology (PhD) <sup>1</sup>	SD

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#### Certificates

Applied Behavior Analysis	SD
Chemical Dependency Counseling	SD
Gerontology	SD
Infant-Preschooler Mental Health	FRE, LA, SAC, SD
Latin American Family Therapy	MXC

<sup>1</sup>Offered jointly with Marshall Goldsmith School of Management

#### Legend

FRE = Fresno    IRV = Irvine    TOK = Tokyo    LA = Los Angeles    MXC = Mexico City    ON = Online  
 SAC = Sacramento    SD = San Diego    SF = San Francisco    HK = Hong Kong

**Shirley M. Hufstедler School of Education (HSOE)****Locations****Undergraduate Programs****Locations**

Liberal Studies (BA)	SD
Liberal Studies with emphasis in Education (BA)	MXC
Liberal Studies for Education (BA)	

**Master of Arts in Education (MA) with concentration in:**

Interdisciplinary Programs	
Dual MBA	
Educational Administration K-12	IRV, LA, MC, SD, SF
Educational Administration with CA Preliminary Administrative Services Credential	IRV, LA, SD, SF
School Psychology with PPS Credential	IRV, LA, SD, SF
Teaching with CA Preliminary Teacher Credentials	IRV, SD, SF
Teaching (must hold teaching credential)	ON, MXC
Teaching English to Speakers of Other Languages (TESOL)	FRE, IRV, SD

**Doctor of Education (EdD) with concentrations in:**

Educational Leadership and Management	FRE, IRV, LA, SD, SF
Educational Administration	IR, LA, SD, SF
Teaching English to Speakers of Other Languages (TESOL)	FRE, SD

Education Psychology (PsyD)	IRV, LA, SD, SF
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**Credentials (CCTC Approved)**

Preliminary Multiple Subject Credential	IRV, LA, SD, SF
Preliminary Administrative Services Credential	IRV, LA, SD, SF
Preliminary Multiple Subject with BCLAD Credential	FRE (Hmong) IRV (Spanish)
Preliminary Single Subject Credential	IRV, LA, SD, SF
Pupil Personnel Services (PPS): School Psychology	IRV, LA, SD, SF
Early Completion Option (ECO) Credential	LA, SD, SF

**Certificates**

Cross-Cultural Language and Academic Development (CLAD)	IRV, SD
Cross-Cultural Studies	SD, SF
Teaching English to Speakers of Other Languages (TESOL)	FRE, IRV, SD
Supplementary Authorization in Computer Concepts and Applications	SD
School Based Mental Health	SD
Technology	ON
SD, SWC	

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## Marshal Goldsmith School of Management (MGSM)

<b>Undergraduate Programs</b>	<b>Locations</b>
Business Administration (BS)	SD, SWC
Communication: Marketing Public Relations (BA)	SD
International Business Administration (BS)	SD, MXC, SWC
International Relations (BA)	MXC, SD
<b>Interdisciplinary Programs</b>	<b>Locations</b>
Dual MBA(MIBA)/MA in Industrial-Organizational Psychology	SD
Joint MBA(MIBA)/PhD in Consulting Psychology	SD
Joint MBA(MIBA)/PhD in Industrial-Organizational Psychology	SD
Leadership (PhD)	SD
<b>Business and Management Programs</b>	<b>Locations</b>
Business Administration (BS)	SD, MXC
Business Administration (DBA)	SD, LA
Business Administration (MBA)	SD, MXC
Business Administration (MBA) with a concentration in Sustainable Management	SF (Presido World College)
Certificate in Strategic Management (University of California, San Diego & Alliant Graduate Certificate program)	SD
Igor Ansoff Strategic Management Doctor of Business Administration (DBA)	SD, MXC
Igor Ansoff Strategic Management Master of Business Administration (MBA)	SD, MXC
Igor Ansoff Strategic Management Master of International Business Administration (MIBA)	SD, MXC
International Business Administration (BS)	SD, MXC
International Business Administration (MIBA)	SD, MXC
<b>International Studies Programs</b>	<b>Locations</b>
International Relations (BA)	MXC, SD
International Relations (MA)	MXC, SD
<b>Organizational Psychology Programs</b>	<b>Locations</b>
Bachelor's Degree in Industrial-Organizational Psychology with a Seamless Master's Degree in Industrial-Organizational Psychology Option (BAIO/Seamless MAIO)	SD
Accelerated Master of Arts in Organization Development	SD
Consulting Psychology (PhD)	LA, SF
Dual Degree PhD Program in Clinical/ Industrial-Organizational Psychology	SD
Industrial-Organizational Psychology (MAIO)	SD
Industrial-Organizational Psychology (PhD I-O)	LA, SD
Joint MAOB/Clinical or Forensic Psychology (PhD or PsyD)	LA, SD
Joint MBA/Consulting Psychology (MBA/PhD)	FRE
Joint MBA/Industrial Organizational Psychology (MBA/PhD)	SD
Organization Development (MAOD)	SD
Organization Development (PsyD)	SF
Organizational Behavior (MAOB)	FRE, SAC
Organizational Psychology (PhD)	FRE
Organizational Psychology(MAOP)	SF
Post-Doctoral Respecialization in Organizational Psychology	SF
Seamless Master of Arts in Industrial-Organizational Psychology (Seamless MAIO)	LA, SF, SD
	SD

**California School of Forensic Studies (CSFS)****Locations**

Forensic Psychology (PhD), Clinical Track	FRE
Forensic Psychology (PhD), Policy and Justice Track (non-licensure)	FRE
Forensic Psychology (PsyD)	FRE, IRV, LA, SD, SAC, SF
Respecialization in Forensic Psychology	FRE
Post-Doctoral Certificate in Forensic Psychology	IRV

**Alliant Undergraduate Education****Locations**

Offered by the Marshall Goldsmith School of Management

Business Administration (BS)	SD, SWC
Communication: Marketing Public Relations (BA)	SD
International Business Administration (BS)	SD, MXC, SWC
International Relations (BA)	MXC, SD

Offered by the Hufstедler School of Education

Liberal Studies (BA)	SD
Liberal Studies with emphasis in Education (BA)	MXC
Liberal Studies for Education (BA)	SD, SWC

Offered by the Department of Undergraduate Psychology

Psychology (BA)	SD
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# California School of Professional Psychology

## CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY (CSPP)

The California School of Professional Psychology (CSPP), one of four Schools within Alliant International University, has been educating professional psychologists for 40 years. It is one of the first and largest professional schools of psychology in the United States. The mission of the California School of Professional Psychology 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, and heterosexism. In all of its activities, CSPP is committed to exhibiting the highest professional and ethical standards, addressing the needs of both individuals and organizations and serving those who are underserved. CSPP embraces the international mission of Alliant International University and is committed to fostering the international exchange of ideas, research findings, and professional practices, and to the development of international education and training programs.

CSPP enrolls students from across the nation and around the globe who represent many different backgrounds and experiences. In 2007, the average student age at the time of enrollment was 29, but students ranged in age from early 20's to early 70's. They all had earned a bachelor's degree; however, some had received it very recently while others had been away from the classroom for more than two decades. Many had earned master's

degrees in related fields. For some, graduate work in psychology or marital and family therapy represents a continuation of a career path begun earlier; for others, it represents a significant career shift.

Currently, approximately 2,150 students are enrolled at CSPP; 80% are women, 9% are international students, and 46% are from ethnic groups underrepresented in higher education. CSPP actively seeks applicants who bring diversity in all its forms into its programs.

CSPP Dean: Morgan Sammons, PhD  
Phone: (415) 995-2066  
E-mail: msammons@alliant.edu

## Degree Programs and Accreditation Status

CSPP offers APA-accredited doctoral (PhD and PsyD) programs in Clinical Psychology across five locations. The Doctor of Psychology (PsyD) degree in Clinical Psychology programs and the Doctor of Philosophy (PhD) degree in Clinical Psychology programs offered in Fresno/Sacramento, Los Angeles, San Diego, and San Francisco are individually accredited by the Commission on Accreditation (CoA), Office of Program Consultation and Accreditation of the American Psychological Association (750 First Street, NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: apaaccred@apa.org).

CSPP offers a Master of Arts in Marital Family Therapy (MFT) in Irvine, Los Angeles, Sacramento, and San Diego and a Doctor of Psychology (PsyD) in Marital Family Therapy in Irvine, Sacramento, and San Diego. The MFT Masters and Doctoral programs are accredited by the Commission on Accreditation for

Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapist (112 South Alfred Street, Alexandria, VA 22314; Phone: 703-838-9808; Email: coamfte@aamft.org).

CSPP offers a Postdoctoral MS in Clinical Psychopharmacology, an MA in Clinical Psychology in Japan, a PsyD in Clinical Psychology in Hong Kong, and an MA in Counseling Psychology in Mexico. Additionally, a Dual Clinical/Industrial-Organizational Psychology PhD program is offered jointly with the Marshall Goldsmith School of Management in San Diego.

The Commission on Accreditation (CoA) of the American Psychological Association accredits only doctoral level clinical psychology programs and internships; master's level clinical psychology programs are not eligible for accreditation, nor are the dual clinical/industrial and postdoctoral program in psychopharmacology. The CoA does not accredit programs outside of the United States and Canada.

Additionally, CSPP offers a Doctoral Respecialization in Clinical Psychology for holders of doctorates in other areas of psychology or a closely related field, and a Dual Clinical/Industrial-Organizational Psychology PhD program in San Diego (this program is offered jointly with the Marshall Goldsmith School of Management).

## 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 field of specialization in counseling psychology, or education with a field of 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). However, every state has its own requirements for licensure. Therefore, it is essential that all CSPP PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in the applicable states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, 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. CSPP doctoral course requirements at all campuses are designed to fulfill the programmatic requirements for licensure in California, and in some cases they exceed the requirements. In California, applicants can take the licensing exam once they have completed a qualifying doctorate degree and at least 1,500 hours of qualifying pre-doctoral supervised professional experience (though they cannot be licensed until postdoctoral hours are completed). They also must submit evidence of having completed coursework in human sexuality, child abuse, substance abuse, spousal abuse, and aging and long-term care.

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](mailto:asppb@asppb.org)

or

### **California Board of Psychology**

2005 Evergreen Street, Suite 1400  
Sacramento, CA 95815  
(916) 263-2699, [bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov)

or

### **Practice Directorate**

American Psychological Association  
750 First Street NE  
Washington, DC 20002-4242  
(202) 336-5979, [apaaccred@apa.org](mailto:apaaccred@apa.org)

Graduates of CSPP's Master of Arts in Marital and Family Therapy program are eligible for licensure as Marriage 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 and oral 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 Boulevard, Suite S-200  
Sacramento, CA 95834  
(916) 574-7830, [BBSWebmaster@bbs.ca.gov](mailto: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](mailto:coamfte@aamft.org)

## Graduate Certificate Programs

In addition to degree programs, CSPP offers the following graduate certificate programs: Applied Behavior Analysis, Chemical Dependency, Gerontology, Latin American Family Therapy, and Infant-Preschooler Mental Health.

## Doctoral Respecialization Program in Clinical Psychology

CSPP offers a doctoral respecialization program for holders of doctorates in other areas of psychology (or a closely related field) from accredited institutions, who wish to specialize in clinical psychology.

Those seeking clinical respecialization may wish to gain additional clinical skills to meet the requirements for licensure. Academic work in this program covers such areas as psychopathology, assessment, and psychotherapeutic techniques. Every effort is made to ensure that field training experiences (practica and internships) meet the licensing standards of the California Board of Psychology and the regulations of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Respecialization students seeking clinical licensure must contact the Board of Psychology to be sure that their prior doctoral degree meets licensing requirements and to register with the Board so that training hours completed



through CSPP can be counted toward licensure.

The clinical psychology Doctoral Respecialization Program is offered at the Fresno, San Diego, and San Francisco locations.

## Overview of Clinical Psychology Doctoral Programs

### Curriculum

The clinical doctoral programs at CSPP lead to the PsyD or PhD degree through a sequence of courses, field experiences, and research training integrating theory, research, and practice. The standard PsyD curriculum takes four years, and the standard PhD curriculum takes five years.

Education and training in all programs are sequential and cumulative; later courses build on earlier ones and provide increasingly complex and demanding learning experiences. Coursework begins with an extensive background in the foundations of psychology, including research methods and design. Early in their education, students are also introduced to clinical theory and techniques, and to the roles and ethical practices of professional psychologists. Students then move on to advanced training in assessment issues, clinical intervention techniques, consultation, and supervision. They also continue to learn about research and its applications.

Throughout the curriculum, multiculturalism is infused into all courses. In addition, culture and society courses address both the effect of sociocultural factors on human development and behavior, and their implications for psychological intervention. These courses also give students a background in community intervention systems, program planning and evaluation, organizational psychology, and the psychology of underserved groups. In addition, student awareness of personal values and how these values come into play

in professional practice are heightened through these offerings.

In most programs, during the second or third year, students must pass formal evaluations, which may include written comprehensive or preliminary examinations, in order to be advanced to doctoral candidacy. Each program establishes specific methods for evaluating students that are published in program materials, such as the program's handbook. Evaluations focus on student competency in research and in understanding and applying the basic theoretical foundations of psychology.

Although the general curriculum design is shared by all CSPP locations, each has its own academic program structured around the basic APA core requirements and the program's training philosophy and goals. Programs have developed areas of emphasis and strength, making available a variety of advanced training opportunities. In this way, each program is free to develop according to the academic interests of its faculty and community, while at the same time retaining the coherent professional training of the school as a whole.

Emphasis areas are locally defined, are more structured in some locations than in other locations, and vary in content by program. Examples include health psychology, family/child psychology, ecosystemic approach to therapy, multicultural/community psychology, forensic psychology, program evaluation, and consultation and gender studies.

### Field Training

Field experiences constitute a major portion of each student's program. Graduate students participate in field placements – both an internship and practicum – during most years of their program. Placement sites for students in the clinical programs include community mental health centers and clinics, inpatient mental health facilities, rehabilitation programs, medical settings, specialized service centers, residential/day care programs, forensic/correctional facilities, and service and governmental agencies. All students are expected to participate in a variety of placements with a variety of supervisors during their CSPP career so, upon graduation, they will be able to provide a wide range of professional psychological services (including individual, group, couple and family therapy, as well as psychological assessments) to a variety of client populations.

Students participate in practicum experiences requiring 8-20 hours of student time per week in their first and/or second years, depending on their choice of degree program and campus. At this level, students receive training in specific skills, such as psychological assessment and psychotherapeutic techniques.

For more advanced students, internships occupy 20 to 40 hours per week, intensifying students' mastery of professional skills and providing supervisory experience. Clinical internship requirements meet and, in some programs, exceed the 1,500 hours of pre-doctoral internship accepted by the California Board of Psychology. Full-time internship options include APA-accredited or the Association of Psychology Postdoctoral and Internship Centers (APPIC)-member training programs, pursued through the national selection process, or local internship programs approved by CSPP faculty and the California Psychology Internship Council (CAPIC). Most students are encouraged to apply for an APA-accredited internship; however, this is not always an option due to financial, geographical, or other complications. On many of the campuses, students also have the option of completing the internship

requirement in two years of sequenced half-time internship rotations in local internship programs approved by CAPIC. The Fresno and Sacramento campuses require a full-year internship except under certain circumstances that must be cleared by the Office of Professional Training. Students should also be aware that various postdoctoral training positions and some employers (e.g., the Veteran's Administration) require that successful applicants have completed an APA-accredited internship.

Students usually assume new field placements at the beginning of each academic year in order to gain exposure to a variety of training models and populations. While procedures for arranging compatible matching of field placement and student interest vary from campus to campus, the overall goal is to match student interests and needs to training site offerings. Some field placements involve a stipend although most do not. These stipends extend up to \$25,000 a year, depending on the agency.

### Research Training

Research training in the doctoral programs occurs through formal courses in research methods and design, as well as through the process of completing a clinical dissertation or a doctoral project in the PsyD programs or a dissertation in the PhD programs. Applied research courses provide students with a basic understanding of statistics, measurement, and investigative methods enabling them to contribute to the profession through competent research and creative program planning and evaluation. Courses focus both on specific areas and particular methods of investigation. Students choose their doctoral project or dissertation topic on the basis of their interest, faculty expertise, and the availability of research opportunities. The development of research skills is emphasized for students in both programs; however, for the PhD programs, the ability to conduct original research is a major goal.

Some students finish their dissertations by the end of the final year of their classroom work. However, many continue their dissertation

work beyond the completion of other coursework. The maximum time to completion of the degree, including successful completion of the dissertation, is 10 years. Deadlines for time to completion and finishing the dissertation are strictly enforced. During each semester of a dissertation extension (except summer), students are required to register for program-specified dissertation extension units and pay the appropriate tuition.

### Personal Growth/ Development

Prior to receipt of the clinical doctorate, students in most programs must complete 30-45 hours of personal psychotherapy. Through firsthand exposure to the therapeutic process, students have the opportunity to view psychotherapy from a different perspective. In some programs, individual or couple therapy may be included, or additional group psychotherapy may be required. This experience provides students with increased awareness of their own behavior in a supportive environment. Some programs allow continuing educational experiences or workshops to count for this personal growth requirement; others make therapy a strong recommendation. However, all programs at the various campuses require participation in cultural awareness coursework or workshops to better prepare students for practice in a multicultural society.

### Clinical Doctoral Requirements

The doctorate is awarded to students who have completed the program upon satisfactory evaluation by the faculty and completion of the following requirements:

1. Completed a PsyD doctoral dissertation or project or a PhD dissertation.
2. Fulfilled the equivalent of four (PsyD) or five (PhD) academic years of full-time attendance at CSPP following admission at the graduate entry level, or three to five academic years following admission with credit for previous graduate work.

3. Successfully completed program course and unit requirements, as specified in each program section.
4. Completed personal psychotherapy or other personal growth requirements as specified by each program (generally from 30 to 45 hours).
5. Fulfilled practicum and internship requirements.
6. Passed formal evaluations required by the program, such as preliminary examinations.

The faculty maintains the traditional academic prerogative to grant degrees based on their judgment regarding the candidate's ability to function as a professional psychologist at the doctoral level.

## Overview Marital and Family Therapy Programs

### Master of Arts in Marital and Family Therapy

The Master of Arts in Marital and Family Therapy (MFT) program is offered in Irvine, Los Angeles, Sacramento, and San Diego and 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, educational institutions, and private practice. The MFT master's program offers concentrations in chemical dependency, gerontology, and Latin American Family Therapy. Each of these concentrations

requires additional coursework, and some are not offered in all locations.

All requirements for the master's in Marital and Family Therapy at Alliant are also a part of the PsyD in MFT program. Students who complete the master's in MFT, apply in a timely manner, and are accepted into the doctoral program may apply all MFT master's requirements toward the completion of the MFT doctoral program.

The Marital and Family Therapy master's program at Alliant International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT) (112 South Alfred Street, Alexandria, VA 22314; Phone: 703-838-9808; Email: [coamfte@aamft.org](mailto:coamfte@aamft.org)).

### General Requirements

The MFT practicum program includes 500 hours of direct client contact, 250 with couples or families; students receive at least 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation or videotape. During the program, students must supplement their academic and clinical work with 50 hours of professional development activities. These include approved workshops, colloquia, and seminars. Students must include 10 hours of human sexuality training as part of these activities. Twenty-five of these hours may involve personal counseling or psychotherapy with a licensed person who is not full-time faculty at Alliant. Students starting the MFT master's program in Fall 2008 or later will be required to pass a comprehensive examination prior to completing their degree program.

### Doctor of Psychology in Marital and Family Therapy

The Doctor of Psychology in Marital and Family Therapy program is offered in Irvine, Sacramento, and San Diego and is based on the scholar-practitioner model. Students are trained to work with individuals, couples, and families from a systemic perspective. As such, attention is directed to relationships and interaction patterns. 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 either as an MFT or psychologist. Students may include concentrations in chemical dependency and gerontology. Each of these concentrations requires additional coursework.

The Marital and Family Therapy doctoral program at Alliant International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT) (112 South Alfred Street, Alexandria, VA 22314; Phone: 703-838-9808; Email: [coamfte@aamft.org](mailto:coamfte@aamft.org)).

### General Requirements

The MFT doctoral program includes all the requirements in the MFT masters program including the MA comprehensive exam. Practicum program requirements are described in the Master of Arts in Marital and Family Therapy program description and in the Marital and Family Therapy Clinical Training Manual. The doctoral program requires students to be continuously involved in the practice of marital and family therapy. The predoctoral internship consists of 1500 hours. The supervisor for at least 500 client contact hours (250 with couples and families) must be an AAMFT-approved supervisor; the remaining hours may be supervised by a licensed psychologist. Students must supplement their program with 100 hours of professional development activities; up to 25 of these hours may involve personal

counseling or psychotherapy with a licensed person who is not full-time faculty at Alliant. Students must include 10 hours of human sexuality training as part of these activities. The program requires completion of 118 units.

### Master's Degree Options in Doctoral MFT Programs

Students in the MFT PsyD 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.

## CSPP Academic Policies

### Student Disclosure of Personal Information (all CSPP Programs)

The following policy was adapted from the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC), <http://www.apa.org/ed/graduate/cctc.html>, December 4, 2003.

Professional helpers are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional helpers also strive to protect the public and profession, faculty, training staff, and supervisors, they have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical).

In CSPP, multiple aspects of student professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) are evaluated throughout the process of education and training in the doctoral and master's programs. This kind of comprehensive evaluation is necessary in order for faculty, staff, and supervisors to appraise the professional development and competence of their students.

Faculty, staff and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner.

Faculty, staff, and supervisors evaluate student competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. Students may therefore be required to participate in learning activities that require different levels of self-disclosure. These multiple evaluative areas include, but are not limited to, demonstration of sufficient (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

### Grades and Academic Standing

The following grading definitions have been adopted by CSPP:

- A Outstanding. Performance exceeds expectations.
- B Good. Performance meets expectations.
- C Marginal. Performance barely meets expectations. Moderate concerns. Marginal pass. Implications for academic standing.
- D Poor. Performance does not meet expectations. Serious concerns. No credit. Implications for continuing in the program.
- F Unsatisfactory. Performance is extremely problematic. No credit. Implications for continuing in the program.

**The following policy was approved January 12, 2004, and revised in the spring semester of 2007:**

**Good Academic Standing:** Any record of performance that does not qualify for Warning, Probation, Termination, or all A's and B's.

**Warning:** One grade of C

**Probation:** (a) In the first 60 units of the program: two C's; (b) During the entire program: three C's or one D/F.

**Termination:** Students will be terminated from the program if their GPA falls below a 3.0 or if they are on probation for two terms.

1. Students placed on academic warning or probation status will return to good standing upon receiving all A/B's in the semester following the semester which qualified the person for warning/probation status.
2. Students must repeat a course for which they do not receive credit. Both grades will remain on the transcript.
3. Students may be placed on warning, on probation, or terminated for other performance, ethical or professional behavior, such as acts of misconduct, unprofessional behavior; failure to complete 67% of the units attempted every academic year; failure to complete coursework in a timely and sequential

fashion; failure to complete their educational program, including dissertation within 10 years; or failure to pass comprehensive, preliminary, or other competency exams. (Please refer to local program handbooks and the Graduate Student Handbook.)

4. Students may be required to take a mandatory leave of absence, a modified sequence or reduced load of courses, or to repeat or take additional courses if their academic work or professional development requires serious remediation.

## CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY (CSPP)

### REQUIREMENTS BY LOCATION

#### Clinical Psychology: PsyD Program, Fresno and Sacramento

##### A Practitioner-Scholar Program

The Fresno/Sacramento Clinical PsyD Program is a practitioner-scholar program fully accredited by the Commission on Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: apaaccred@apa.org). It is designed primarily for students interested in clinical practice, the application of clinical knowledge to work in diverse settings and program administration. The program emphasizes clinical skills and the application of research knowledge. One of the most 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 Proposal and PsyD Dissertation course series. This intensive structure has proven extremely successful in facilitating students' completing the program on time. The PsyD program takes four years

to complete, with the fourth year spent in a full-time internship.

Further, the clinical program is ecosystemically oriented in that it trains students to consider the role of diverse systems in creating and/or remedying individual and social problems. For example, in just one course the role of individual, family, ethnicity, religion, dominant culture, the legal and medical systems, and historical time are all considered when reviewing the causes and potential interventions for child abuse. 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. For example, psychotherapy can be of great value to gay or lesbian clients struggling with the social pressures of the coming out process but the need for such treatment might be greatly reduced by applying clinical knowledge and skills in changing social mores and the plethora of discriminatory laws that create the hostile environment with which these clients struggle.

The clinical program offered at both Fresno and its Sacramento satellite campus are designed to:

- introduce students to the ethical values and orientation of the professional psychologist;
- provide a background in the psychological, biological and sociocultural factors that influence human behavior;
- develop students' research competencies; and,
- establish a foundation in the necessary technical skills required to function in clinical settings for working with diverse populations.

At the Fresno location all clinical psychology students have the opportunity to select one or more programs of emphasis in order to develop areas of focused study and clinical expertise in addition to their basic education in clinical psychology. These emphasis areas

are civil forensic, ecosystemic child, and health. Because of the smaller class sizes at the Sacramento site, all of the courses required for a given emphasis area may not be offered there during a student's course of study. As a result, Sacramento students wishing to complete an emphasis area may need to travel to Fresno for some courses.

Special features of the clinical programs in Fresno include the campus-based practica in the Psychological Services Center under the supervision of the clinic supervisors and/or faculty. The proximity of the campus to national parks and lakes offers a wide variety of opportunities for sightseeing, hiking, kayaking, skiing, and other recreational activities, to offset the intensive pace of doctoral training. The amenities combine with a relatively low cost of living to make the strong Fresno programs especially attractive.

Most of the students who apply to the Sacramento satellite do so because they wish to remain close to their work and family already in the Sacramento area. As a satellite, Sacramento is completely integrated with the Fresno campus. Sacramento students have access to both local staff and faculty, as well as full access to the Fresno services, staff, and faculty. Sacramento students attend both orientation and graduation in Fresno. Approximately 4-6 courses per semester are taught via videoconference from Fresno to Sacramento. And, occasionally, courses are taught via videoconference from Sacramento to Fresno. Students are welcome to travel between sites to attend courses. Sacramento is California's capital, providing many great cultural and recreational opportunities and activities.

### Professional Training and Internship

The PsyD program emphasizes the integration of academic coursework with clinical practice. In order to integrate appropriate skills with material learned in the classroom, students participate in a professional training placement experience beginning in the first year unless prior experience has been accepted for transfer. The professional training placement experiences completed

prior to the full-time predoctoral internship are known as practicum experiences. Both the practica and internship comprise the professional training component of the program. The settings where students complete the professional training requirements include community mental health centers, clinics, inpatient mental health facilities, medical settings, specialized service centers, rehabilitation programs, residential, or day care programs, forensic/correctional facilities and educational programs. Students are required to train in different settings each year and will gain experience with different populations in order to ensure a broad base of training.

Students are placed in a practicum in the second semester of their first year after successfully completing Basic Foundations of Clinical Practice I, Intellectual Assessment, and Introduction to Ethics. Second-year clinical PsyD students are required to participate in a 15-hour-per-week practicum. Third-year clinical PsyD students will spend 20 hours per week in a practicum at the Psychological Services Center in Fresno or at a CSPP-approved agency.

Assignments to the practica are accomplished with guidance from the Director of Professional Training and the Professional Training Department. Each practicum agency is screened prior to being presented to the student as a placement. The student and the Professional Training Liaison make the final placement decisions jointly.

Fourth year students are responsible for obtaining an appropriate APA, APPIC, or CAPIC full year internship (2080 hours) and are assisted in this process by the Field Placement Officer under the direction of the Director of Professional Training and the Professional Training Department staff. During the time that students are completing their internship requirements, payment of the full internship fee is required. (See Tuition and Fee Schedule.) For many students, the internship stipend covers the costs of tuition and living expenses in the fourth year.

Students who intern at the Golden State Psychological Internship Association (GSPIA), which is CSPP-supported and includes APPIC accredited members, generally receive internship stipends of \$15,000 or more. GSPIA makes every effort to ensure that internships for clinical doctorate students meet the licensing standards of the California Board of Psychology and other states.

International students should discuss regulations and issues related to stipends well in advance with the Director of Professional Training.

### Credit for Previous Graduate Work

Students applying to the Fresno/Sacramento clinical PsyD program may be eligible to receive credit for previous graduate work. All applicants must meet the graduate level requirements for preparation in psychology. While an applicant may not have completed the graduate level requirements at the time of application to CSPP, these requirements must be satisfied before the admitted student can enroll.

Any single course can only be used to fulfill one course requirement.

1. The Fresno/Sacramento Clinical PsyD Program allows a maximum of 30 units of graduate level transfer credit into the program. These credits must be completed with a grade of a B or better and must be from an accredited institution.
2. Transfer credits reduce the total number of units a student must complete in order to obtain the degree. Therefore, it is sometimes possible for a student to reduce a four-year program to three years.
3. Graduate level transfer credits meeting our requirements are allowed even if the master's degree has not been awarded.
4. Regardless of the number of transfer units allowed, a student must complete any and all requirements remaining in both the core and emphasis areas for which transfer credit was not allowed.
5. Listed below are courses that are NOT eligible for transfer credit. Please note that

transfer units are credit units and do not require replacement.

PSY 6507	Basic Foundations of Clinical Practice I (3 units)*
PSY 6508	Basic Foundations of Clinical Practice II (3 units)*
PSY 7911	PsyD Proposal Development I (3 units)
PSY 7912	PsyD Proposal Development II (3 units)
PSY 8913	PsyD Dissertation I (3 units)
PSY 8914	PsyD Dissertation II (3 units)
PSY XXXX	Any required ethics course
PSY XXXX	Any clinical practicum**
PSY XXXX	Any assessment course(s)***

Any course over five years old

*\* To apply for a waiver of Basic Foundations of Clinical Practice, students should submit 1) syllabi of graduate level coursework in psychopathology/diagnosis, basic counseling skills, and theories of psychotherapy and 2) a brief videotaped role play or actual therapy session so the student's basic counseling skills can be assessed. This material should be submitted to the Program Director no later than mid-August. The materials will be submitted to the instructor of Basic Foundations of Clinical Practice for review and for a decision. The student must sign up for the course during registration, and if the waiver is granted the course may be dropped. If the course is not approved for waiver, the student remains in the course. A decision will be made prior to the Add/Drop deadline. If the course is waived, the units must be replaced with elective units. If sufficient elective units have been transferred into the program, an additional course may not have to be completed. Because this is a year-long class, students will receive a waiver for the entire year, if granted, rather than just one semester.*

*\*\* In order to waive this requirement, the Director of Field Placement reviews the information submitted by the student as to the nature and content of the practicum, the number of hours, and the site of the experience. The Director of Field Placement will make a decision and the student will be*

*notified as to whether or not the practicum may be waived. This decision must be made as soon as possible, preferably by the Add/Drop deadline. If the practicum is waived, the units must be replaced and the hours of the waived practicum will be added to the next required practicum. Under certain circumstances practicum hours may be accepted for transfer.*

*\*\*\* In order to waive this requirement, the student must contact the Program Director for referral to a faculty member designated to determine waiver requirements.*

### Coursework

The PsyD Program requires a minimum of 90 academic units and 30 internship units. Requirements for advancement to candidacy include 1) successful completion of 60 units of graduate study at the Fresno/Sacramento location(s); 2) successful defense of the dissertation proposal at the Preliminary Oral Examination; 3) successful completion of the Comprehensive Examination. The examination will be given once each semester. Students may take the exam as many times as necessary during the ten years allowable for the completion of the doctoral degree. Students may not apply for internship until they have passed the exam.

Students should be aware the program does not necessarily provide all of the coursework required for licensure in California. Some requirements are so specific or brief (in terms of training hours required), they do not warrant a full graduate course. When such is the case the program encourages students to meet these specific requirements during their post-doctoral year through Continuing Education face-to-face or online courses. We have found these to be a time and cost-effective way of meeting our students' needs.

# California School of Professional Psychology

## First Year

PSY 6051	Data Analysis, Research Design & Program Evaluation I (3 units)
PSY 6052	Data Analysis, Research Design & Program Evaluation II (3 units)
PSY 6507	Basic Foundations of Clinical Practice I (3 units)
PSY 6508	Basic Foundations of Clinical Practice II (3 units)
PSY 6501	Intellectual Assessment (3 units)
PSY 6505	Personality Assessment: Methods (3 units)
PSY 6506	Personality Assessment: Integration (3 units)
PSY 6530	Introduction to Ethical Practice and Law (1 unit)
PSY 6112	Social Bases of Behavior (3 units)
PSY 6123	Cultural Diversity Training (0 units)
PSY 6509	Supervision Experience (0 units) <sup>1</sup>
PSY 6510	Supervision Experience (0 units) <sup>1</sup>
PSY 6570	First Year Clinical Practicum (2 units)

<sup>1</sup> 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 material as an adjunct to the supervision provided by the first year student's field placement agency.

## Second Year

PSY 6101	Cognitive and Affective Bases of Behavior (3 units)
PSY 6140	Life Span Developmental Psychology (3 units)
PSY 7106	Biological Foundations of Clinical Practice (3 units)
PSY XXXX	1 Required Intervention Course (3 units) <sup>2</sup>
PSY 7911	PsyD Proposal Development I (3 units)
PSY 7912	PsyD Proposal Development II (3 units)
PSY 7123	Cultural Diversity Training (0 units)
PSY 7571	Second Year Clinical Practicum I (2 units)

PSY 7572	Second Year Clinical Practicum II (2 units)
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## Third Year

PSY 7112	History and Systems of Psychology (3 units)
PSY XXXX	1 Required Intervention Course (3 units) <sup>2</sup>
PSY 7566	Ethical Foundations of Clinical Practice (2 units)
PSY 8509	Supervision Seminar (1 units)
PSY8510	Supervision Seminar (2 units)
PSY 8568	Consultation/Education in Clinical Practice (2 units)
PSY 8569	Pragmatic Foundations of Clinical Practice and Administration (2 units)
PSY 8913	PsyD Clinical Dissertation I (3 units)
PSY 8914	PsyD Clinical Dissertation II (3 units)
PSY 8123	Cultural Diversity Training (0 units)
PSY 8571	Third Year Clinical Practicum I (3 units)
PSY 8572	Third Year Clinical Practicum II (3 units)

## <sup>2</sup> Interventions Courses

PSY 7529	Cognitive Behavioral Approaches to Interventions (3 units)
PSY 7537	Psychodynamic Approaches to Interventions (3 units)
PSY 7543	Systems Approaches to Interventions (3 units)
PSY 7604	Group Psychotherapy

## Fourth Year

PSY 9531	Full-Time Pre-Doctoral Internship (11 units)
PSY 9532	Full-Time Pre-Doctoral Internship (11 units)
PSY 9533	Full-Time Pre-Doctoral Internship (8 units)

## Emphasis Areas

In order to obtain an emphasis in any one of the following areas, students must complete 12 units of coursework as designated by the emphasis area, complete the requirements for clinical training as defined by the emphasis area, and complete a dissertation with a topic that focuses on that emphasis area. It is possible to complete more than one emphasis area because of the overlap between the areas.

In addition to formal emphasis areas, students may create a program of study emphasizing their own area(s) of interest. For example, a student might create a program emphasizing "Family Advocacy" by combining topics such as family therapy, play therapy, juvenile justice, education law as it applies to the rights of emotionally disturbed children, pediatric psychology, child custody evaluation, divorce mediation, and so forth. The ecosystemic focus of the PsyD program lends itself particularly well to the creation of such individualized programs of study.

## Ecosystemic Clinical Child Psychology Emphasis

The Ecosystemic Child Emphasis refers to the integration of the biological, developmental, intrapsychic, systemic, sociocultural, and historical variables that must be taken into account when addressing a child or adolescent's functioning in the world, both at the case conceptualization and the intervention levels. Psychological interventions are planned within the context of the client's familial, peer, educational, medical, legal, cultural, and historical systems, as well as the intrapsychic perceptions and developmental level of the client. The Ecosystemic Child Emphasis has a close working relationship with the Association for Play Therapy (APT), an international organization that promotes play therapy training and clinical work. The CSPP clinical psychology program in Fresno is one of the few graduate programs in the country that is usually able to offer all the coursework required by APT to become a Registered Play Therapist (RPT).

All students must take Ecosystemic Clinical Child Theory and Treatment Planning (2 units). Elective course offerings may consist of some of the following: Pediatric Neuropsychology, Cross-Cultural Families, Family Therapy, Play Therapy I: Treatment Planning, Play Therapy II: Interventions, Play Diagnosis, Attachment Play Therapy, Teaching Parents Parenting Skills, Custody Evaluations, California Licensing Laws, Interventions in the Schools, and any of the Infant-Preschooler Mental Health courses.

All students must complete 1000 hours of clinical training with children, adolescents and families and a dissertation on a topic with a child or adolescent focus.

### **Health Psychology Emphasis**

Health Psychology is a rapidly expanding field with many specialty areas. Students who complete the emphasis will be prepared to function in health care environments including hospices, hospitals, and clinics, and to handle the psychological aspects of medical issues that arise in a general practice setting.

All students will take Introduction to Health Psychology in Multiple Settings (2 units) and Interventions in Health Psychology (2 units) as well as 8 additional elective units to be selected from the following courses: Consultation and Liaison in Behavioral Medicine, Psychology of Women's Health, Hypnotherapy, Pediatric Psychology, Pediatric Neuropsychology, Eating Disorders, Alternative Approaches to Health, HIV-AIDS, Medicine and Psychology, Clinical Seminar in Health, Family therapy, and Group Psychotherapy.

Students must complete a practicum (500 hours) in a health psychology setting; a full pre-doctoral internship in a health psychology setting is strongly recommended as well. Dissertations must be completed in a health psychology related area.

### **Civil Forensic Psychology Emphasis**

Clinical psychologists become involved in forensic situations in a number of ways. Most often the term "forensic" is associated with work involving criminal populations. However, the field of forensic psychology also includes a number of clinical services provided to clients who have non-criminal contact with the legal system. These include: divorce, custody mediation, worker's compensation evaluations, disability evaluations, child abuse, adoption, and many others. The Civil Forensic Emphasis in Fresno aims to prepare students to work with clients in these diverse situations.

### **Infant-Preschooler Mental Health Certificates**

The first five years of a child's life are critical for future functioning, but too often the needs of at-risk children go unmet because mental health professionals are not trained to work with these young children and families. CSPP offers two certificates that provide an in-depth, systematic and integrated curriculum in infant and preschooler mental health. The Fundamentals in Infant-Preschooler Mental Health Certificate includes four courses that provide the fundamental bases of infant and preschooler mental health from an ecosystemic theoretical perspective. These courses are Fundamentals of Infant Mental Health, Fundamentals of Preschooler Mental Health, Diagnostic Systems in Infant-Preschooler Mental Health, and Parent-Child Relationship Assessment.

Three additional courses are required to complete the Certification in Infant-Preschooler Mental Health which satisfies the Birth to Five coursework standards proposed by the California Infant Mental Health Work Group (K. M. Finello & M. K. Poulsen (2005). Developing standards for training in infant and preschool mental health. In *The Handbook of Training and Practice in Infant and Preschool Mental Health.*) These courses are Biopsychosocial Factors in Infant-Preschooler Mental Health, Risk and Resiliency, and Advanced Infant-Preschooler Mental Health.

The courses are offered as electives on the Fresno, Sacramento, and San Diego campuses and can be taken individually or as part of the Certificates. All courses can be applied toward completion of the Ecosystemic Child Emphasis.

These courses are also offered as Continuing Education courses for mental health practitioners not enrolled as students. The combination of both clinical students and mental health practitioners creates an interesting and valuable mix of experience, perspective, and knowledge.

In addition to the primary emphases, the Fresno and Sacramento PsyD faculties are committed to offering a broad array of elective courses reflecting theory, assessment, and intervention across a variety of systems. Two systems that receive particular attention are the individual and cultural systems. Work with individuals is emphasized in the analytic courses that examine the relationship between conscious and unconscious processes. Using the work of C.G. Jung as the overarching theoretical structure, these courses help students understand clinical situations from a psychoanalytic, object-relations, and ego psychological perspective. The importance of the cultural system is emphasized throughout students' academic and clinical training. In addition to regular coursework in this area, many of the faculty members have extensive experience teaching and working outside the United States. Countries where our faculty have lived, taught, or worked include: Canada, Chile, England, Israel, Italy, Japan, Korea, Kuwait, Mexico, the Netherlands, Scotland, Singapore and South Africa, among others. This experience enriches every course they teach. The focus on cultural issues ensures students will be prepared for professional practice in a pluralistic society.



### Doctoral Respecialization Program

The Doctoral Respecialization Program (DRP) is designed for students who have already earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with a goal of becoming a licensed psychologist. A specialized curriculum is individually designed, based upon the student's background including both academic work and clinical training experiences. Most students complete the program in two years, but in some cases prior academic work adaptable to our curriculum in clinical psychology is sparse and thus students require three years.

DRP students seeking licensure in California are responsible for:

1. Determining with the Board of Psychology that their prior doctoral degree meets the requirements for licensure.
2. Registering with the Board of Psychology before beginning clinical training hours through CSPP to ensure the hours will be counted toward the postdoctoral training requirement for licensure.

Core faculty members for the Fresno/Sacramento PsyD program are listed below:

**Lynette Bassman, PhD, Professor**  
**Matthew Baity, PhD, Assistant Professor**  
**Debra Bekerian, PhD, Associate Professor**  
**Wesley Forbes, EdD, Professor**  
**Sue A. Kuba, PhD, Professor**  
**Beth Limberg, PhD, Co-Program Director and Associate Professor**  
**Kevin O'Connor, PhD, Co-Program Director and Professor**  
**Suni Petersen, PhD, Associate Professor**  
**Ronald W. Teague, PhD, Professor**

For a detailed description of program faculty background, research, and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP Fresno/Sacramento Clinical Psychology PsyD program is accredited by the American Psychological Association (APA) (750 First Street, NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition
- Licensure

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view these data.

## Clinical Psychology: PhD Program, Fresno

### A Scholar-Practitioner Program

The Fresno Clinical PhD Program is a scholar-practitioner program fully accredited by the Commission on Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)). It is designed for students interested in mixing clinical practice, research, and teaching in their professional careers. 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. The students' practica are similarly focused, in that students complete not only extensive clinical and research practica, but also a teaching practicum designed to prepare them to teach at the undergraduate level. A traditional, independent, quantitative, or qualitative dissertation is required. The PhD program takes five years to complete, with the fifth year spent in a full-time internship.

Further, the clinical PhD program is ecosystemically oriented in that it trains students to consider the role of diverse systems in creating and/or remedying individual and social problems. For example, in just one course the role of individual, family, ethnicity, religion, dominant culture, the legal and medical systems, and historical time are all considered when reviewing the causes and potential interventions for child abuse. 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. For example, psychotherapy can be of great value to gay or lesbian clients struggling with the social pressures of the coming out process, but the need for such treatment might be greatly reduced by applying clinical knowledge and skills in changing social mores and the

plethora of discriminatory laws that create the hostile environment with which these clients struggle.

The clinical PhD program offered at the Fresno campus is designed to train students to be competent in nine broad areas:

- Foundational Science of Psychology (Social and Developmental Psychology, History and Systems, Biological Science, and Cognitive and Affective Bases of Behavior) so as to link the core sciences with contemporary research and practice in psychology;
- Research and Evaluation in order to conduct independent research and write grants;
- Relationship Skills enabling them to make interpersonal connections, maintain appropriate boundaries, and engage in ethical and professional behavior;
- Diversity Competence that involves developing awareness of their own culture and the cultures of others as mediators of one's world view;
- Assessment Skills (diagnosis, interviewing, testing, and report writing) enabling them to engage in an ongoing process of evaluating their practice, research and teaching;
- Intervention Skills enabling students to plan, implement, and evaluate their work within a cultural framework;
- Professional Development so as to be able to engage in self-evaluation and life-long learning;
- Supervision enabling them to provide good clinical and professional feedback to others; and
- Teaching so as to be able to convey their clinical and research knowledge to others through a variety of teaching modalities.

At the Fresno location, all clinical psychology students have the opportunity to select one or more programs of emphasis in order to develop areas of focused study and clinical expertise in addition to their broad and general education in clinical psychology. These emphasis areas are civil forensic, ecosystemic child, and health.

Special features of the clinical programs in Fresno include the campus-based practica in the Psychological Services Center under the supervision of the clinic supervisors and/or faculty. The proximity of the campus to national parks and lakes offers a wide variety of opportunities for sightseeing, hiking, kayaking, skiing, and other recreational activities, to offset the intensive pace of doctoral training. These amenities combine with a relatively low cost of living to make the strong Fresno programs especially attractive.

### Professional Training and Internship

The PhD program emphasizes the integration of academic coursework with clinical, research, and teaching practice. In order to integrate appropriate skills with material learned in the classroom, students participate in a professional training placement experience beginning in the second year. The professional training placement experiences completed prior to the full-time predoctoral internship are known as practicum experiences. Both the practica and internship comprise the professional training component of the program.

The settings where students complete their clinical practica include community mental health centers, clinics, inpatient mental health facilities, medical settings, specialized service centers, rehabilitation programs, residential or day care programs, forensic/correctional facilities, and educational programs. Students are required to train in a different setting each year and will gain experience in inpatient and outpatient settings, as well as with child and adult populations. Students are placed in a clinical practicum in their second year after successfully completing Basic Foundations of Clinical Practice, Intellectual Assessment, and Introduction to Ethics.

Clinical PhD students begin their 2-year research practicum in their first year. At this time, all research practica are completed under the direct mentorship of faculty members.

Clinical PhD students enter teaching practica in their fourth year of their program. All of these practica involve teaching psychology to

undergraduate students either at the university or at local community colleges.

Assignments to the practica are accomplished with guidance from the Director of Professional Training and the Professional Training Department. Each practicum agency is screened prior to being presented to the student as a placement. The student and the Professional Training Liaison make the final placement decisions jointly.

Fifth year students are responsible for obtaining an appropriate APA, APPIC, or CAPIC full year internship (2080 hours) and are assisted in this process by the Field Placement Officer under the direction of the Director of Professional Training and the Professional Training Department staff. During the time that students are completing their internship requirements, payment of the full internship fee is required. (See Tuition and Fee Schedule.) For many students, the internship stipend covers the costs of tuition and living expenses in the fifth year.

Students who intern at the Golden State Psychological Internship Association (GSPIA), which is CSPP-supported and includes APPIC accredited members, generally receive internship stipends of \$15,000 or more. GSPIA makes every effort to ensure that internships for clinical doctorate students meet the licensing standards of the California Board of Psychology and other states.

International students should discuss regulations and issues related to stipends well in advance with the Director of Professional Training.

## Credit for Previous Graduate Work

Students applying to the Fresno clinical PhD program may be eligible to receive credit for previous graduate work. All applicants must meet the graduate level requirements for preparation in psychology. While an applicant may not have completed the graduate level requirements at the time of application to CSPP, these requirements must be satisfied before the admitted student can enroll.

Any single course can only be used to fulfill one course requirement.

1. The Fresno clinical PhD program allows a maximum of 30 units of graduate level transfer credit into the program. These credits must be completed with a grade of a B or better and must be from an accredited institution.
2. Transfer credits reduce the total number of units a student must complete in order to obtain the degree. Therefore, it is sometimes possible for a student to reduce a five-year program to four years.
3. Graduate level transfer credits meeting our requirements are allowed even if the master's degree has not been awarded.
4. Regardless of the number of transfer units allowed, a student must complete any and all requirements remaining in both the core and emphasis areas for which transfer credit was not allowed.
5. Listed below are courses that are NOT eligible for transfer credit. Please note that transfer units are credit units and do not require replacement.

- PSY 6507 Basic Foundations of Clinical Practice I (3 units)\*
- PSY 6508 Basic Foundations of Clinical Practice II (3 units)\*
- PSY XXXX Any required ethics course
- PSY XXXX Any clinical practicum\*\*
- PSY XXXX Any assessment course(s)\*\*\*  
Any course over five years old

\* To apply for a waiver of Basic Foundations of Clinical Practice, students should submit 1) syllabi of graduate level coursework in psychopathology/diagnosis, basic counseling skills, and theories of psychotherapy and 2) a brief videotaped role play or actual therapy session so the student's basic counseling skills can be assessed. This material should be submitted to the Program Director no later than mid-August. The materials will be submitted to the instructor of Basic Foundations of Clinical Practice for review and for a decision. The student must sign up for the course during registration, and if the waiver is granted the course may be dropped. If the course is not approved for waiver, the student remains in the course. A decision will be made prior to the Add/Drop deadline. If the course is waived, the units must be replaced with elective units. If sufficient elective units have been transferred into the program, an additional course may not have to be completed. Because this is a year-long class, students will receive a waiver for the entire year, if granted, rather than just one semester.

\*\*In order to waive this requirement, the Director of Field Placement reviews the information submitted by the student as to the nature and content of the practicum, the number of hours and the site of the experience. The Director of Field Placement will make a decision and the student will be notified as to whether or not the practicum may be waived. This decision must be made as soon as possible, preferably by the Add/Drop deadline. If the practicum is waived, the units must be replaced and the hours of the waived practicum will be added to the next required practicum. Under certain circumstances practicum hours may be accepted for transfer. For information about transferring in practicum units consult the Office of Professional Training.

\*\*\* In order to waive this requirement, the student must contact the Program Director for referral to a faculty member designated to determine waiver requirements.

## Coursework

The PhD Program requires a minimum of 120 academic units and 30 internship units. Requirements for advancement to candidacy for Fresno students include, in the following order 1) successful completion of 60 units of graduate study at the Fresno location; 2) successful defense of their dissertation proposal at the Preliminary Oral Examination; 3) and passing the Comprehensive Examination. The examination will be given once each semester. Students may take the exam as many times as necessary during the ten years allowable for the completion of the doctoral degree. Students may not apply for internship until they have passed the exam.

Students should be aware the program does not necessarily provide all of the coursework required for licensure in California. Some requirements are so specific or brief (in terms of training hours required), they do not warrant a full graduate course. When such is the case, the program encourages students to meet these specific requirements during their post-doctoral year through Continuing Education face-to-face or online courses. We have found these to be a time and cost-effective way of meeting our students' needs.

### First Year

- PSY 6051 Data Analysis, Research Design & Program Evaluation I (3 units)
- PSY 6052 Data Analysis, Research Design & Program Evaluation II (3 units)
- PSY 6507 Basic Foundations of Clinical Practice I (3 units)
- PSY 6508 Basic Foundations of Clinical Practice II (3 units)
- PSY 6501 Intellectual Assessment (3 units)
- PSY 6505 Personality Assessment: Methods (3 units)
- PSY 6506 Personality Assessment: Integration (3 units)
- PSY 6112 Social Bases of Behavior (3 units)
- PSY 6530 Introduction to Ethical Practice and Law (1 units)
- PSY 6123 Cultural Diversity Training (0 units)
- PSY 6034 First Year Research Practicum (2 units)

**Second Year**

- PSY XXXX 1 Required Intervention Course (3 units) 1
- PSY XXXX 1 Required Research Methods Course (2 units) 2
- PSY 6140 Life Span Developmental Psychology (3 units)
- PSY 7106 Biological Foundations of Clinical Practice (3 units)
- PSY 7510 Teaching Methods (3 units)
- PSY 7156 Psychopharmacology (1 unit)
- PSY 7905 PhD Proposal Development (1 unit)
- PSY 7123 Cultural Diversity Training (0 units)
- PSY 6509 Supervision Experience (0 units) <sup>3</sup>
- PSY 6510 Supervision Experience (0 units) <sup>3</sup>
- PSY 6035 Second Year Research Practicum I (2 units)
- PSY 6036 Second Year Research Practicum I (2 units)
- PSY 7571 Second Year Clinical Practicum I (2 units)
- PSY 7572 Second Year Clinical Practicum II (2 units)

**1 Interventions Courses**

- PSY 7529 Cognitive Behavioral Approaches to Interventions (3 units)
- PSY 7537 Psychodynamic Approaches to Interventions (3 units)
- PSY 7543 Systems Approaches to Interventions (3 units)
- PSY 7604 Group Psychotherapy (3 units)

**2 Research Methods Courses**

- PSY 6065 Qualitative Methods (2 units)
- PSY 6066 Ethnography (2 units)
- PSY 6067 Phenomenology (2 units)
- PSY 6068 Multivariate Statistics (2 units)
- PSY 6069 Structural Equation Modeling
- PSY 8500 Evidence Based Practice (2 units)

<sup>3</sup> *Second 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 material as an*

*adjunct to the supervision provided by the first year student's field placement agency.*

**Third Year**

- PSY XXXX 1 Required Intervention Course (3 units) 1
- PSY XXXX 1 Required Research Methods Course (2 units) 2
- PSY XXXX 1 Required Teaching Course (2 units) <sup>4</sup>
- PSY 6101 Cognitive and Affective Bases of Behavior (3 units)
- PSY 7566 Ethical Foundations of Clinical Practice (2 units)
- PSY 8123 Cultural Diversity Training (0 units)
- PSY 6037 Third Year Research Practicum I (2 units)
- PSY 8571 Third Year Clinical Practicum I (3 units)
- PSY 8572 Third Year Clinical Practicum II (3 units)
- PSY 9925 Doctoral Dissertation (4 units)

**4 Teaching Courses**

- ELM XXXX Educational Leadership
- PSY XXXX Distance Education Methods

**Fourth Year**

- PSY 7112 History and Systems of Psychology (3 units)
- PSY 8509 Supervision Seminar (1 unit)
- PSY 8510 Supervision Seminar (2 units)
- PSY 9925 Doctoral Dissertation (6, 6 units)
- PSY XXXX Grant Writing and Management (2 units)
- PSY XXXX Fourth Year Teaching Practicum I (2 units)
- PSY XXXX Fourth Year Teaching Practicum II (2 units)

**Fifth Year**

- PSY 9531 Full-Time Pre-Doctoral Internship (11 units)
- PSY 9532 Full-Time Pre-Doctoral Internship (11 units)
- PSY 9533 Full-Time Pre-Doctoral Internship (8 units)

**Emphasis Areas**

In order to obtain an emphasis in any one of the following areas, students must complete 12 units of coursework as designated by the emphasis area, complete the requirements for clinical training as defined by the emphasis area, and complete a dissertation with a topic that focuses on that emphasis area. It is possible to complete more than one emphasis area because of the overlap between the areas.

In addition to formal emphasis areas, students may create a program of study emphasizing their own area(s) of interest. For example, a student might create a program emphasizing "Family Advocacy" by combining topics such as family therapy, play therapy, juvenile justice, education law as it applies to the rights of emotionally disturbed children, pediatric psychology, child custody evaluation, divorce mediation, and so forth. The ecosystemic focus of the PsyD program lends itself particularly well to the creation of such individualized programs of study.

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All students must take Ecosystemic Clinical Child Theory and Treatment Planning (2 units). Elective course offerings may consist of some of the following: Pediatric Neuropsychology, Cross-Cultural Families, Family Therapy, Play Therapy I: Treatment Planning, Play Therapy II: Interventions, Play Diagnosis, Attachment Play Therapy, Teaching Parents Parenting Skills, Custody Evaluations, California Licensing Laws, Interventions in the Schools, and any of the Infant-Preschooler Mental Health courses.

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### Civil Forensic Psychology Emphasis

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### Infant-Preschooler Mental Health Certificates

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Three additional courses are required to complete the Certification in Infant-Preschooler Mental Health which satisfies the Birth to Five coursework standards proposed by the California Infant Mental Health Work Group (K. M. Finello & M. K. Poulsen (2005). Developing standards for training in infant and preschool mental health. In *The Handbook of Training and Practice in Infant and Preschool Mental Health.*) These courses are Biopsychosocial Factors in Infant-Preschooler Mental Health, Risk and Resiliency, and Advanced Infant-Preschooler Mental Health.

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DRP students seeking licensure in California are responsible for:

1. Determining with the Board of Psychology that their prior doctoral degree meets the requirements for licensure.
2. Registering with the Board of Psychology before beginning clinical training hours through CSPP to ensure the hours will be counted toward the postdoctoral training requirement for licensure.

### Clinical PhD Program Faculty: Fresno

Core faculty members for the Fresno PhD program are listed below:

**Sue Ammen, PhD**, Professor

**Manuel Figueroa-Unda, PhD**, Professor

**Paul Lebby, PhD**, Professor

**Kevin O'Connor, PhD**, Program Director and Professor

**Siobhan O'Toole, PhD**, Associate Professor

For a detailed description of program faculty background, research, and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

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- Licensure

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view these data.

### Clinical Psychology: PsyD Program, Los Angeles

#### A Practitioner Program

The PsyD program in clinical psychology addresses the societal need for professionals who deliver or facilitate the delivery of psychological services to diverse populations and to underserved or poorly-served populations. This societal need is for practitioners and programs that are culturally aware, culturally sensitive, and responsive to human problems of developmental deprivation, dysfunction, trauma, and oppression.

The PsyD program has full accreditation from the Commission on Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)).

The goals of the PsyD program are to develop practitioners who:

1. Acquire knowledge of theory and research in the scientific foundations of professional psychology, including biological, individual, and social aspects of human functioning,

as well as knowledge of basic statistics and research methodology;

2. Identify, clarify, and evolve professional attitudes pertaining to professional ethics, self-awareness, openness, and responsiveness to critical feedback, lifelong professional learning, and to the evidence-based practice of psychology;
3. Acquire skills in ethical reasoning, in critically evaluating and synthesizing both theories and professional research, and in identifying the social-political context and issues in theory, research and service delivery; and
4. Achieve competence in relationship skills and applying skills in service delivery, in clinical supervision, and in other activities chosen by the student, such as teaching, consultation, or the management of mental health organizations.

An overview of the program is as follows. Students take scientific foundations courses in the first two years. In the first year, students begin a progression of increasingly more advanced courses in assessment and intervention: from Clinical Interviewing and Psychodiagnostic Assessment, to Intervention theory and skills courses, to Practice Seminars, to the final level of Advanced Clinical Elective and clinical supervision within the Professional Roles course. A written examination on psychodiagnostic assessment via testing is given at the end of the first year. At the end of the second year, a Research Comprehensive Exam is given covering the content of the Statistics course and Research & Test Design course. At the end of the third year, an oral examination is given in the areas of clinical assessment, case conceptualization, clinical intervention, multicultural competence, and case-specific ethics and laws. Professional training in field placements includes Assessment Clerkship (optional) in the first year, Clinical Practicum in the second year, half-time Internship in the third year, and a half-time Internship in the fourth year or a full-time APA internship in the fourth year. Students may seek a fifth year full-time APA internship.

Research training is begun in the second year with courses in statistics and research and test design. The PsyD program trains practitioners to be critical reviewers and consumers of research. As mentioned above, a written comprehensive examination in research is taken at the end of the second year. A Doctoral Project is conducted in the third year. These projects typically are a comprehensive literature review, a selective literature review plus the presentation of a talk to a professional audience, a selective literature review plus the design of a brochure for a professional target group, a selective literature review plus the design of an empirical research project, or a selective literature review plus a grant proposal. These projects involve mentoring by a project supervisor and an academic consultant and involve interaction with three field consultant-practitioners who are experts on the project topic.

The PsyD program includes three emphasis areas: Clinical Health Psychology (CH); Family and Couple Clinical Psychology (FACE); and Multicultural Community-Clinical Psychology (MCCP). Students may choose the Multi-interest Clinical Psychology Program option of selecting no emphasis area. Applicants to the PsyD program must specify one of the above, to which the applicant seeks admission. Finally, 45 hours of individual psychotherapy with a psychologist licensed in California are required prior to graduation.

### **Multicultural Competence Training**

The PsyD program includes multicultural training to address issues of diversity in regard to race, ethnicity, gender, sexual orientation, disability, age, social class, inherent-psychometric-intelligence variances, and religion. This is reflected in the required course, Intercultural Processes and Human Diversity, as well as through the integration of multicultural perspectives in several core and elective courses.

Special features of the Los Angeles campus include a national reputation for excellence in multiculturally relevant education and

training, a wealth of diverse clinical placements available in the Los Angeles region, and a mentoring model firmly integrated with the academic experience.

The diversity of the campus community provides students with the opportunity to interact with faculty, staff, administrators, and other students from many different cultural backgrounds. The primary goals of the two-semester course, Intercultural Processes and Human Diversity, are to increase self-awareness relevant to multicultural issues, to increase awareness of multicultural dynamics in the larger society, and to thoughtfully examine multicultural issues in service delivery.

Students are asked to look at their own multicultural identities, as well as at their values, stereotypes, prejudices, and potential “blind spots.”

In addition, Intercultural Processes and Human Diversity focuses on increasing multicultural knowledge by gaining familiarity with theory, research, and clinical applications relevant to diverse populations. Finally, elective courses and the availability of field training sites that provide experience with diverse groups offer opportunities to develop skills that enhance work with culturally diverse clients.

### **Professional Training**

The development of appropriate professional knowledge, skills, and attitudes is a process that begins with the student’s doctoral program and continues through the individual’s professional career via practice, consultation with colleagues, and formal continuing education. 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 are called “clerkship” and “practicum” at the

premaster’s level and “internship” at the predoctoral level.

Each student is assigned a professional field training advisor who meets regularly with the student to develop and implement an individualized training plan designed to assure (1) that the student receives a broad base of clinical experiences with a variety of clientele and professional role models and (2) that professional training experiences are well-matched to the student’s level of skill and longer-term professional goals.

In the first year of the PsyD program, students may take an optional clerkship. The emphasis is on assessment via interviewing and testing. Clerkships include experience at a field site.

PsyD students in the second year are required to have a 15-hour per week practicum experience in another mental health setting. Students begin to assume a greater degree of clinical responsibility for assessment and intervention while being closely supervised at a level appropriate to the student’s training and abilities. This clinical professional training experience will vary with respect to the nature of clients served and the mental health setting the student serves in, as well as upon individual students’ skill levels, professional interests, and training needs.

The internship experience is extended to differentiate it from the more traditional model of one-year full time internship in a single agency. It is extended in that it covers a twenty-four month period taken half-time, beginning in the third and continuing to the end of the fourth year of study, and includes experience in two agencies, one in each year. Students typically finish the PsyD program in four years. As an alternative, some students pursue a full-time APA internship in the fifth year.

Students should be aware that various postdoctoral training positions and some employers (e.g., the Veterans Administration) require that successful applicants have APA-accredited internships. Students have extensive opportunities to discuss with their assigned clinical field training advisors the

various internship options available and the development of a training plan which assures students' needs and goals are met.

The predoctoral internship involves a systematic and intensive program which includes assessment, intervention, supervision, and training under the auspices of clinical faculty and administrative staff of the Division of Professional Field Training and the Director of Field Training at the Los Angeles campus. During the internship, the student has a considerable degree of the responsibility for providing a variety of psychological services under the direct supervision of licensed clinical psychologists and in contexts that offer a variety of additional training opportunities, for example, case conferences, in-service training, quality assurance reviews, and individual and group supervision.

At both the practicum and internship levels, the Los Angeles campus students are placed for professional training in agencies which are formally affiliated with the school. All professional training programs are carefully reviewed and continually monitored by the Los Angeles campus clinical faculty to assure consistent and high quality training. The Los Angeles campus clinical faculty members are also responsible for evaluating students' training performance. The types of settings in which students might train include: university and college counseling centers; inpatient psychiatric hospitals; public and private community mental health agencies; medical hospitals or outpatient clinics; physical rehabilitation programs; day treatment programs; substance abuse programs; and residential treatment centers. With over 100 agencies in its training network, the Los Angeles campus offers students exceptional professional training opportunities reflecting the wide range of interests and training needs of the students.

The majority of affiliated professional training sites exist within a 40-mile radius of the campus. Students can generally anticipate driving some distance in at least one of their professional training years. Students who wish to pursue full-time internships are

encouraged to make applications throughout the country. Currently, some students receive a stipend from their professional training agency. The majority of half-time internships and virtually all clerkships and practica do not offer stipends and students should not count on training stipends as a means of financing their education.

The predoctoral training requirements in the clinical programs at Los Angeles sufficiently qualify a graduate of the clinical programs to pursue licensure in the State of California after acquiring an additional 1500 hours of post-doctoral experience. Students who may be considering licensure in other states should check the requirements for licensure in those states carefully, since considerable variation exists among states in regard to necessary qualifications. State licensing requirements can be obtained from: Association of State and Provincial Psychology Boards, 555 South Perry Street, Suite 112, PO Box 4389, Montgomery, Alabama 36103.

### Credit for Previous Graduate Work

Students may submit requests for transfer credit for previous graduate work. The maximum allowed for transfer credit is 30 semester units of graduate level courses. Transfer credit is allowed only for master's level courses with a B or better grade from accredited institutions. Contact the program director for a list of courses that are eligible for transfer credit.

## Coursework

### First Year

- PSY 6529 Clinical Interviewing (3 units)
- PSY 6533 Clinical Interviewing (3 units)
- PSY 6531 Ethics and Professional Development (1 unit)
- PSY 6532 Ethics and Professional Development (1 unit)
- PSY 7515 Psychodiagnostic Assessment (3 units)
- PSY 7516 Psychodiagnostic Assessment (3 units)
- PSY 6119 Intercultural Processes/Human Diversity (3 units)
- PSY 6120 Intercultural Processes/Human Diversity (3 units)
- PSY 6101 Cognitive and Affective Bases of Behavior (2 units)

### Emphasis area requirements:

- PSY 6523 Psychopathology (CH, S-I CP, MCCP emphasis) (3, 3 units)
- PSY 7627 Psychology of Health and Illness (CH emphasis) (3 units)
- PSY 6607 Systems Theory and Assessment (FACE emphasis) (3 units)
- PSY 6608 Community Clinical Issues (MCCP emphasis) (3 units)

### Second Year

- PSY 7553 Field-based Practicum (5 units)
- PSY 7554 Field-based Practicum (5 units)
- PSY 6112 Social Bases of Behavior (2 units)
- PSY 6041 Statistics (3 units)
- PSY 6042 Research & Test Design (3 units)
- PSY 6105 Biological Bases of Behavior (3 units)
- PSY 7537 Intro to Intervention: Psychodynamic\* (3 units)
- PSY 7529 Intro to Intervention: Cognitive Behavioral\* (3 units)
- PSY 7543 Intro to Intervention: System Approaches\* (3 units)
- PSY 6109 Human Development (2 units)

*\*Students take two out of three of these courses. A third intervention may be taken in place of a free elective.*



## Third Year

- PSY 8573 Internship (7.5 units)  
 PSY 8574 Internship (7.5 units)  
 PSY 8901 Doctoral Project (2 units)  
 PSY 8902 Doctoral Project (2 units)  
 PSY 7605 Clinical Elective – Practice Seminars (1,2 or 3 units)  
 PSY 7112 History & Systems (2 units)  
 PSY 7113 Evidence-Based Practice of Psychology (2 units)

### Emphasis area requirements:

- PSY 6604 Health Education and Promotion (CH emphasis) (3 units)  
 PSY 7605 Loss, Grief and Bereavement (CH emphasis) (3 units)  
 PSY 7605 Clinical Elective – Practice Seminars (FACE emphasis) (3, 3 units)  
 PSY 7605 Clinical Elective – Practice Seminars (MCCP emphasis) (3, 3 units)  
 PSY7605 Clinical Elective– Practice Seminar (1 unit)

Each track requires that students take specific Practice Seminars (PSY 7605) or choose from a specified list of Practice Seminars.

## Fourth Year

- PSY 9581 Internship (7.5 units)  
 PSY 9582 Internship (7.5 units)  
 PSY 9556 Professional Roles and Ethics (3, 3 units)  
 PSY 9500 Advanced Clinical Elective (3, 3 units)

### Emphasis Areas

Within the three-emphasis-area structure of the clinical doctoral program, students may elect the Family and Couple Clinical Psychology (FACE) emphasis, which provides the most broadly based clinical education, or they may elect a clinical emphasis that focuses in a particular area such as the Clinical Health or Multicultural Community-Clinical Psychology emphasis areas, or no emphasis area at all (the program's Multi-interest Clinical Psychology option without an emphasis area). All students receive a general education in clinical psychology.

## Clinical Health Psychology Emphasis

The World Health Organization (WHO) defines health "as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." The Clinical Health Psychology emphasis in Los Angeles embraces WHO's comprehensive definition of health in identifying clinical health psychology as the application of psychological principles to achieve the goals of total "physical, mental, and social well-being." We encourage prospective students interested in any of the following areas to consider applying for the Clinical Health Psychology emphasis:

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- Stress and Trauma from Human-Made and Natural Disasters
- Disaster Management and Critical Incident Debriefing
- Eating Disorders
- Sexual Health and Dysfunctions and Reproductive Health
- Addictions (Substance Abuse, Gambling, Internet, Cell Phone, Sexual, Food)
- HIV/AIDS
- Sport Psychology, Exercise Psychology, and Performance Enhancement
- Pain Management
- Mind-Body Medicine, Integrative Psychology, and Unified Views of Mind and Body
- Sexual, Physical, and Emotional Abuse, Rape, Victims of Violent Crimes

- Family Violence
- Grief, Loss and Bereavement
- Depression and Suicidality
- Primary Care Psychology
- Biofeedback
- Hypnosis and Guided Imagery
- Stress Management
- Chronic Illnesses and Terminal Illness
- Remarkable Recoveries from Chronic and Terminal Illnesses
- Wellness and Quality of Life Issues
- Psychology and Complementary and Alternative Medicine (Herbs, Homeopathy, Acupuncture, Ayurveda, Nutritional Medicine)
- Gender, Multicultural, Socioeconomic and Political Influences on Health Policy
- Depression and Suicidality
- Health Policy and System Reform
- Health Promotion and Education
- Spirituality and Psychological and Emotional Health
- Genetic Counseling and Roles for Psychologists in Genome Research
- Psychological and Physical Effects of Environmental Pollution and Toxicity
- World Views of Health and Illness
- Childhood and Teenage Psychological and Physical Health Issues
- Nutrition and Psychological Functioning
- Rehabilitation
- Corporate Wellness and Employee Assistance

The Clinical Health Psychology emphasis in Los Angeles offers cutting-edge education and training in the 21st century mind-body approach to health care while giving students the same thorough preparation for clinical and community practice as students in other emphasis areas. Students in the Clinical Health Psychology emphasis cultivate innovative knowledge and skills for service in a variety of clinical settings. They learn highly

practical interventions that promote mental and physical health, prevent illness, and restore functioning.

Employment prospects for psychologists with advanced skills in behavioral medicine and health psychology are manifold and involve a range of possible settings. Some recent graduates emphasize private practice, while others serve as sport psychologists (for an NFL team), run corporate wellness programs, lead primary prevention research at a major university, serve as CEO of a health psychology corporation, administer community mental health centers and HIV/AIDS centers, work at medical centers and in outpatient practices, practice pain management, and work as psychologists in law enforcement agencies. Graduates take on various roles in psychological and medical group practices, hospitals, medical centers, universities, clinics, hospices, government agencies, rehabilitation centers, community-based organizations, school clinics, employee assistance programs, trauma centers, consulting firms, and public health agencies.

Students in the Clinical Health Psychology emphasis are prepared for a variety of opportunities in the rapidly evolving psychological and physical health care systems. While some of our graduates practice traditional clinical psychology, others serve as valued members of teams of professionals dedicated to promoting the mind-body health of individuals, families, and communities in our multicultural society.

### **Family and Couple Clinical Psychology Emphasis**

Our goal in the Family and Couple Clinical Psychology Emphasis (FACE) is to introduce graduate students to the theory, research, and clinical practice of family and couple psychology. This is accomplished through coursework where 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. Skills are developed in the assessment, diagnosis, and treatment of relationship systems.

In the first two or three years of the FACE emphasis, students learn how to conceptualize, assess, and interview families and couples. FACE students take four family systems courses. The family systems theory and assessment course prepares students for an advanced FACE family systems intervention course taken exclusively by FACE students. The Family and Couple Clinical Psychology Emphasis is for students who are dedicated to learning family and couple psychology intervention.

The emphasis area also provides a choice of one of two sets of courses as follows:

**Family Therapy:** Students may take the following two courses: Clinical Interventions with Children and Families, and Interventions with Adolescents and Families. Other courses offered periodically are: Child Assessment, Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, Therapy with Alternative Families, and Group Psychotherapy.

**Couple Therapy:** Students examine relationship dynamics through either the year-long Integrated Approach to Sex, Intimacy and Relationship Problems course or the one-semester Couple Therapy and Sex Therapy courses. Other courses offered periodically are: Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, and Group Psychotherapy.

Students meet with their FACE academic advisor to determine which other advanced clinical electives and seminars best fit into their plan of study so their career goals are met. Creating a niche entails taking courses as well as networking in the community.

### **Multicultural Community-Clinical Psychology Emphasis**

The Multicultural Community-Clinical Psychology (MCCP) emphasis area was established at the Los Angeles campus in 1990. A synthesis of the previous ethnic minority mental health and community clinical proficiencies, MCCP reflects the state-of-the-art in training philosophy, curriculum, and

applied experiences relevant to producing clinical psychologists with special competence in multicultural and community psychology. The year-long course required of clinical psychology students in all emphasis areas, Intercultural Processes and Human Diversity, provides basic competence in multicultural issues. The MCCP 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.

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. This includes basic coursework in lifespan development, clinical interviewing, psychodiagnostic assessment, and clinical interventions. However, MCCP

students build upon this basic curriculum by learning alternative theories and strategies for intervention with communities, institutional systems and specific multicultural groups. Faculty focus on training clinical psychologists who are critical thinkers about the etiology of psychological distress and who can conceptualize multiple pathways to healing individuals, families, and communities.

Required courses unique to MCCP students:

- Seminar in Community-Clinical Psychology
- Psychopathology: Etiology and Diagnosis in Sociocultural Context

Examples of MCCP Advanced Clinical Electives:

- Advanced Psychodynamic Interventions with Multicultural Populations
- Alternative Intervention Strategies
- Belief Systems and Psychotherapy
- Clinical Interventions with Lesbians and Gay Men
- Community Consultation
- Interventions with Victims of Violence
- Multicultural Couple Therapy
- Multicultural Family Therapy
- Pediatric Neuropsychology and Culture
- School and Community-Based Interventions for Children and Adolescents
- Spirituality and Spiritual Development in Psychotherapy

(MCCP students also choose several advanced clinical electives available to all students such as Group Therapy, Dream Interpretation, Sex Therapy, Neuropsychological Assessment, Object Relations, Forensic Psychology.)

MCCP students participate in professional field training experiences that emphasize clinical services to multicultural and under- or inadequately-served populations. Settings can range from hospitals and mental health clinics to community-based agencies or university counseling centers. Students' PsyD doctoral projects must reflect an aspect of multicultural and/or community psychology.

### Clinical PsyD Program Faculty: Los Angeles

Core faculty for the Los Angeles PsyD program are listed below:

- John Bakaly, PhD**, Associate Professor
- John Caffaro, PhD**, Professor
- William Chien, PsyD**, Assistant Professor
- Victor Cohen, PhD**, Associate Professor
- Ronda Doonan, PsyD**, Assistant Professor
- Krystal Edmonds-Biglow, PsyD**, Associate Professor
- Judith Holloway, PhD**, Assistant Professor
- David Katz, PhD**, Program Director and Associate Professor
- Richard Kopp, PhD**, Distinguished Professor
- Cristina Magalhaes, PhD**, Assistant Professor
- Glenn Masuda, PhD**, Associate Professor
- Joan Murray, PhD**, Associate Professor
- Randy Noblitt, PhD**, Professor
- Jeffrey Tirengel, PsyD**, Professor

For a detailed description of program faculty background, research, and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP Los Angeles Clinical Psychology PsyD program is accredited by the American Psychological Association (APA) (750 First Street, NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition
- Licensure

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view these data.

## Clinical Psychology: PhD Program, Los Angeles

### A Scholar-Practitioner Program

The Los Angeles clinical PhD training program is based on a scholar-practitioner model in which practice and scholarship receive equal emphasis. The PhD program has full accreditation from the Commission on Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)).

The program is based on the principle that clinical psychologists have a responsibility to work to ameliorate psychological suffering and facilitate psychological well-being through both basic and applied research and interventions that evolve from scholarly work relevant to societal needs. An underlying philosophical assumption of the program is that there is a need for innovative scholarship that provides a foundation for the development of interventions to meet the needs of diverse and underserved populations. The program is also based on the philosophy that graduates will assume diverse roles over the course of a career lifetime. Therefore, students are exposed to a variety of role models and skill sets, including clinical practice, research, teaching, supervision, professional advocacy, and consultation.

The following guiding principles emerge from this philosophy:

1. The generation and application of knowledge must occur with an awareness of the sociocultural and sociopolitical contexts of mental health and mental illness.
2. Scholarship and practice must not only build upon existing literature, but must also maintain their relevance to the diverse elements in our society and assume the challenges of attending to the complex social issues associated with psychological functioning.

3. Methods of research and intervention must be appropriate to the culture in which they are conducted.

The scholar-practitioner model is an integrative one that builds upon the conviction that scholarship and practice must occur concurrently. Consistent with its guiding philosophy, the program seeks to inculcate in all its students awareness that the discipline of psychology best serves the needs of individuals, families, and communities when research and intervention continuously inform each other.

The program's primary goal is to train clinical psychologists who will:

1. Possess a solid foundation in research methodology and statistics that prepares them to design, conduct and disseminate both basic and applied research, with particular attention to research in community and service delivery settings.
2. Manifest a scholarly attitude that emphasizes critical inquiry; an integrated "scholar-practitioner" identity; and an awareness of the necessary continuity between research and scholarship, practice, and intervention, in all of their professional activities.
3. Seek and/or create opportunities to engage in research and evaluation as a part of their professional activities.
4. Be competent practitioners with skills in diagnosis, assessment, and therapeutic interventions.
5. Reflect the consideration of relevant social and cultural contexts in their research and intervention activities.

The program is committed to providing curriculum, professional socialization, and field training experiences that implement each of these goals and develop the full competencies expected of our graduates.

Students must pass written and oral comprehensive examinations as partial fulfillment of the requirements for admission to doctoral candidacy. They are also evaluated at other regular points in their matriculation,

including an assessment of professional competencies prior to graduation.

Students receive advanced training in theoretical issues, techniques of psychological interventions, professional issues, consultation, teaching, and ethics and supervision. In addition, they receive advanced training in research applications and complete a dissertation by the end of their fifth year. PhD students are strongly encouraged to pursue a fifth-year, full-time APA-accredited internship. For those whose personal circumstances make this impossible, a two-year, half-time internship training model in the fourth and fifth years will be acceptable. Forty-five hours of individual psychotherapy with a psychologist licensed in the state of California are required prior to graduation. (Forty-five hours of therapy received in the last three years prior to matriculation may satisfy this requirement.)

The clinical program offers three emphasis areas: Clinical Health Psychology (CH), Family and Couple Clinical Psychology Emphasis (FACE) and Multicultural Community-Clinical Psychology (MCCP), as well as a Multi-Interest option in which affiliation with a specific emphasis area is not required. Both emphasis affiliated and non-emphasis affiliated students must complete 150 units.

## Professional Training

The development of appropriate professional knowledge, skills, and attitudes is a process that begins with the student's doctoral program and continues through the individual's professional career via practice, consultation with colleagues and formal continuing education. 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 are called "clerkship" and "practicum" at the premaster's level and "internship" at the predoctoral level.

Each student is assigned a professional field training advisor who meets regularly with the student to develop and implement an individualized training plan designed to assure (1) that the student receives a broad base of clinical experiences with a variety of clientele and professional role models and (2) that professional training experiences are well-matched to the student's level of skill and longer-term professional goals.

In the second year of the PhD program, students may take an optional clerkship. The emphasis is on assessment via interviewing and testing. Clerkships include experience at a field site.

PhD students in the third year are required to have a minimum 15-hour per week practicum experience in a mental health setting. Students begin to assume clinical responsibility for assessment and intervention while closely supervised at a level appropriate to the student's training and abilities. This clinical professional training experience will vary with respect to the nature of clients served and the mental health setting the student serves in, as well as upon individual students' skill levels, professional interests, and training needs.

PhD students will choose to either complete a half-time internship in the fourth year and a full-time internship in the fifth year after coursework has been completed; or they will complete a half-time internship in the fourth and fifth years. The total number of minimum required internship hours is 2000.

Students should be aware that various postdoctoral training positions and some employers (e.g., the Veterans Administration) require that successful applicants have APA-accredited internships. Students have extensive opportunities to discuss with the director and their assigned academic and clinical field training advisors the various internship sites available and the development of a training plan which assures students' training needs and goals are met.

The predoctoral internship involves a systematic and intensive program which includes assessment, intervention, supervision, and training in agencies that are under the auspices of clinical faculty and administrative staff of the Division of Professional Field Training and the Director of Field Training at the Los Angeles campus. During the internship, the student has responsibility for providing a variety of psychological services under the direct supervision of licensed clinical psychologists and in contexts that offer a variety of additional training opportunities, for example, case conferences, in-service training, quality assurance reviews, and individual and group supervision.

At both the practicum and half-time internship levels, the Los Angeles campus students are placed for professional training in agencies which are formally affiliated with the school and meet all CAPIC requirements for internship training. All professional training programs are in addition carefully reviewed and continually monitored by the Los Angeles campus clinical faculty to assure consistent and high quality training. The Los Angeles campus clinical faculty members are also responsible for grading students' training performance. The types of settings in which students might train include: university and college counseling centers; inpatient psychiatric hospitals; public and private

community mental health agencies; medical hospitals or outpatient clinics; physical rehabilitation programs; day treatment programs; substance abuse programs; and residential treatment centers. With over 100 agencies in its training network, the Los Angeles campus offers students exceptional professional training opportunities reflecting the wide range of interests and training needs of the students, as well as exposure to working with highly diverse populations.

The majority of affiliated professional training sites exist within a 40-mile radius of the campus. Students can generally anticipate driving some distance in at least one of their professional training years. Students who wish to pursue full-time internships are encouraged to make applications throughout the country. Currently, some students receive a stipend from their local professional training agency. The majority of half-time internships and virtually all clerkships and practica do not offer stipends, and students should not count on training stipends as a means of financing their education.

The predoctoral training requirements in the clinical programs at Los Angeles sufficiently qualify a graduate of the clinical programs to pursue licensure in the State of California after acquiring an additional 1500 hours of post-doctoral experience. Students who may be considering licensure in other states should check the requirements for licensure in those states carefully, since considerable variation exists among states in regard to necessary qualifications. State licensing requirements can be obtained from: Association of State and Provincial Psychology Boards, 555 South Perry Street, Suite 112, PO Box 4389, Montgomery, Alabama 36103.

### Multicultural Competence Training

Clinical programs at Los Angeles have developed multicultural training to embrace consideration of diversity regarding issues of race, ethnicity, gender, sexual orientation, disability, age, social class, and religion. This is reflected in the required course for all clinical students (Intercultural Processes and Human Diversity), as well as through the integration of multicultural perspectives in all courses.

Special features of the Los Angeles campus include a national reputation for excellence in multiculturally relevant education and training, the wealth of diverse clinical placements available in the Los Angeles region, a mentoring model firmly integrated with the academic experience and, for the PhD program, the established network of high-quality, cutting-edge, applied research training opportunities.

The diversity of the campus community provides students with the opportunity to interact with faculty, staff, administrators, and other students from many different cultural backgrounds. The year-long Intercultural Processes and Human Diversity course focuses on increasing multicultural awareness. Increasing self-awareness relevant to multicultural issues, increasing awareness of multicultural dynamics in larger society, and examining their implications for psychotherapy are the primary goals of the course. Students are asked to look at their own multicultural identities, as well as at their values, stereotypes, prejudices, and potential "blind spots."

In addition, Intercultural Processes and Human Diversity focus on increasing multicultural knowledge by gaining familiarity with theory, research, and clinical applications relevant to diverse populations. Finally, elective courses and the availability of field training sites that provide experience with diverse groups offer opportunities to develop skills that enhance work with culturally diverse clients.

### Research Training

During the course of their graduate training, the students gain proficiency in applied research methods. The PhD program emphasizes training psychologists to be producers of scientific research and PhD students begin their research training right from the beginning of the program.

In addition to formal coursework, which provides a basic understanding of research methodology and statistics, within the first two and a half years, PhD students complete three semesters of research practicum which emphasizes the planning and conduct of experimental designs. In the third year, students enroll in Research in Applied Settings and focus on the development of research and consultation skills investigating problems in practical situations.

Fourth year students enter into formal dissertation work with a faculty mentor to produce a scholarly and methodologically sound dissertation proposal which is to be completed by the end of the fifth year. The mentor becomes the student's dissertation chair when preliminary orals have been successfully completed.

Students must pass preliminary orals by the end of their fourth year.

The PhD program faculty oversees the dissertation process and approves dissertation proposals and final oral performance. The program director is responsible for advising students who have difficulties in finding an appropriate dissertation topic or dissertation chair.

### Credit for Previous Graduate Work

Students may submit requests for transfer credit for previous graduate work. The maximum allowed for transfer credit is 30 semester units of graduate level courses. Transfer credit is allowed only for master's level courses.

### Coursework

The following curriculum for the clinical PhD program at the Los Angeles campus reflects two choices for students. The first curriculum incorporates a fifth-year, full-time internship. Opportunities for the full-time internship may be outside of Southern California. The second takes into account some students' personal circumstances and involves two part-time local internships in the fourth and fifth years.

#### I.

##### First Year

- PSY 6001 Orientation to Research (0 units)
- PSY 6023 Principles of Research Design (3 units)
- PSY 6033 Research Apprenticeship (1.5 units)
- PSY 6043 Statistics (PhD) (3 units)
- PSY 6044 Statistics Lab (PhD) (0 units)
- PSY 6068 Research Methods: Multivariate Statistics (3 units)
- PSY 6044 Multivariate Statistics Lab (1 unit)
- PSY 6101 Cognitive and Affective Bases of Behavior (3 units)
- PSY 6105 Biological Aspects of Behavior (3 units)
- PSY 6119 Intercultural Processes/Human Diversity (3 units)
- PSY 6120 Intercultural Processes/Human Diversity (3 units)
- PSY 6523 Psychopathology (3 units)
- PSY 6530 Introduction to Ethical Practice and Law (2 units)
- PSY 6035 Research Practicum (a) (3 units)

##### Second Year

- PSY 6002 GCP Emphasis Area Course (3 units)
- PSY 7627 CH Emphasis Area Course (3 units)
- PSY 6608 M CCP Emphasis Area Course (3 units)
- PSY XXXX FACE Emphasis Area Course (3 units)
- PSY 6036 Research Practicum (b) (2 units)
- PSY 6112 Social Bases of Behavior (2 units)
- PSY 6529 Clinical Interviewing (3 units)
- PSY 7112 History and Systems of Psychology (3 units)
- PSY 7515 Psychodiagnostic Assessment (3 units)

- PSY 7516 Psychodiagnostic Assessment (3 units)
- PSY 7517 Assessment Lab (0 units)
- PSY 7518 Assessment Lab (0 units)
- PSY 7570 Prep for Doctoral Candidacy (0 units)
- PSY 7605 Clinical Elective (3 units) (summer)

##### Third Year

- PSY 6037 Research Practicum (c) 3 units
- PSY 7529\* Cognitive-Behavioral Approaches to Interventions (3 units)
- PSY 7530 Cognitive-Behavioral Approaches to Interventions (3 units)
- PSY 7537\* Psychodynamic Approaches to Interventions (3 units)
- PSY 7538 Psychodynamic Approaches to Interventions (3 units)
- PSY 7543\* Systems Approaches to Interventions (3 units)
- PSY 7544 Systems Approaches to Interventions (3 units)
- PSY 7553 Field-Based Practicum (5 units)
- PSY 7554 Field-Based Practicum (5 units)
- PSY 7605 Clinical Elective (3 units) (Summer)
- PSY 8905 Research in Applied Settings (3 units)
- PSY 8906 Research in Applied Settings (3 units)
- PSY 8907 Dissertation Development (4.5 units)
- PSY 8908 Dissertation Development (4.5 units)
- PSY XXXX Dissertation Lab (.5 units)

*\*Students choose two of these three approaches to interventions.*

##### Fourth Year

- PSY 7605 3 Clinical Electives (9 units)
- PSY 9556 Professional Roles (3.3 units)
- PSY 8573 Half-Time Internship (7.5 units)
- PSY 8574 Half-Time Internship (7.5 units)
- PSY 9925 PhD Doctoral Dissertation (5.5 units)
- PSY 9926 PhD Doctoral Dissertation (5.5 units)

## Fifth Year

- PSY 9585 Full-time Internship (7.5 units)  
 PSY 9586 Full-time Internship (7.5 units)

## II.

### First Year

- PSY 6001 Orientation to Research (0 units)  
 PSY 6023 Principles of Research Design (3 units)  
 PSY 6035 Research Practicum (3 units)  
 PSY 6043 Statistics (PhD) (3 units)  
 PSY 6044 Statistics Lab (0 units)  
 PSY 6068 Research Methods: Multivariate Statistics (3 units)  
 PSY 6101 Cognitive-Affective Bases of Behavior (3 units)  
 PSY 6119 Intercultural Processes/Human Diversity (3 units)  
 PSY 6120 Intercultural Processes/Human Diversity (3 units)  
 PSY 6523 Psychopathology (3 units)  
 PSY 6530 Intro to Ethical Practice and Law (2 units)  
 PSY 6036 Research Practicum (a) (3 units)  
 PSY 6023 Research Design (3 units)  
 PSY 6044 Multivariate Statistics Lab (1 unit)  
 PSY 6105 Biological Aspects of Behavior (3 units)

### Second Year

- PSY 6002 GCP Emphasis Area Course (3 units)  
 PSY 7627 CH Emphasis Area Course (3 units)  
 PSY 6608 MCCP Emphasis Area Course (3 units)  
 PSY XXXX FACE Emphasis Area Course  
 PSY 6037 Research Practicum b (2 units)  
 PSY 6038 Research Practicum c (3 units)  
 PSY 6112 Social Bases of Behavior (2 units)  
 PSY 6529 Clinical Interviewing (3 units)  
 PSY 6530 Clinical Interviewing (3 units)  
 PSY 7112 History and Systems of Psychology (3 units)  
 PSY 7515 Psychodiagnostic Assessment (3 units)  
 PSY 7516 Psychodiagnostic Assessment (3 units)  
 PSY 7517 Assessment Lab (0 units)  
 PSY 7518 Assessment Lab (0 units)

## Third Year

- PSY 7529\* Cognitive-Behavioral Approaches to Interventions (3 units)  
 PSY 7530 Cognitive-Behavioral Approaches to Interventions (3 units)  
 PSY 7537\* Psychodynamic Approaches to Interventions (3 units)  
 PSY 7538 Psychodynamic Approaches to Interventions (3 units)  
 PSY 7543\* Systems Approaches to Interventions (3 units)  
 PSY 7544 Systems Approaches to Interventions (3 units)  
 PSY 7553 Field-Based Practicum (5 units)  
 PSY 7554 Field-Based Practicum (5 units)  
 PSY 8905 Research in Applied Settings (3 units)  
 PSY 8906 Research in Applied Settings (3 units)  
 PSY 7570 Preparation for Doctoral Candidacy (0 units)

*\*Students choose two of these three approaches to interventions.*

## Fourth Year

- PSY 7605 2 Clinical Electives (6 units)  
 PSY 9581 Half-Time Internship (7.5 units)  
 PSY 9582 Half-Time Internship (7.5 units)  
 PSY 8907 Dissertation Development (4.5 units)  
 PSY 8908 Dissertation Development (4.5 units)  
 PSY XXXX Dissertation Lab (1 unit)

## Fifth Year

- PSY 9581 Half-Time Internship (7.5 units)  
 PSY 9582 Half-Time Internship (7.5 units)  
 PSY 9556 Professional Roles (3, 3 units)  
 PSY 9925 PhD Doctoral Dissertation (5 units)  
 PSY 9926 PhD Doctoral Dissertation (5 units)

## Emphasis Areas

### Clinical Health Psychology Emphasis

The World Health Organization (WHO) defines health “as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” The Clinical Health Psychology emphasis in Los Angeles embraces WHO’s comprehensive definition of health in identifying clinical health psychology as the application of psychological principles to achieve the goals of total “physical, mental, and social well-being.” We encourage prospective students interested in any of the following areas to consider applying for the Clinical Health Psychology emphasis:

- Stress and Trauma from Human-Made and Natural Disasters
- Disaster Management and Critical Incident Debriefing
- Eating Disorders
- Sexual Health and Dysfunctions and Reproductive Health
- Addictions (Substance Abuse, Gambling, Internet, Cell Phone, Sexual, Food)
- HIV/AIDS
- Sport Psychology, Exercise Psychology, and Performance Enhancement
- Pain Management
- Mind-Body Medicine, Integrative Psychology, and Unified Views of Mind and Body
- Sexual, Physical and Emotional Abuse, Rape, Victims of Violent Crimes
- Family Violence
- Grief, Loss and Bereavement
- Depression and Suicidality
- Primary Care Psychology
- Biofeedback
- Hypnosis and Guided Imagery
- Stress Management
- Chronic Illnesses and Terminal Illness
- Remarkable Recoveries from Chronic and Terminal Illnesses

- Wellness and Quality of Life Issues
- Psychology and Complementary and Alternative Medicine (Herbs, Homeopathy, Acupuncture, Ayurveda, Nutritional Medicine)
- Gender, Multicultural, Socioeconomic, and Political Influences on Health Policy
- Depression and Suicidality
- Health Policy and System Reform
- Health Promotion and Education
- Spirituality and Psychological and Emotional Health
- Genetic Counseling and Roles for Psychologists in Genome Research
- Psychological and Physical Effects of Environmental Pollution and Toxicity
- World Views of Health and Illness
- Childhood and Teenage Psychological and Physical Health Issues
- Nutrition and Psychological Functioning
- Rehabilitation
- Corporate Wellness and Employee Assistance

The Clinical Health Psychology emphasis in Los Angeles offers cutting-edge education and training in the 21st century mind-body approach to health care while giving students the same thorough preparation for clinical and community practice as students in other emphasis areas. Students in the Clinical Health Psychology emphasis cultivate innovative knowledge and skills for service in a variety of clinical settings. They learn highly practical interventions that promote mental and physical health, prevent illness, and restore functioning.

Employment prospects for psychologists with advanced skills in behavioral medicine and health psychology are manifold and involve a range of possible settings. Some recent graduates emphasize private practice, while others serve as sport psychologists (for an NFL team), run corporate wellness programs, lead primary prevention research at a major university, serve as CEO of a health psychology corporation, administer

community mental health centers and HIV/AIDS centers, work at medical centers and in outpatient practices, practice pain management, and work as psychologists in law enforcement agencies. Graduates take on various roles in psychological and medical group practices, hospitals, medical centers, universities, clinics, hospices, government agencies, rehabilitation centers, community-based organizations, school clinics, employee assistance programs, trauma centers, consulting firms, and public health agencies.

Students in the Clinical Health Psychology Emphasis are prepared for a variety of opportunities in the rapidly evolving psychological and physical health care systems. While some of our graduates practice traditional clinical psychology, others serve as valued members of teams of professionals dedicated to promoting the mind-body health of individuals, families, and communities in our multicultural society.

### Family and Couple Clinical Psychology Emphasis

Our goal in the Family and Couple Clinical Psychology Emphasis (FACE) is to introduce graduate students to the theory, research, and clinical practice of family and couple psychology. This is accomplished through coursework where 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. Skills are developed in the assessment, diagnosis, and treatment of relationship systems.

In the first two or three years in the FACE emphasis, students learn how to conceptualize, assess, and interview families and couples. FACE students take four family systems courses. The family systems theory and assessment course prepares students for an advanced FACE family systems intervention course taken exclusively by FACE students. The Family and Couple Clinical Psychology Emphasis Area is for students who are dedicated to learning family and couple psychology intervention.

The emphasis area also provides a choice of one of two sets of courses as follows:

**Family Therapy:** Students may take the following two courses: Clinical Interventions with Children and Families, and Interventions with Adolescents and Families. Other courses offered periodically are: Child Assessment, Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, Therapy with Alternative Families, and Group Psychotherapy.

**Couple Therapy:** Students examine relationship dynamics through either the year-long Integrated Approach to Sex, Intimacy, and Relationship Problems, or the one-semester Couple Therapy and Sex Therapy courses. Other courses offered periodically are: Family Violence and Sexual Abuse, Family of Origin Therapy, Advanced Family Therapy, Divorce Theory, and Group Psychotherapy.

Students meet with their FACE academic advisor to determine which other advanced clinical electives and seminars best fit into their plan of study so their career goals are met. Creating a niche entails taking courses as well as networking in the community.

### Multicultural Community-Clinical Psychology Emphasis

The Multicultural Community-Clinical Psychology (MCCP) emphasis area was established at the Los Angeles campus in 1990. A synthesis of the previous ethnic minority mental health and community clinical proficiencies, MCCP reflects the state-of-the-art in training philosophy, curriculum and applied experiences relevant to producing clinical psychologists with special competence in multicultural and community psychology. The year-long course required of clinical psychology students in all emphasis areas, Intercultural Processes and Human Diversity, provides basic competence in multicultural issues. The MCCP 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. The faculty strives 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. This includes basic coursework in lifespan development, clinical interviewing, psychodiagnostic assessment, and clinical interventions. MCCP students build upon this basic curriculum by learning alternative theories and strategies for intervention with communities, institutional systems, and specific multicultural groups. Faculty focus on training clinical psychologists who are critical thinkers about the etiology of psychological distress and who can conceptualize multiple pathways to healing individuals, families, and communities.

Courses unique to MCCP students:

- Seminar in Community-Clinical Psychology
- Psychopathology: Etiology and Diagnosis in Sociocultural Context

Examples of MCCP Advanced Clinical Electives:

- Advanced Psychodynamic Interventions with Multicultural Populations
- Alternative Intervention Strategies
- Belief Systems and Psychotherapy
- Clinical Interventions with Lesbians and Gay Men
- Community Consultation
- Interventions with Victims of Violence
- Multicultural Couple Therapy
- Multicultural Family Therapy
- Pediatric Neuropsychology and Culture
- School and Community-Based Interventions for Children and Adolescents
- Spirituality and Spiritual Development in Psychotherapy

(MCCP students also choose several advanced clinical electives available to all students such as Group Therapy, Dream Interpretation, Sex Therapy, Neuropsychological Assessment, Object Relations, Forensic Psychology.)

MCCP students participate in professional field training experiences that emphasize clinical services to multicultural and under- or inadequately-served populations. Settings can range from hospitals and mental health clinics to community-based agencies or university counseling centers. Students' PhD dissertations must reflect an aspect of multicultural and/or community psychology.

### Clinical PhD Program Faculty: Los Angeles

Core faculty for the Los Angeles PhD program are listed below:

- Linda Beckman, PhD**, Distinguished Professor
- Terece S. Bell, PhD**, Associate Professor
- Ellin L. Bloch, PhD**, Program Director and Professor
- Ron Duran, PhD**, Associate Professor
- Michi Fu, PhD**, Associate Professor
- James Garbanati, PhD**, Professor
- Paula Johnson, PhD**, Professor
- Richard Mendoza, PhD**, Professor
- Nicholas Noviello, PhD**, Associate Professor
- Susan Regas, PhD**, Professor
- Peter Theodore, PhD**, Assistant Professor
- Kathryn White, PhD**, Professor

For a detailed description of program faculty background, research, and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP Los Angeles Clinical Psychology PhD program is accredited by the American Psychological Association (APA) (750 First Street, NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition
- Licensure

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view these data.

## Clinical Psychology: PsyD Program, San Diego

### A Practitioner Program

The PsyD program has full accreditation from the Commission on Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: apaaccred@apa.org). It is a Practitioner model program that provides a strong, generalist foundation in clinical psychology, emphasizing the applications of theory and research to clinical practice. The program develops competent professional clinical psychologists who have been broadly educated and who have acquired the skills necessary to deliver a variety of clinical services to people from diverse backgrounds within many types of settings and institutions. The distinctive component in the PsyD program is the emphasis on clinical expertise and clinical scholarship. Courses are selected to complement this dual emphasis. Students complete courses in scientific foundations of psychology, theories of personality, psychotherapy, psychopathology, assessment, statistics, cultural psychology, integrative psychology, and practicum-internship.

Courses in integrative psychology are required which often focus on cultural and social contexts of psychological practice. Students must pass a preliminary written examination and competency examinations as partial fulfillment of the requirements for admission to doctoral candidacy, and take a Clinical Proficiency Examination (CPE) as an assessment of clinical competence, at the end of their third year in the program.

PsyD students also participate in the Clinical Dissertation Group. These are intensive seminars that integrate practice and directed reading in small group formats and prepare students for the clinical dissertation – an applied scholarly work in the chosen area of advanced competency. The student defends the dissertation plan to a faculty committee at the Proposal Meeting.

Additionally, 40 hours of individual psychotherapy with a psychologist licensed in California (for a minimum of three years) are required prior to graduation. Students who progress successfully should expect to complete the PsyD program in four to five years (unless they enter the program with substantial credit for previous graduate work). Timely completion of all requirements is necessary to complete the program in four years. Our experience suggests that students usually finish their coursework in four years and their dissertation and/or final internship in the fifth year.

### Program Goals, Objectives, Competencies, and Outcome Measurement

GOAL 1: To produce graduates who have mastered the scientific foundations of clinical psychology and who apply this knowledge to their work.

**Objectives for Goal 1:** Students will:

1. Acquire knowledge of psychology as a scientific discipline that serves as the basis for professional practice.
2. Integrate, synthesize, and critique scientific knowledge from multiple sources, taking into account and weighing the significance of multiple determinates of human behavior.
3. Apply scientific knowledge to the practice of clinical psychology.

GOAL 2: To develop graduates who understand research methods and skillfully apply them to significant human problems.

**Objectives for Goal 2:** Students will:

1. Be knowledgeable about test construction, quantitative and qualitative research methods.
2. Be able to critically evaluate literature in terms of its scientific rigor and attention to diversity issues.
3. Understand that research informs effective practice and that useful research often arises from clinical work.

4. Master the scientific literature on a clinical topic, identify lacunae and then design and execute a scholarly, applied empirical study.
5. Communicate research findings to a professional audience.

GOAL 3: To produce graduates who identify as clinical practitioners and who use ethical and legal principles to guide professional practice, self-evaluation, and professional growth.

**Objectives for Goal 3:** Students will:

1. Acquire knowledge of and adopt values and ethical principles of professional practices as outlined in the APA Ethical Principles of Psychologists and Code of Conduct.
2. Understand legal and state regulations pertaining to psychological practice and research.
3. Apply ethical principles of practice in the various roles of a clinical psychologist (therapist, manager, consultant, educator, supervisor, researcher).
4. Take responsibility for their own professional behavior and actively seek supervision when appropriate.

GOAL 4: To train students to understand clinical phenomena within social and cultural contexts in order to apply this understanding in evaluation/assessment, consultation/education, and supervision/management.

**Objectives for Goal 4:** Students will:

1. Possess an in-depth and integrative understanding of clinical phenomena (i.e., psychopathology, therapeutic processes, and associated phenomena).
2. Identify assessment tools appropriate to the clinical questions, and be able to administer an assessment battery, interpret results, and complete a psychological report in an objective, accurate manner.
3. Understanding that assessment is not a discrete event but is an ongoing process informing practice and research.

4. Understand the role of the psychologist in complex systems and the general principles of consultation, education, supervision, and management.

GOAL 5: To develop graduates who are able to intervene using multiple methods, with diverse populations, across many settings and in changing and evolving contexts.

**Objectives for Goal 5:** Students will:

1. Achieve knowledge of the theoretical and research bases of interventions in professional psychology.
2. Establish and maintain productive and respectful working relationships with clients, colleagues, and supervisors from diverse social and cultural contexts.
3. Understand the needs of clients on individuals and systems levels and within social and cultural contexts.
4. Demonstrate the ability to create treatment plans that are culturally appropriate and informed by current clinical research and utilize multiple intervention strategies consistent with these treatment plans and with standards of practice.
5. Understand the needs of clients on individuals and systems levels and within social and cultural contexts.
6. Evaluate the efficacy of their interventions and use this information to continuously assess the treatment plan and intervention methods.

GOAL 6: To graduate students with the attitudes, knowledge, and skills to work professionally in a multicultural society.

**Objectives for Goal 6:** Students will:

1. Understand the presuppositions of their own culture and attitudes towards diverse others as mediators of their worldview.
2. Develop knowledge of themselves as cultural beings in assessment, treatment, consultation, and all other professional activities.

3. Integrate knowledge, sensitivity, and relevant skills regarding individual and cultural differences into all aspects of their work.

4. Possess the ability to articulate an integrative conceptualization of diversity as it impacts self, clients, colleagues, and larger systems, and an ability to engage in effective dialogue about multicultural issues.

GOAL 7: To train students who engage in lifelong learning and Professional Development.

**Objectives for Goal 7:** Students will:

1. Develop positive attitudes about life-long, self-directed learning, and take responsibility for their ongoing development as professionals.
2. Be able to identify challenges and problems in clinical practice and to undertake self-directed education to resolve these challenges and problems.
3. Present the results of self-directed education in educational presentations both verbally and through written documents incorporating scholarly integration of practice, theory, and research findings.
4. Inform clinical practice with the results of self-education and using both traditional tools and contemporary technologies.

### Professional Training

Students receive four years of practicum and internship experiences. There are placements available in more than 75 agencies. Most of these facilities are within a 25-mile radius of the campus, but some are as far as 80 miles away for the benefit of students who live in Orange County. These agencies have over 350 professional training positions. The internship agencies currently meet the requirements for licensure as set by the California Board of Psychology (all are CAPIC members or are exempt). However, as requirements do change over time, ultimate responsibility for satisfying Board of

Psychology requirements rests with the student.

Assignment to placements results from an application process conducted by year level, with third, fourth, and fifth year students receiving priority for licensable placements. Entering students are placed at an agency for 10 hours/week during the school year. The internship is an APA-accredited full-time internship in the fourth year, and an option exists for students to do two half-time internship placements in the fourth and fifth years. Students interview for each position, and the selecting agency makes the final decision. Stipends are available for about 90 of these positions at an average rate of \$200 per month.

Special features of the San Diego program include a particular emphasis on evidence-based practice, a rich set of opportunities for gaining research and clinical skills in multicultural, child/family and integrative psychology, and the integration of clinical practice with coursework.

### Credit for Previous Graduate Work

Applicants for credit for previous graduate work must document a background in psychology preparing them for graduate-level entrance (Bachelor's in psychology or appropriate GRE score or coursework). Applicants admitted will be able to receive credit for graduate coursework taken prior to entry that is comparable to the curriculum for the doctoral programs at the San Diego campus. Applicants may be granted credit for up to 30 units of graduate coursework.

Applicants may submit coursework with a grade of B or better; this coursework must be accompanied by a course syllabus or a detailed letter from the instructor. Applicants wishing to make course comparisons on a preliminary basis may consult the program requirements and course descriptions in this catalog.

**Coursework**

Doctoral degree requirements total 120 units. Curriculum requirements are subject to change.

A master's degree is available upon written request after the second year of the program and after all required courses in the first and second years (and a total of 60 units) have been completed. Therapy electives must be selected from among the following: PSY 7501, PSY 7503, PSY 7602, and PSY 7604.

The recommended plan is for three years of coursework followed by a full-time APA-accredited internship. The components of the clinical PsyD program follow.

**First Year**

*Fall Semester*

- PSY 6003 History & Systems/PsyD Program Meeting (0 units)
- PSY 6030 Statistics and Psychometrics (3 units)
- PSY 6116 Chemical Dependency (2 units)
- PSY 6129 Multicultural Competency Development (3 units)
- PSY 6511 Supervision Experience (0 units)
- PSY 6520 Introduction to Psychotherapy (2 units)
- PSY 6521 Introduction to Psychotherapy Lab (1 unit)
- PSY 6523 Advanced Psychopathology (3 units)
- PSY 6541 First Year Practicum (1 unit)

*Spring Semester*

- PSY 6003 PsyD Program Meeting (0 units)
- PSY6031 Statistics, Psychometrics, and Research Design (3 units)
- PSY6101 Cognitive-Affective Bases (2 units)
- PSY 6501 Intellectual Assessment (3 units)
- PSY6512 Supervision Experience (0 units)
- PSY 6519 Theories of Behavior Change (3 units)
- PSY 6541 First Year Practicum (1 unit)
- PSY 6720 Advanced Psychotherapy with Lab (2 units)

**Second Year**

*Fall Semester*

- PSY 6014 Qualitative Methods of Research (3 units)
- PSY 6140 Life Span Development (2 units)
- PSY 6503 Foundations of Assessment: Personality I (Objective) (3 units)
- PSY 7550 Practicum II (3 units)
- PSY 7551 Practicum Consultation/Ethics (1.5 units)
- PSY 7911 PsyD Proposal Development (2 units)

*Spring Semester*

- PSY 6111 Social Bases (2 units)
- PSY65xx Emphasis/General Gateway Course (3 units)
- PSY 6504 Foundations of Assessment: Personality II (Projective) (3 units)
- PSY 6605 Intro to Integrative Psychology (2 units)
- PSY 7550 Practicum II (3 units)
- PSY 7551 Practicum Consultation/Ethics (1.5 units)
- PSY 7911 PsyD Proposal Development (2 units)

**Third Year**

*Fall Semester*

- PSY 75xx Clinical Practice Elective (3 units)
- PSY 7565 Advanced Ethics and Professional Issues (2 units)
- PSY 85xx General or Emphasis Elective (3 units)
- PSY 8510 Supervision/Teach/Consult (3 units)
- PSY 8550 Practicum III (3 units)
- PSY 8551 Clinical Consultation Group (1 unit)
- PSY 8980 PsyD Clinical Dissertation Group (1 unit)

*Spring Semester*

- PSY 6105 Biological Bases & Psychopharmacology (3 units)
- PSY 75xx Therapy Elective (3 units)
- PSY 76xx Multicultural Elective (3 units)
- PSY 8550 Practicum III (3 units)
- PSY 8551 Clinical Consultation Group (1 unit)
- PSY 8980 PsyD Clinical Dissertation Group (1 unit)

**Fourth Year**

*Fall Semester*

- PSY 9585 Full-Time Internship (15 units)

*Spring Semester*

- PSY 9585 Full-Time Internship (15 units)

Note: Students have the option of completing the internship requirement in two years of sequential, half-time internship rotations in local agencies.

Students may choose to pass Competency Examinations instead of taking the classes in PSY 6101 Cognitive Affective Bases of Behavior and PSY 6105 Biological Bases of Behavior. Students must make up the units waived in elective coursework.

**Other Requirements**

Preliminary Examination in Psychological Testing (End of G-2 year)

Clinical Proficiency Examination (Oral and written examination at the end of the G-3 year)

40 hours of Psychotherapy with a Psychologist licensed in California for at least three years.

Clinical Dissertation

**Elective Emphasis Areas**

The curriculum for the PsyD clinical program 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 is offered and encouraged, since it 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 following emphases.

**Assessment Emphasis**

The assessment emphasis is designed for students who want to go beyond the basic assessment courses required of all PsyD students. The assessment emphasis gives students training in advanced methods of test interpretation and advanced skills in the integration of test materials into

comprehensive test reports, as well as psychometric theory. Students are also exposed to the assessment of specific clinical populations, such as children, adolescents, custody litigants, sexual predators, and other forensic populations. Students must complete at least one of their practica in a testing setting, enroll in one PSY 8551 Clinical Consultation Group with a testing emphasis, and complete a dissertation in an area related to assessment.

Students in the assessment emphasis complete the first-year intelligence testing course and the second-year personality assessment sequence required of all PsyD students. In addition, they take the following courses:

- PSY 7010 Foundations of Measurement [Gateway course]. This course will be taken in the fall of the G2 year and Life Span Development and Introduction to Integrative Psychology in the Spring of the G2 year.
  - PSY 7514 Advanced Assessment Elective: Clinical Inference [Practice course]
- Students also take a Clinical Elective course such as:
- PSY 6633 Psychology and Family Law (Custody Evaluations)
  - PSY 7514 Advanced Assessment Elective: Clinical Assessment of Children and Adolescents
  - PSY 7615 Neuropsychological Assessment (Requires Neuropsychology as a pre-requisite)
  - PSY 8500 Advanced Seminar in Assessment (e.g., Evaluation of Sex Offenders, Research & Practice with the Rorschach, etc.)

### Family/Child Psychology Emphasis

The family/child psychology 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. Emphasis students are in specific sections of some required courses as well as in elective courses.

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.

It is required that students take at least one year of professional training placement in settings that emphasize interactions with children and families. Dissertations addressing family/child issues are also required and are common at the San Diego campus.

Required courses include Theory and Practice of Psychotherapy-Child [Practice course], Family Psychotherapy [Therapy elective], Family Systems Theory [Gateway course], Family Therapy with Ethnic Families [Multicultural Practice Elective], and Developmental Psychopathology [Elective]. Students are expected to take one PSY 8551 Clinical Consultation course in a group emphasizing family or child issues. Students may also take electives such as:

- PSY 7311 Couples Therapy
- PSY 7514 Advanced Assessment Elective: Clinical Assessment of Children and Adolescents
- PSY 7514 Advanced Assessment Elective: Clinical Inference - Children
- PSY 8543 Family Violence: Dynamics, Prevention and Treatment

### Forensic Psychology Emphasis

The forensic psychology emphasis focuses on the relationship and interdependency of law, social science, and clinical practice. It provides the basic foundation for post-graduate training for a career in forensic clinical psychology. The emphasis requires the completion of an introductory course in forensics, which acquaints the student with the nature of the legal system and the varied roles of psychologists within it. This introduction also includes training in the basics of testimony – the preparation of a defensible report; the appropriate presentation of one’s qualifications; the persuasive presentation of psychological science to a judge, jury, or within an amicus brief; and the increased ability to withstand cross-examination. Additional courses address psychological assessment, violence, antisocial behavior and other clinical topics. Students also have the option of taking an organizational psychology advanced seminar addressing conflict management or dispute resolution. Students are expected to address an issue in forensic psychology in their dissertation. They are also encouraged, but not required, to procure forensic training in their practicum or internship. Students are expected to take one PSY 8551 Clinical Consultation course focusing on forensic issues.

Three courses are required to complete the emphasis area, two of which are mandatory:

- PSY 6631 Introduction to Clinical Forensics [Gateway course]
- PSY 7514 Advanced Assessment Elective: Clinical Inference/Forensic [Practice course]

The student will select one of the following elective offerings to complete the emphasis:

- PSY 6633 Psychology and Family Law
- PSY 8543 Family Violence: Child Abuse
- PSY 8544 Interpartner and Spousal Abuse

It is expected that PsyD dissertations will focus on a topic related to forensic psychology.

### 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 re-focuses 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, meditation, biofeedback, imagery, somatic practices, expressive arts, human ecology, postmodern psychologies, cultural psychology, and the application of all these in clinical settings. At the same time, the field values mainstream psychological models and emphasizes research based on systems theory and integrated methodologies.

Since a psychologist's own perceptions profoundly influence outcomes, the courses and credits included in this emphasis area are intended to ensure that professionals-in-training refine their values along with their skills and that they work to achieve educated intentionality and mindfulness in all phases of clinical work. This emphasis addresses a shortage of qualified psychologists with experience in the holistic balancing of health, suffering and death issues, psychospiritual counseling, and conflicting belief systems viewed in their cultural contexts. An integrative approach trains psychologists to provide pathways rather than simply treat pathologies. Hospitals now implementing integrative medicine need researchers and clinicians who are qualified to assess and apply multidisciplinary and alternative healing practices.

Candidates are expected to participate in **Center for Integrative Psychology** colloquia, workshops and social events (see [www.integrativepsychology.net](http://www.integrativepsychology.net)). Candidates will conduct dissertation research from an integrative perspective. Recent topics include:

Spiritual Growth in Alcoholics Anonymous; The Role of Intentionality in Healing; Nature-Based Rituals for Managing Mourning; Psychotherapists' Perspectives of Discussing Spirituality with Clients; The Relationship Between Empathy and Mindfulness; The Experience of Change Using Dreams in Jungian Analysis; Study of Couples Practicing Mindfulness Meditation; Effects of Tai Chi Chuan on Adolescents' Mindfulness and Quality of Life; Rites of Passage for Adolescents in U.S. Culture.

To complete the emphasis area the following four courses are required:

- PSY 6605 Introduction to Integrative Psychology [required of all Psy.D. students]
- PSY 6526 Theories of Personality, Psychopathology and Psychotherapy (Existential) [Gateway course]
- PSY 7501 Advanced Psychotherapy: Existential [Practice course]
- PSY 8800 Advanced Seminar: Integrative Psychotherapy [required exit course]

Candidates in the emphasis are required to take at least one additional Integrative Psychology elective. The following list is subject to change as the program develops.

- PSY 6643 Cross Cultural Topics (East-West Psychologies, Ritual and Healing, Anthropology of Consciousness)
- PSY 6644 EcoPsychology
- PSY 6646 Transpersonal Psychology
- PSY 6647 Dreamwork in Psychotherapy
- PSY 7640 Creativity Theory and Practice
- PSY 7639 Expressive Arts Therapies
- PSY 8800 Advanced Seminar (Hypnotherapy, Humanistic Psychology, Somatic Psychologies, Positive Psychology)
- PSY 7650\* Intro to Jung and Shadow Archetype
- PSY 7650\* Life Story, Journaling, and Narrative Psychology
- PSY 7650\* Mindfulness-Based Therapies
- PSY 7650\* Spirituality and Psychology
- PSY 7650\* The Psychology of Terrorism

\*This elective falls under the course number PSY 7650 as an Integrative Psychology Elective.

### Multicultural and International Emphasis Area

The Alliant approach to multiculturalism is inclusive: It incorporates diversity in many respects including race, ethnicity, gender, sexual orientation, geographical and international, 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, cultural 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.

Students in this emphasis take coursework in these broadly defined multicultural and international areas and complete a dissertation relevant to some aspect of cultural or international psychology. They must also arrange for at least one of their practicum/internship professional training placements in a setting serving a culturally diverse population. The large majority of our training sites serve such populations. Students are expected to take one of the PSY 8551 Clinical Consultation courses in a section emphasizing diversity issues.

In addition to the cultural psychology courses required of all students, a total of nine units in the multicultural or international psychology are required. These include:

- PSY 6129 Multi-Cultural Competency Development (Required of all PsyD students)
- PSY 7161 Cultural Psychology: Delivery of Services [Gateway course]

## California School of Professional Psychology

Emphasis area students must take a Multicultural Practice Course, such as:

- PSY 7610 Cultural Seminar: Psychology of LGBT Individuals
- PSY 7610 Cultural Seminar: Clinical Interventions with LGBT Clients
- PSY 8500 Clinical Elective: Treatment of LGBT Couples and Families
- PSY 8540 Family Therapy with Ethnic Families

Students must also take a multicultural elective, such as:

- PSY 6643 Cross-Cultural Topics (East-West Psychologies, Holocaust, Psychology and Spirituality, Mexican History, Ritual and Healing)

Students should note that this emphasis area is under active development and as such, continues to undergo revision. We are developing the international component and examining integrative psychology principles for possible inclusion.

### Psychodynamic Emphasis

The psychodynamic 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, analytic 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.

Students in the psychodynamic 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 PSY 8551 Clinical Consultation section incorporating a psychodynamic emphasis. Students must complete:

PSY 6524 Theories of Personality, Psychopathology, and Psychotherapy: Psychodynamic [Gateway course]

PSY 7501 Advanced Psychotherapy: Psychodynamic [Practice course]

Students must also take one elective, which might include:

- PSY 8500 Clinical Elective: Advanced Psychodynamic Interventions
- PSY 8500 Clinical Elective: Psychoanalytic Psychotherapy with Adolescents
- PSY 8800 Advanced Seminar: Theoretical Psychodynamic Issues
- PSY 8800 Advanced Seminar: Object Relations

### Clinical PsyD Program Faculty: San Diego

Core faculty for the San Diego PsyD program are listed below:

- Anabel Bejarano, PhD**, Assistant Professor
- Steven F. Bucky, PhD**, Professor
- Joanne Callan, PhD**, Distinguished Professor
- David Diamond, PhD**, Associate Professor
- Marina Dorian, PhD**, Assistant Professor
- Donald Eulert, PhD**, Professor
- Veronica Gutierrez, PhD**, Assistant Professor
- Debra Kawahara, PhD**, Associate Professor
- Mojgan Khademi, PsyD**, Assistant Professor
- Gary Lawson, PhD**, Professor
- James Madero, PhD**, Professor
- Matthew Porter, PhD**, Assistant Professor
- Neil Ribner, PhD**, Program Director and Professor
- Jill Stoddard, PhD**, Assistant Professor
- Ronald Stolberg, PhD**, Assistant Professor

For a detailed description of program faculty background, research, and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP San Diego Clinical Psychology PsyD program is accredited by the American Psychological Association (APA) (750 First Street, NE, Washington, DC 20002-4242;

Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition
- Licensure

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view these data.

## Clinical Psychology: PhD Program, San Diego

### A Scholar-Practitioner Program

The Clinical Psychology PhD program offers an integrated model of training in which research and theory clearly inform clinical practice. The curriculum is a well-balanced articulation of the competencies required for productive scholarship and multiculturally sensitive, evidence-based professional practice. The PhD program has full accreditation from the Commission on Accreditation, Office of Program Consultation and Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)).

The program is driven by two major goals. The first goal is to prepare students as effective professional psychologists who are skilled at evaluating psychological functioning and providing efficacious interventions with diverse clients across a range of settings. The second goal is to prepare students to conduct applied research in clinical psychology, thereby contributing to the knowledge base in the field.

The program model is further specified through seven objectives which, in turn, correspond to specific program requirements:

Objective I: To develop broad theoretical and scientific knowledge in substantive areas

that provides the basis for the effective practice of clinical psychology.

Objective II: To develop research skills and knowledge, and the ability to review, evaluate, and synthesize empirical research.

Objective III: To integrate research findings and processes with clinical practice.

Objective IV: To develop skills as an independent researcher and the ability to contribute scientific knowledge to the field of psychology.

Objective V: To develop an understanding of psychopathology and psychological assessment, and to apply such knowledge in the evaluation of psychological functioning in a variety of settings with diverse populations.

Objective VI: To develop an understanding of the efficacy and models of application of psychological interventions in a variety of settings with diverse populations.

Objective VII: To develop an understanding of the legal, ethical, and professional principles of clinical psychology, and how to apply these principles in research and practice.

Special features of the San Diego clinical PhD program include a particular emphasis on evidence-based practice, a rich set of opportunities for gaining research and clinical skills within a culturally diverse community, the opportunity to enroll in an applied behavioral analysis certificate program, specialty training in health psychology/behavioral medicine, and the availability of coursework in related fields (e.g., Shirley M. Hufstedler School of Education, Marshall Goldsmith School of Management). The San Diego clinical psychology PhD program is proud to be the home of three of the university's Distinguished Professors.

### Professional Training

Students learn applied professional skills through formal coursework and through clinical training experiences supervised by faculty and professionals in the community. Clinical placements are referred to as practica

at the premaster's level and as internships at the postmaster's level. Each student is assigned a professional training advisor. This person, 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 practicum is taken in the second year of the program after students have mastered the prerequisite knowledge and skills during the first program year. Practicum students also receive additional ethics and consultation training on campus.

The internship is the more extensive training experience for advanced students. San Diego clinical psychology PhD students have two alternatives for internship training. The recommended plan (Plan A) involves a local half-time internship taken in the third year of the program, followed by an APA-accredited full-time internship in the fifth year. The second option (Plan B) includes two year-long, half-time internships taken in the fourth and fifth years.

Students select their practicum and local internship placements from more than 75 agencies. The Professional Training Office coordinates these experiences and provides continuous oversight to insure that students receive high quality clinical training experiences. The internship agencies currently meet the requirements for licensure as set by the California Board of Psychology. However, as requirements do change over time, ultimate responsibility for satisfying Board of Psychology requirements rests with the student. Most of these facilities are within a 25-mile radius of the campus, but some are as far as 80 miles away for the benefit of advanced students who live in Orange County. These agencies have over 350 professional training positions.

### Multiculturally Competent Research and Practice

Multiculturally relevant knowledge and skills are highly valued by the San Diego clinical faculty and are infused throughout the curriculum. In addition, all clinical PhD students take a required course in multicultural competency development followed by one advanced, multicultural elective. San Diego is a demographically diverse community and thus provides a rich environment for multicultural research and clinical practice. Our selection of clinical practicum and internship agencies afford excellent opportunities for our students to develop multiculturally competent assessment and treatment skills. Similarly, the diverse community provides excellent opportunities for multicultural applied research, and many students take advantage of this opportunity for their dissertation.

### Research Training

The knowledge and skills necessary to conduct independent clinical research are introduced during the first year of the program and built upon in the years that follow. Students select a core faculty member under whose direction the student participates in a first year Research Practicum experience. Students learn to design their own studies in the second year and simultaneously begin their enrollment in the dissertation research course sequence that continues through the completion of the dissertation. Students must complete their dissertation proposals prior to applying for the second internship training experience thus insuring that data collection is well underway or completed during the time they are interviewing at clinical internship sites. Each year, collaborative research efforts between faculty and students have resulted in publications as well as presentations at professional conferences.



## Credit for Previous Graduate Work

Entering students may be eligible to receive credit for previous graduate work taken within the previous five years from a regionally accredited master's or doctoral program. CSPP allows a maximum of 30 units of transfer credit. Students may submit for credit consideration graduate coursework taken in which a grade of B or better was earned. A course syllabus, a catalog description, or a detailed letter from the instructor must accompany the request. Each request is evaluated on a course by course basis for comparability and equivalency to the course offered by our program. Students are encouraged to submit applications for transfer credits after receiving and accepting program admission. Applicants wishing to make course comparisons on a preliminary basis may consult the program requirements and course descriptions in this catalog.

## Coursework

The program is designed to be completed in five years, including internship. Students who complete courses during the summer or who transfer credit based on previous graduate coursework may shorten the time to degree completion. It is also possible to go through the program at a moderated pace and complete the requirements over six years. Students may choose to concentrate their elective courses within emphasis areas such as child/family, health psychology, forensics, multicultural, psychodynamic, or assessment. The program also offers a Health Track and an Applied Behavioral Analysis certificate program each with dedicated course sequencing and expanded requirements. Students complete competency and writing proficiency examinations as partial fulfillment of the requirements for admission to doctoral candidacy. A master's degree is available upon written request after the second year of the program and after all required courses in the first and second years (and a total of at least 60 units) have been completed. A minimum of 150 units is required for the PhD degree. Curriculum requirements are subject to change in concert with emerging trends in the discipline, changes in licensing or

accreditation requirements, and other curriculum redesign efforts.

### First Year

- PSY 6003 History and Systems/Program Meeting (0, 0 units)
- PSY 6021 Advanced Statistics I (3 units)
- PSY 6022 Advanced Statistics II (3 units)
- PSY 6034 Research Practicum (3 units)
- PSY 6101 Cognitive and Affective Bases of Behavior (3 units)
- PSY 6140 Life Span Developmental Psychology (3 units)
- PSY 6129 Multicultural Competency Development (3 units)
- PSY 6501 Intellectual Assessment (3 units)
- PSY 6502 Practicum in Intelligence Testing (1 unit)
- PSY 6520 Introduction to Psychotherapy (2 units)
- PSY 6521 Introduction to Psychotherapy Practicum (1 unit)
- PSY 6523 Advanced Psychopathology (3 units)
- PSY 6524 Theories of Personality Pathology and Psychotherapy: Psychoanalytic (3 units)
- PSY 6525 Theories of Personality Pathology and Psychotherapy: Behavioral/Social Learning (3 units)

### First Year Emphasis Area Requirements:

- PSY 6540 Family Systems Theory (F/C) (3 units)
- PSY 6620 Introduction to Behavioral Medicine (H) (3 units)
- PSY 6621 Clerkship in Health Psychology (H) (1, 2 units)
- PSY 6622 Psychophysiology/Biofeedback (H) (3 units)

### Second Year

- PSY 6023 Principles of Research Design (3 units)
- PSY 6105 Biological Aspects of Behavior (3 units)
- PSY 6112 Social Bases of Behavior (3 units)
- PSY 6503 Personality Assessment I (Objective) (3 units)
- PSY 6504 Personality Assessment II (Projective/Performance) (3 units)
- PSY 6513 Practicum in Projective Testing (1 unit)

- PSY 7010 Foundations of Measurement (3 units)
- PSY 7550 Practicum in Professional Psychology (5, 5 units)
- PSY 7551 Practicum Consultation/Ethics (1.5, 1.5 units)
- PSY 8990 PhD Doctoral Dissertation Research/Design and Research Seminar (1 unit)

### Second Year Emphasis Area Requirements:

- PSY 6624 Cultural Aspects of Health Psychology (H) (3 units)
- PSY 7625 Introduction to Clinical Medicine I (H) (3 units)
- PSY 7626 Introduction to Clinical Medicine II (H) (3 units)

### Advanced Training, Years 3 through 5, Dissertation and Internship

After the second year, students take upper level courses, and focus on their dissertation research and internship clinical training. The sequence of courses taken in years 3 through 5 will vary depending upon the student's participation in a full-time, 5th year, APA accredited internship (Plan A) or two, year long, half-time internships at local agencies in the 4th and 5th years (Plan B). The faculty strongly recommends that students follow Plan A but do understand that geographical constraints and other considerations may prohibit some students from seeking full-time, fifth year internships.

**Third Year - Plan A**

**(Full-time, APA accredited internship in the 5th Year)**

- PSY7501 Theory and Practice of Psychotherapy: Individual-Cognitive (3 units)
  - PSY 8551 Clinical Consultation Group (1.5, 1.5 units)
  - PSY 8990 PhD Doctoral Dissertation Research/Design and Research Seminar (3, 4 units)
  - PSY 9581 Half-Time Internship (6, 6 units)
- Other courses required during the third year:
- PSY#### General/Emphasis Elective (3 units)
  - PSY#### Required Cultural Elective (3 units)
  - PSY#### Therapy Elective (7501, 7503, 7602 or 7604) (3 units)

**Fourth Year - Plan A**

- PSY 7565 Advanced Ethics and Professional Issues (2 units)
  - PSY 8510 Supervision Practicum (2 units)
  - PSY 8990 PhD Doctoral Dissertation Research/Design and Research Seminar (4, 4 units)
- Other courses required during the fourth year:
- PSY 7156 Psychopharmacology (3 units)
  - PSY ##### General/Emphasis Elective (6 units)

**Fifth Year - Plan A**

- PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (4, 4 units)
- PSY 9585 Full-Time Internship (12, 12 units)

**Third Year - Plan B**

- PSY7501 Theory and Practice of Psychotherapy: Individual-Cognitive (3 units)
- PSY 8551 Clinical Consultation Group (1.5, 1.5 units)
- PSY 8990 PhD Doctoral Dissertation Research/Design and Research Seminar (3, 4 units)
- PSY 9581 Half-Time Internship (First) (6, 6 units)

Other courses required during the third year:

- PSY#### General/Emphasis Elective (3 units)
- PSY#### Required Cultural Elective (3 units)

- PSY#### Therapy Elective (7501, 7503, 7602 or 7604) (6 units)

**Fourth Year - Plan B  
(Half-time, local internships in 4th and 5th Years)**

- PSY 7565 Advanced Ethics and Professional Issues (2 units)
- PSY 8510 Supervision practicum (2 units)
- PSY 8551 Clinical Consultation Group/First Year (1.5, 1.5 units)
- PSY 8990 PhD Doctoral Dissertation Research/Design and Research Seminar (4, 4 units)
- PSY 9581 First Half-Time Internship (6, 6 units)

Other courses required during the fourth year:

- PSY7156 Psychopharmacology (3 units)
- PSY#### General/Emphasis Elective (6 units)

**Fifth Year - Plan B**

- PSY 8552 Clinical Consultation Group (1.5, 1.5 units)
  - PSY 8990 PhD Doctoral Dissertation Research/Design and Research Seminar (4, 4 units)
  - PSY 9582 Second Half-Time Internship (6, 6 units)
- Years 3-5 Emphasis Area Requirements:
- PSY 7503 Family Psychotherapy (F/C) (3 units)
  - PSY 7633 Health Psychology Intervention: Research and Practicum (H) (3 units)
  - PSY 8540 Family Therapy with Ethnic Families (counts as required cultural elective) (F/C) (3 units)
  - PSY 8545 Developmental Psychopathology (F/C) (3 units)
  - PSY 8555 Neuropsychology (H) (3 units)
  - PSY 8556 Neuropsychological Assessment (H) (3 units)
  - PSY ##### Family Track Elective (replaces cultural requirement) (F/C) (3 units)

**Tracks and Elective Emphasis Areas**

The PhD clinical program is designed to provide advanced doctoral students with the opportunity to concentrate electives in an area of interest or to take a variety of electives that enhance the required course offerings. This Track and Elective Emphasis area option prepares one to pursue further specialization at the postdoctoral level. Elective courses are routinely offered at least once a year for all track and emphasis areas.

**Applied Behavior Analysis (ABA) Emphasis and Certificate Program**

The Applied Behavior Analysis (ABA) Emphasis Area will provide the coursework and practicum experiences necessary for eligibility of the student becoming a Board Certified Behavior Analyst (BCBA). The ABA Emphasis Area will introduce students to the core content and application of applied behavior assessment and intervention in the fields of mental health and developmental disabilities. A particular focus will be in the application of ABA for children and adolescents with neurodevelopmental disorders such as autism, severe disruptive behavior disorders, and mental retardation.

There are five required courses.

- ABA 6525 Introduction to Learning Theory and Behavior Analysis (cross-listed with PSY 6525)
- ABA 6535 Methods in Applied Behavior Analysis,
- ABA 6545 Behavior Change Procedures and Systems Support (cross-listed with PSY 7501: Evidence Based Practice: CBT Approaches)
- APA 6555 Behavioral Assessment, Intervention Strategies, and Ethics in ABA
- ABA6565 Childhood Disorders and ABA interventions (counts as one of the therapy electives required by the program)

Additional Requirements: BCBA eligibility also requires 1500 hours of supervised practicum experience. Students enrolled in the ABA Emphasis Area will be given priority opportunity for captive practica that meet eligibility requirements for BCBA certification.

## Family/Child Psychology Emphasis

The family/child psychology emphasis is designed for students who are interested in developing proficiency in evaluation, treatment, and research with children and families. Courses are presented from various theoretical viewpoints including family-systems, psychodynamic, cognitive-behavioral and lifespan development. You can expect your courses to include 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, pediatric health psychology, child obesity, early childhood psychopathology, child resiliency, divorce, child custody, step families, and process and outcomes of family interventions. It is required that students take at least one year of professional training placement in settings that emphasize interactions with children and families. Dissertations addressing family/child issues are also required.

Required courses for the emphasis area:

- PSY 6140 Lifespan Developmental Psychology (Take as requirement)
- PSY 8545 Developmental Psychopathology (take as a Ph.D. elective)
- PSY 6540 Family Systems Theory (take in place of PSY6524: Theories of Personality, Pathology, and Psychotherapy: Psychoanalytic)
- PSY 7503 Family psychotherapy (take as therapy elective)
- PSY 7501 Evidence-based child therapy course (take as required therapy class)
- PSY 8540 Family Therapy with Ethnic Families (take as required cultural class)

## Additional requirements:

Practicum or internship involving clinical work with children and families and associated consultation group [PSY 8551] that provides supervision focusing on children and families.

Dissertation research involving children or families.

### EXAMPLE YEAR PLAN SELECTIONS

By year, here are the emphasis area courses that students would take and the experiences that they would have:

#### FIRST YEAR: Fall or Spring

- PSY 6540 Family Systems Theory (take PSY6525 Behavioral/social learning theories in other semester; take PSY6524 - Psychoanalytic theories as an elective if desired)

#### G1: Spring

- PSY 6140 Lifespan Developmental Psychology

#### SECOND YEAR

Obtain a Child/Family oriented practicum  
Enroll in research group with faculty member amenable to Child/Family topic

#### THIRD YEAR: Fall

- PSY 8545 Developmental Psychopathology [Elective]

#### G-3: Spring

- PSY 7501 Theory And Practice of Psychotherapy - Child

Internship should be child/family if practicum was not.

#### FOURTH YEAR: Fall or Spring

- PSY 7503 Family Psychotherapy [Therapy elective]
- PSY 8540 Family Therapy with Ethnic Families [Multicultural Elective]

Two other electives (may or may not be Child/Family)

Dissertation must be Child/Family topic.

## Forensic Psychology Emphasis

The forensic psychology emphasis focuses on the relationship and interdependency of law, social science, and clinical practice. It provides the basic foundation for post-graduate training for a career in forensic clinical psychology. The emphasis requires the completion of an introductory course in forensics, which acquaints the student with the nature of the legal system and the varied roles of psychologists within it. This introduction also includes training in the basics of testimony the preparation of a defensible report; the appropriate presentation of one's qualifications; the persuasive presentation of psychological science to a judge, jury, or within an amicus brief; and the increased ability to withstand cross-examination. Additional courses address psychological assessment, violence, antisocial behavior, and other clinical topics. Students also have the option of taking an organizational psychology advanced seminar addressing conflict management or dispute resolution. Students are expected to address an issue in forensic psychology in their dissertation. They are also encouraged, but not required, to procure forensic training in their practicum or internship. Students are expected to take one PSY 8551 Clinical Consultation course focusing on forensic issues.

Four courses are required to complete the emphasis area, two of which are mandatory:

- PSY 6631 Introduction to Clinical Forensics
- PSY 7514 Advanced Assessment Elective: Clinical Inference/Forensic

The student will select two of the following offerings to complete the emphasis:

- ORG 8800 Advanced Seminar in Organizational Studies: (Dispute Resolution, Conflict Management, Labor Relations-Employment Law) (Only one of these may count toward the emphasis)
- PSY 8543 Family Violence: Child Abuse
- PSY 8544 Interpartner and Spousal Abuse
- PSY 8805 Advanced Seminar in Theoretical Issues: Forensic Family/Child Psychology

PSY 8805 Advanced Seminar in Theoretical Issues: Conduct Disorders and Antisocial Behavior

### Health Psychology Emphasis and Track (PhD Program)

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 in order to provide a theoretical and practical foundation for the roles that clinical psychologists play in a variety of health care settings. Three courses are required to complete the health Emphasis Area, two of which are mandatory. Students who elect the Health Track must take all of the courses listed below in addition to a first year clerkship in health psychology.

Required courses for the emphasis area:

- PSY 6620 Introduction to Behavioral Medicine [required]
- PSY 8555 Neuropsychology (required; this course is taken instead of/or in addition to PSY6504 - Personality Assessment II: Projective)

Choose at least one of the following application courses:

- PSY 7633 Health Psychology Intervention (counts as one of the therapy electives required by the program)
- PSY 6622 Clinical Psychophysiology/ Biofeedback
- PSY 7625 Introduction to Clinical Medicine I
- PSY 7626 Introduction to Clinical Medicine I (PSY7625 is a rerequisite)

### Additional requirements:

Practicum or internship involving clinical health psychology supervised practice and associated consultation group [PSY 8551] that provides supervision focusing on children and families.

It is expected that students will focus their dissertation research on a health related topic.

### Multicultural and International Emphasis

The Alliant approach to multiculturalism is inclusive. It incorporates diversity in many respects including race, ethnicity, gender, sexual orientation, geographical and international factors, 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, cultural 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.

In addition to the two cultural psychology courses required of all students, a total of nine additional units in multicultural or international psychology are required.

Emphasis Area students must take at least one Multicultural Practice Course, such as:

- PSY 7514 Advanced Assessment Elective: Cultural Issues
- PSY 7610 Cultural Seminar: Clinical Interventions with LGBT Clients
- PSY 8500 Clinical Elective: Treatment of LGBT Couples and Families
- PSY 8540 Family Therapy with Ethnic Families

Students must take at least one multicultural elective in addition to the multicultural elective required of all PhD students such as:

- PSY 6624 Cultural Aspects of Health Psychology (counts as the cultural elective required by the program)
- PSY 6643 Cross-Cultural Topics (East-West Psychologies, Holocaust, Psychology and Spirituality, Mexican History, Ritual and Healing)
- PSY 6654 Psychology of Ethnic Diversity (Asian, African, Latino and Native American)
- PSY 7650 The Psychology of Terrorism
- PSY 7610 Cultural Seminar (Topics vary)
- PSY 7612 Women and Gender: Historical Perspectives
- ORG 7330 Cultural Diversity in Organizations

Students should note that this emphasis area is under active development and as such, continues to undergo revision. We are developing the international component and will alert students of additional electives as they become available.

### Additional requirements:

Students in this emphasis take coursework in these broadly defined multicultural and international areas and complete a dissertation relevant to some aspect of cultural or international psychology.

They must also arrange for at least one of their practicum/ internship professional training placements in a setting serving a culturally diverse population. The large majority of our training sites serve such populations. Students are expected to take one of the PSY 8551 Clinical Consultation courses in a section emphasizing diversity issues.

## Psychodynamic Emphasis

The psychodynamic 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, analytic 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.

Students in the psychodynamic 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 PSY 8551 Clinical Consultation section incorporating a psychodynamic emphasis. Students must complete:

- PSY 6524 Theories of Personality, Psychopathology, and Psychotherapy: Psychodynamic [required of all clinical PhD students]
- PSY 7501 Advanced Psychotherapy: Psychodynamic

Students must also take at least one elective, which might include:

- PSY 8500 Clinical Elective: Advanced Psychodynamic Interventions
- PSY 8500 Clinical Elective: Psychoanalytic Psychotherapy with Adolescents
- PSY 8800 Advanced Seminar: Theoretical Psychodynamic Issues
- PSY 8800 Advanced Seminar: Object Relations

## Doctoral Respecialization Program

The Doctoral Respecialization Program (DRP) is designed for students who have already earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with a goal of becoming a

licensed psychologist. A specialized curriculum is individually designed, based upon the student's prior background that includes both academic work and clinical training experiences. Most students complete the program in two years, but in some cases prior academic work adaptable to our curriculum in clinical psychology is sparse and thus students require three years.

Typical course requirements for a respecialization student include Clinical and Ethical Issues, Theory and Technique of Clinical Practice, Intellectual Assessment, Psycho-diagnostic Assessment, Advanced Clinical Seminar, and Advanced Clinical Skills courses. Depending upon the individual's background, additional courses such as Advanced Psychopathology, Observation and Interviewing, Psychopharmacology, Socio-cultural Diversity, and Supervision/ Consultation/Management may be required. A major focus of the DRP program is the required two years of supervised professional experience (in qualified practicum or internship agencies) of approximately 20 hours per week. Courses covering California licensure requirements (e.g., child abuse, human sexuality, chemical dependency, domestic violence, and aging and long term care) are also required in the DRP curriculum. This training experience can be applied to licensure requirements (see note below). DRP students must also pass the Clinical Proficiency Progress Review (an examination based on a clinical case presentation) and complete 45 hours of personal psychotherapy.

DRP students seeking licensure in California are responsible for:

1. Determining with the Board of Psychology that their prior doctoral degree meets the requirements for licensure.
2. Registering with the Board of Psychology before beginning clinical training hours through CSPP to ensure that the hours will be counted towards the postdoctoral training requirement for licensure.

## Clinical PhD Program Faculty: San Diego

Core faculty for the San Diego PhD program are listed below:

- Kristi Alexander, PhD**, Associate Professor
- Omar Alhassoon, PhD**, Assistant Professor
- Milton Brown, PhD**, Assistant Professor
- Joanne Callan, PhD**, Distinguished Professor
- Constance Dalenberg, PhD**, Professor
- Sharon Foster, PhD**, Distinguished Professor
- Richard Gervitz, PhD**, Distinguished Professor
- Alan Lincoln, PhD**, Professor
- Fernando Ortiz, PhD**, Assistant Professor
- Adele Rabin, PhD**, Professor and Program Director
- Irwin Rosenfarb, PhD**, Professor
- Jill Stoddard, PhD**, Assistant Professor
- Erika Swift, PhD**, Assistant Professor
- Donald Viglione, PhD**, Professor

For a detailed description of program faculty background, research and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

## APA Education and Training Outcomes

The CSPP San Diego Clinical Psychology PhD program is accredited by the American Psychological Association (APA) (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition
- Licensure

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view these data.

## Dual PhD Degree Program in Clinical/Industrial-Organizational Psychology: San Diego

Some professionals aspire to careers that allow for practice both as a licensed clinician and as an organizational researcher and consultant. To this end, the San Diego campus offers students the option of earning a dual PhD degree in Clinical and Industrial-Organizational Psychology. Students in the dual degree program receive advanced training in both disciplines, allowing them to carve out special professional roles. The program is jointly administered by the California School of Professional Psychology (CSPP) and the Marshall Goldsmith School of Management (MGSM). Students enrolled in this program fulfill the program requirements of both disciplines, which generally results in a minimum of five years of full-time study plus additional semesters to complete the dissertation and the second clinical internship. Dual Clinical/I-O program students complete one dissertation that reflects the integration of both fields of study. The clinical portion of the dual degree program reflects the curriculum of CSPP's APA-accredited PhD program in clinical psychology. Thus, dual program students must complete every requirement of the clinical PhD program without exception.

### Internship Requirements

The PhD in Dual Clinical/Industrial-Organizational Psychology degree also requires the completion of a Clinical Internship and a Field Placement in Organizational Studies. The Field Placement in Organizational Studies totals 700 supervised hours. The Clinical Internship requires a minimum of 1500 supervised hours. Students planning to serve the recommended APA-approved full-time internship should consider completing it during a sixth year.

### Degree Requirements 160 units plus Clinical Internship

#### First Year

*Fall Semester* 15 units

- ORG 6005 Intro to Professional Practice in Organizational Psychology (2 units)
- ORG 6320 Organizational Behavior (3 units)
- PSY 6003 History & Systems / Program Meeting (0 units)
- PSY 6021 Advanced Statistics I (3 units)
- PSY 6520 Introduction of Psychotherapy (2 units)
- PSY 6521 Introduction to Psychotherapy Practicum (1 unit)
- PSY 6523 Advanced Psychopathology (3 units)
- PSY 6700 Workshop: Data Management in SPSS (1 unit)

*Spring Semester* 16 units

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 6016 or PSY 6023 Principles of Research Design (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- PSY 6003 History & Systems / Program Meeting (0 units)
- PSY 6022 Advanced Statistics II (3 units)
- PSY 6501 Intellectual Assessment (3 units)
- PSY 6502 Practicum in Intelligence Testing (1 unit)
- PSY 6524 (Psychoanalytic) or PSY 6525 (Behavioral/Social) (3 units, both courses required)

#### Second Year

*Fall Semester* 16 units

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 7020 Psychological Measurement (4 units)
- ORG 7440 Business Principles (3 units)
- ORG 8122 Personnel and Work Psychology (3 units)
- PSY 6524 (Psychoanalytic) or PSY 6525 (Behavioral/Social) (3 units, both courses required)
- PSY 6140 Lifespan Developmental Psychology (3 units)

*Spring Semester* 18 units

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 6330 Work Motivation and Productivity (3 units)
- ORG 7350 Organization Theory (3 units)
- ORG 8220 Human Resource Management (3 units)
- PSY 6105 Biological Bases of Behavior (3 units)
- PSY 7423 Individual Differences in Organizations (3 units)
- PSY 7501 Theory & Practice of Psychotherapy: Cognitive Behavioral Adult (3 units)

Upon completion of all first-year and second year courses, students are eligible for the non-terminal Master of Science (MS) in Psychology degree.

#### Third Year

*Fall Semester* 18.5 units

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 7525 Organizational Change and Development (3 units)
- ORG 7863 Psychology Research Project I (3 units)
- PSY ##### Required Cultural Elective (Refer to Program Handbook) (3 units)
- PSY 7550 Practicum in Professional Psychology (5 units)
- PSY 7551 Practicum Consultation/Ethics (1.5 units)

## California School of Professional Psychology

PSY 8412 Social Psychology of Organizations or PSY 6112 Social Bases of Behavior (3 units)

*Spring Semester* 17.5 units

ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)

ORG 7682 Survey-Guided Feedback (3 units)

ORG 7864 I-O Psychology Research Project II (3 units)

PSY 6503 Foundations of Assessment: Personality I/ Objective (3 units)

PSY 7156 Psychopharmacology (2 units)

PSY 7550 Practicum in Professional Psychology (5 units)

PSY 7551 Practicum in Consultation and Ethics (1.5 units)

### Fourth Year

*Fall Semester* 14 units

ORG 8800 Advanced Seminar in Organizational Studies (3 units)

ORG 8990 Research Seminar I or PSY 8990 Doctoral Dissertation Research and Design (3 units)

PSY 7565 Advanced Ethics and Professional Issues (2 units)

PSY ##### Therapy Elective: Select one: 7501, 7503, 7602, 7604 (3 units)

PSY6101 Cognitive and Affective Bases of Behavior (3 units)

*Spring Semester* 16 units

ORG 7503 Leadership and Management Behavior (3 units)

ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)

ORG 8990 Research Seminar II or PSY 8990 Doctoral Dissertation Research and Design (3 units)

ORG 9410 Field Placement in Organizational Studies (4 units)

PSY 6412 Group Dynamics in Organizations (3 units)

### Fifth Year

*Fall Semester* 15.5 units

ORG 8990 Research Seminar III or PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (3 units)

ORG ##### Organizational Psychology Elective (3 units)

PSY 8510 Supervision Seminar & Lab (2 units)

PSY 8551 Clinical Consultation Group/ co-req of PSY 9581 (1.5 units)

PSY 9581 Half-time Internship (6 units)

*Spring Semester* 16.5 units

ORG 8800 Advanced Seminar in Organizational Studies (3 units)

ORG 8990 Research Seminar IV or PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (3 units)

PSY 7417 Adult and Career Development (3 units)

PSY 8551 Clinical Consultation Group/co-req. of PSY 9581 (1.5 units)

PSY 9581 Half-time Internship (6 units)

### Internship Requirements

The PhD in Dual Clinical/Industrial-Organizational Psychology also requires the completion of a Clinical Internship and a Field Placement in Organizational Studies. The Field Placement in Organizational Studies (administered by MGSM) totals 700 supervised hours. The Clinical Internship (administered by CSPP) requires a minimum of 1500 supervised hours. Students planning to take the recommended APA-approved full-time internship should consider completing it during a sixth year.

Doctoral degree course requirements total 160 units, plus the Clinical internship. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Marital and Family Therapy: Master of Arts Program, Irvine, Los Angeles, Sacramento and San Diego

The Master of Arts in Marital and Family Therapy (MFT) program is offered in Irvine, Los Angeles, Sacramento, and San Diego and 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, educational institutions, and private practice. The MFT master's program offers concentrations in chemical dependency, gerontology, and Latin American family therapy. Each of these concentrations requires additional coursework.

All requirements for the master's in MFT at Alliant are also a part of the PsyD in MFT program. Students who complete the master's in MFT, apply in a timely manner, and are accepted into the doctoral program may apply all MFT master's requirements toward the completion of the MFT doctoral program.

The Marital and Family Therapy master's program at Alliant International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT) (112 South Alfred Street, Alexandria, VA 22314; Phone: 703-838-9808; Email: [coamfte@aamft.org](mailto:coamfte@aamft.org)).

## General Requirements

The MFT practicum program includes 500 hours of direct client contact, 250 with couples or families; students receive at least 100 hours of individual and group supervision, at least 50 hours of which are based on direct observation or videotape. During the program, the student must supplement his or her academic and clinical work with 50 hours of professional development activities. These include approved workshops, colloquia, and seminars. Twenty-five of these hours may involve personal counseling or psychotherapy with a licensed person who is not full-time faculty at Alliant. The program requires completion of a minimum of 50 units. Students starting the MFT master's program in fall 2008 or later will be required to pass a comprehensive examination prior to completing their degree program.

## Degree Requirements **50 units**

*Courses are three semester units unless otherwise indicated.*

PSY 6303	Group Therapy (2 units)
PSY 6308	Interviewing Techniques (2 units)
PSY 6309	Interviewing Techniques Lab (.5 unit)
PSY 6310	MFT Law and Ethics
PSY 6311	Introduction to Psychopathology
PSY 6312	MFT Theories (4 units)
PSY 6313	MFT Techniques
PSY 6317	Parent-Child Therapy
PSY 6323	MFT Techniques Lab (1 unit)
PSY 6326	Diversity and the Family (2.5 units)
PSY 6328	Individual and Family Life Cycle
PSY 7156	Psychopharmacology (2 units)
PSY 7302	MFT Research Methods
PSY 7311	Couples Therapy
PSY 7312	Sex Therapy (1 unit)
PSY 7314	MFT Assessment
PSY 7330	Chemical Dependency and the Family (2 units)
PSY 7360	MFT Practicum (Repeated 3 times for a total of 9 units)

## MFT Mexico City Satellite Program

Latinos are the fastest growing subgroup in the United States and already comprise more than 12 percent of the total U.S. population and one third of the population in California. Unfortunately, the mental health fields have not kept pace with these demographic changes. The Latino population often struggles to connect with competent mental health providers who possess a sound knowledge of and sensitivity to the unique needs of their community. Given these realities, a significant national need exists to train clinicians to work with this population.

The MFT Mexico City satellite program is designed to train culturally competent clinicians. This program allows MFT students from the four U.S.-based Marital and Family Therapy locations (Irvine, Los Angeles, Sacramento, and San Diego) to complete two semesters at the Mexico City site. First year MFT masters students can study in Mexico through the MFT Mexico City satellite program during the fall and/or spring Semester. Students then return to their home campuses to continue their second year of coursework and to complete their practicum experience. Students admitted for the fall semester may also choose to get a jumpstart by participating in the CSPP Mexico City Summer immersion program.

### First Year MFT Coursework

#### Fall

PSY 6308	Interviewing Technique (2 units)
PSY 6309	Interviewing Technique Lab (.5 units)
PSY 6326	Diversity and the Family (2.5 units)
PSY 6312	MFT Theories (4 units)
PSY 6317	Parent-Child Therapy (3 units)

#### Spring

PSY 6310	Law and Ethics (3 units)
PSY 6313	MFT Tech (3 units)
PSY 6323	MFT Tech Lab (1 unit)
PSY 6328	Individual and Family Life Cycle (3 units)

## What is included in the MFT Satellite Program?

### Basic Components

Airport pickup on specified program arrival dates

- Seventeen weeks of accommodations in a private home with some meals included
- One 4-day trip to culturally vibrant locations
- Three local day trips w/ lunches to museums and sites around Mexico City
- Orientation and materials
- A welcome dinner and farewell dinner
- A minimum of four guest lectures
- 90 hours of Spanish coursework
- Twice monthly round-table discussions with Program Director
- Observe up to ten hours of live therapy in local agencies

For more detailed information, visit the MFT Mexico Satellite webpage

### Costs

- \$4000 program fee per semester in Mexico (an average of \$250 a week). This fee includes the cost of the basic components listed above.
- Standard U.S. tuition rates for each class taken

### To participate in this program

Apply to one of the MFT locations in the U.S. and contact the Director of the MFT Mexico Satellite Program, Dr. Jason J. Platt, at [jjplatt@alliant.edu](mailto:jjplatt@alliant.edu) expressing your interest in this program.



## Marital and Family Therapy: PsyD Program, Irvine, Sacramento and San Diego

### A Scholar-Practitioner Program

The Doctor of Psychology in Marital and Family Therapy is offered in Irvine, Sacramento, and San Diego and is based on the scholar-practitioner model. Students are trained to work with individuals, couples, and families from a systemic perspective. As such, attention is directed to relationships and interaction patterns. 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 either as an MFT or psychologist. Students may include concentrations in chemical dependency and gerontology. Each of these concentrations requires additional coursework.

The Marital and Family Therapy doctoral program at Alliant International University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT) (112 South Alfred Street, Alexandria, VA 22314, Phone: (703) 838-9808; Email: coamfte@aamft.org).

### General Requirements

The MFT doctoral program includes all of the requirements in the MFT masters program including the MA comprehensive exam. Practicum program requirements are described in the Master of Arts in Marital and Family Therapy program description and in the Marital and Family Therapy Clinical Training Manual. The doctoral program requires that students are continuously involved in the practice of marital and family therapy. The predoctoral internship consists of 1500 hours. The supervisor for at least 500 client contact hours (250 with couples and families) must be an AAMFT-approved supervisor. 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 person who is not full-time faculty at Alliant. The program requires completion of a minimum of 116 units.

### Degree Requirements 116 units

*Courses are three semester units unless otherwise indicated.*

#### Inquiry Core 15 units

- PSY 6021 Advanced Statistics I
- PSY 6022 Advanced Statistics II
- PSY 7302 MFT Research Methods
- PSY 9324 Advanced MFT Research I
- PSY 9325 Advanced MFT Research II

#### Foundation Core 24.5 units

- PSY 6105 Biological Aspects of Behavior
- PSY 6110 Personality and Affect
- PSY 6112 Social Bases of Behavior
- PSY 6311 Introduction to Psychopathology
- PSY 6326 Diversity and the Family (2.5 units)
- PSY 6328 Individual and Family Life Cycle
- PSY 7112 History and Systems of Psychology
- PSY 7156 Psychopharmacology (2 units)
- PSY 7330 Chemical Dependency and the Family (2 units)

#### Specialization Courses 37.5 units

- PSY 6303 Group Therapy (2 units)
- PSY 6308 Interviewing Techniques (2 units)
- PSY 6309 Interviewing Techniques Lab (.5 unit)
- PSY 6310 MFT Law and Ethics
- PSY 6312 MFT Theories (4 units)
- PSY 6313 MFT Techniques
- PSY 6317 Parent-Child Therapy
- PSY 6323 MFT Techniques Lab (1 unit)
- PSY 7311 Couples Therapy
- PSY 7312 Sex Therapy (1 unit)
- PSY 7314 MFT Assessment
- PSY 8311 Advanced Couples Therapy
- PSY 8314 Advanced Brief Models
- PSY 8315 Advanced Intergenerational Therapy
- PSY 9320 Supervision in MFT I

### Electives 18 units

Select from among the three certificate/concentration programs or from other classes in the Clinical Psychology, Industrial/Organizational Psychology, and Marital and Family Therapy programs.

### Practicum/Internship Training 18 units

- PSY 7360 MFT Practicum (9 units)
- PSY 9360 MFT Advanced Practicum (6 units)
- PSY 9388 MFT Internship (1500 hours, 3 units)

### Dissertation 3 units

- PSY 9901 Doctoral Project/Dissertation (3, 5, or 8 units)

### Master's Degree Options in Doctoral MFT Programs

Students in the MFT PsyD 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.

### Marriage and Family Therapy Faculty:

Core faculty for the MFT programs are listed below:

- Stephen Brown, PhD**, Professor, Irvine
- Benjamin Caldwell, PsyD**, Assistant Professor and Site Director, Los Angeles
- Liang-Ying Chou, PhD**, Assistant Professor
- Sean Davis, PhD**, Assistant Professor and Site Director, Sacramento
- Darryl Freeland, PhD**, Associate Professor, Irvine/San Diego
- Tatiana Glebova, PhD**, Assistant Professor, Sacramento
- Tracey A. Laszloffy, PhD**, Associate Professor, San Diego
- Ann Lawson, PhD**, Professor, San Diego
- Marcia L. Michaels, PhD**, Associate Professor and Site Director, Irvine
- Marianne Miller, PhD**, Assistant Professor, San Diego
- Rajeswari Natrajan, PhD**, Assistant Professor, Irvine
- Janet L. Osborn, PhD**, Assistant Professor, Sacramento
- Jason Platt, PhD**, Assistant Professor and Site Director, Mexico City

**Hye-Sun Ro, PhD**, Assistant Professor, Los Angeles

**Brandon Silverthorn, PhD**, Assistant Professor, Irvine

**Narumi Taniguchi, PhD**, Assistant Professor, San Diego

**Luis Vargas, PhD**, Assistant Professor, San Diego

**Linna Wang, PhD**, Associate Professor and Site Director, San Diego

**Scott R. Woolley, PhD**, Professor and System-wide MFT Program Director, San Diego

Lecturers:

**Barbara Filippone, MA**, Lecturer and Clinical Training Coordinator, Irvine

**Martin Landau-North, PsyD**, Lecturer, San Diego

For a detailed description of program faculty background, research, and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

## Graduate Certificate Programs

*Please note: Not all certificate programs are offered on all campuses. Please check with your local campus.*

These graduate-level programs provide comprehensive training for individuals seeking enhanced skills either for advancement in their current professions or entry into a new career path. Students currently enrolled in graduate programs who take the courses as part of their degree studies may apply for the certificate. Organizations wishing to have certificate programs on site should contact the School office.

### Applied Behavior Analysis Certificate Program

CSPP at Alliant International University offers a Behavior Analyst Certification Board (BACB) approved, five course series in Applied Behavioral Analysis (ABA). The courses below meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst<sup>®</sup> (BCBA) Examination.

Students also enroll in a 1500 hour supervised practicum to meet the experience requirements set forth by the BACB to become board certified (BCBA). The practicum will consist of hands on ABA with children with developmental disabilities, primarily autism. All practicum hours will be supervised by a Board Certified Behavior Analyst.

#### Requirements 15 units

This certificate program consists of the five courses listed below.

- ABA6525 Introduction to Learning Theory and Behavior Analysis (3 units)
- ABA6535 Methods in Applied Behavior Analysis (3 units)
- ABA6545 Behavioral Assessment, Intervention Strategies, and Ethics in ABA (3 units)
- ABA6555 Behavior Change Procedures and Systems Support (3 units)
- ABA7504 Childhood Disorders and ABA Interventions (3 units)

Admission Requirements: Students must be admitted to a masters level program in psychology, education or related field or hold a minimum of a masters degree in psychology, education or related field. Students currently enrolled in one of CSPP's masters or doctoral programs can easily adjust and expand their curriculum plan to obtain this BCBA certificate.

### Chemical Dependency Specialization/Certificate

This specialization/certificate consists of the six courses listed below. It may be added to the master's and doctoral programs. The field placement requirement can be accomplished within the practicum requirements for the Marital and Family Therapy programs.

#### Requirements 13 units

This specialization/certificate consists of the four courses listed below. It may be added to the master's and doctoral programs.

- PSY 6116 Issues of Chemical Dependency (2 units)
- PSY 6242 Applied Psychotherapeutic Techniques in Chemical Dependency (2 units)
- PSY 6245 Substance Abuse in Diverse Populations (2 units)
- PSY 6255 Field Placement in Chemical Dependency (3 units)
- PSY 7156 Psychopharmacology (2 units)
- PSY 7330 Treatment with the Chemically Dependent Family (2 units)

### Gerontology Specialization/Certificate

This specialization/certificate program aims to provide advanced education and training in the practice of psychology and family systems to gerontology. The certificate will be appropriate for CSPP students or post-graduate professionals who desire to add this area of specialization to their professional work. The latter group will be able to take the courses required for the certificate on a non-credit basis, paying the usual audit fee. Students working on graduate degrees will register for these classes either to meet concentration and elective requirements or as a certificate program to be added to their degree program.

### Requirements

12 units

- PSY 6268 Psychological Practice in Gerontology (3 units)
- PSY 6270 Evaluation and Assessment in the Elderly (3 units)
- PSY 7265 Aging: Psychological and Religious Development in Adults (3 units)
- PSY 7263 Death, Loss, and Grief (3 units)

### Infant-Preschooler Mental Health Certificates

CSPP offers two certificates that provide an in-depth, systematic and integrated curriculum in infant and preschooler mental health. The Fundamentals in Infant-Preschooler Mental Health Certificate includes four courses that provide the fundamental bases of infant and preschooler mental health from an ecosystemic theoretical perspective. These courses are Fundamentals of Infant Mental Health, Fundamentals of Preschooler Mental Health, Diagnostic Systems in Infant-Preschooler Mental Health, and Parent-Child Relationship Assessment.

Three additional courses are required to complete the Certificate in Infant-Preschooler Mental Health which satisfies the Birth to Five coursework standards set by the 2009 California Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health, Revised ([www.wested.org/cs/cpei/print/docs/215](http://www.wested.org/cs/cpei/print/docs/215)). These courses are Biopsychosocial Factors in Infant-Preschooler Mental Health, Risk and Resiliency, and Advanced Infant-Preschooler Mental Health. Supplemental courses are also available, including Diversity Strategies in IPMH Practice and Reflective Process Seminars.

The courses are offered as CSPP and MFT electives on the Fresno, Sacramento and San Diego campuses and are available as CE courses in Los Angeles. They can be taken individually or as part of the Certificates. These courses are also offered as Continuing Education courses for mental health practitioners not enrolled as students.

### Latin American Family Therapy Certificate

The certificate in Latin American family therapy is designed to address the growing need for clinicians to develop competencies in working with Latin American populations. The program focuses on assisting clinicians to develop general multicultural competencies, increase an understanding of the historical and cultural influences impacting Latin American clients, and the ability to identify best practice procedures for assessing and addressing issues in Latin American mental health.

#### Course Requirements:

- PSY 6326 Diversity and the Family
- PSY 6643 Critical Issues in Latin America
- PSY 6654 Latin American and Liberation Psychologies

#### Additional Coursework for Non-MFT Students

- PSY 6312 MFT Theories
- PSY 6313 MFT Techniques

#### Additional Requirements

- Participation in the CSPP Spanish Language and Cultural Immersion program or the MFT Mexico Satellite Program
- 100 hours of documented client contact within the Latin American Population

Contact Dr. Jason Platt for more information at [jplatt@alliant.edu](mailto:jplatt@alliant.edu).

## Clinical Psychology: PsyD Program, San Francisco

### A Practitioner Program

The PsyD program has full accreditation from the Commission on Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)). It is a practitioner program and was initiated at the San Francisco campus in the fall of 1991. The goal of the program is to educate professional clinical psychologists who bring critical thinking and active problem solving skills to bear on human problems. Students are educated and trained to be able to intervene effectively using multiple methods of assessment and intervention, working with diverse populations, across many settings, and in changing and evolving contexts. We are a practitioner program that uses a Local Clinical Scientist Model. This model focuses on empirical derived knowledge and applies it to individuals, families, groups and local communities. The model also utilizes practice base evidence to enhance assessments and interventions.

Beginning in the first year, professional training placements are required to integrate classroom learning with practical experience. In the second year, PsyD students begin work on their clinical dissertations. Passing all preliminary examination subtests is required for advancement to doctoral candidacy. While continuing to integrate the skills and knowledge acquired in the first two years, students in the third year begin to focus more intensively on professional skills and more advanced professional training experiences. Also, work on the PsyD clinical dissertation proceeds. The PsyD dissertation is meant to demonstrate the student's ability to think critically about clinical and social issues and to make appropriate use of scientific knowledge and psychological research in professional practice. The dissertation may be an interpretive study involving a synthesis and analysis of existing literature relevant to a

clinical problem and requiring the development of the student's own ideas as to how the existing knowledge can be used to enhance clinical work. Other types of clinical dissertations include case studies, surveys, program evaluations, educational or clinical interventions, quantitative studies, and correlational studies on clinical variables. The program is designed to allow students to work toward completion of the dissertation in the third year prior to beginning the fourth year internship.

The standard PsyD curriculum is four years, but students may extend their time to take additional courses, complete research work, or spread their internship over two years. Approximately 35% complete the program in four years, while 65% elect to extend their education and training to five or more years.

### Program Competency Objectives

The CSPP San Francisco PsyD program has six specific training objectives intending to develop students and graduates who:

1. Are well grounded in the science of psychology.
2. Demonstrate competence in (a) relationship, (b) assessment, (c) intervention, (d) research and evaluation, and (e) broader professional roles, including consultation, education, management, and supervision.
3. Have the knowledge, skills and attitudes necessary to function professionally in a multicultural society.
4. Have professional problem-solving skills and attitudes essential for lifelong learning and scholarly inquiry.
5. Use ethical principles and legal standards as guides for professional practice, and self-evaluation as a basis for professional growth.
6. Are able to intervene, using multiple methods, with diverse populations across many settings and in changing and evolving contexts.

These competencies are formally and continually assessed within the framework of each didactic or experiential training component. Assessment tools include evaluations from instructional courses, doctoral dissertation evaluations, on-site practicum and internship evaluations, on-campus reviews of practicum and internship evaluations by the Office of Professional Training, the Professional Training Committee and PsyD faculty, Preliminary Examination scores, and Clinical Proficiency Progress Review Examinations. Also, the program engages in self-assessment to ensure that these competency objectives are met.

### Professional Training

The selection of professional training (practicum) placements for each student is guided by:

- CSPP's requirement for a broad range of diverse and rigorous professional training experiences;
- CSPP's commitment to education and training in multicultural competence;
- The rules and regulations of the California Board of Psychology, the body charged with the licensing of psychologists in the State of California; and
- The American Psychological Association's criteria for practicum and internship training.

A hallmark of the professional training program is the strong relationship maintained between CSPP and a host of agencies offering 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. Special features offered by the clinical program include:

- Supervisors experienced in a range of ethnically and culturally diverse populations;
- Supervisors utilizing a range of theory and techniques (including psychodynamic insight

-oriented, cognitive-behavioral, and family systems theory and practice);

- Child-family forensic practice and settings;
- Placements that provide excellent opportunities for clinical research using psychology in medical settings.

An important feature of the program is the process used to match students with professional training field placements that enable students to acquire and develop professional skills in their desired area(s) of interest. Students and professional training agencies engage in a carefully organized selection process in order to facilitate the most appropriate training opportunities while also providing each community agency with valuable and appropriate service. Faculty members maintain ongoing relationships with the professional training agencies, while students participate in clinical and ethical issues seminars that parallel their practica experiences. PsyD students engage in supervised practica experiences in the first, second and third years of their program. At the same time, students participate in a professional development seminar in the first year, in a Clinical and Ethical issues class in the second year, and an Advanced Clinical Seminar in the third. Students gain strong professional practice skills prior to graduation by the integration of professional training in the classroom with competent supervised professional experience in field placements.

Because of CSPP's large network of affiliated agencies, the school can offer professional training placements in community mental health clinics, hospitals and neuropsychiatric institutions, child guidance clinics, college counseling centers, residential treatment centers, forensic settings, pediatric psychology programs, school-based child treatment settings, and a host of other settings as well. The San Francisco campus places students in agencies throughout Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, and Solano counties. Additional placements are located in some counties outside the immediate Bay Area, including Napa, Sacramento, Santa Cruz, Sonoma, San Benito,

and Yolo counties. Students should not count on stipends to finance their studies because they are modest and relatively scarce, particularly at the practica level.

Students typically begin the required internship in their fourth year. Full-time internship options include APA-accredited or APPIC-member training programs, pursued through the national selection process, or local internship programs approved by CSPP faculty and the California Psychology Internship Council (CAPIC). Students have the option of completing the internship requirement in two years of sequenced half-time internship rotations in local internship programs approved by CSPP faculty and the California Psychology Internship Council (CAPIC).

### Credit for Previous Graduate Work

Entering students may be eligible to receive credit for previous graduate work up to a maximum of 30 units. To qualify, the applicant must:

1. Either have completed a master's degree in psychology or a closely related field or be currently enrolled in an APA-accredited doctoral program. (Examples of closely related fields include counseling, social work, school psychology, educational psychology, social psychology, developmental psychology, or experimental psychology).
2. Have completed and be able to verify 300 hours of supervised practicum or professional experience of a psychological nature.
3. Have received grades of "B" or better and the coursework must have been within seven years prior to entry. Coursework will be evaluated carefully to determine applicability toward waiver of certain first and second year requirements. Both content and number of units will be considered, and a course can be used only once for purposes of course waiver. For some courses, additional information, such as syllabi, copies of papers written for the course, and test batteries are required to

determine equivalency. To provide necessary information for timely evaluation, applicants must provide copies of graduate course syllabi and other supporting materials if available at the time of application or when coming to campus for an admissions interview.

When admitted with credit for previous work, the student must complete a minimum of 30-55 units (including specific core requirements) in residence prior to advancing to doctoral candidacy. Students entering with credit for previous work (CPW) will generally take two years to complete these requirements, sometimes with a moderated course load. CPW students have the option of taking some third-year requirements or electives during the first two years in the doctoral program. At the end of this period, students take preliminary examinations and are evaluated for advancement to doctoral candidacy. Students who have successfully advanced to doctoral candidacy will follow the PsyD curriculum beginning with the third year. A student receiving more than nine units of transfer credit into their degree program at Alliant are not eligible to apply for a master's degree from Alliant while en route to their doctoral degrees.

### Coursework

The PsyD program requires a minimum of 90 academic units (92 for the Forensic Family/Child Track) and 30 internship units. A minimum of 60 academic units is required pre-candidacy (first/second years) and a minimum of 30 academic units and 30 internship units is required post candidacy (third/fourth years).

#### First Year

- PSY 6011 PsyD Psychometrics, Statistics and Research Design (3 units)
- PSY 6012 PsyD Psychometrics, Statistics and Research Design (3 units)
- PSY 6121 Intercultural Awareness Development (1.5 units)
- PSY 6122 Intercultural Awareness Development (1.5 units)
- PSY 6501 Intellectual Assessment (2 units)
- PSY 6523 Advanced Psychopathology (3 units)

- PSY 6528 Observation and Interviewing (3 units)
- PSY 6541 PsyD Practicum I (8 hrs/wk, concurrent enrollment with PSY 6543/6544) (1 unit)
- PSY 6542 PsyD Practicum I (8 hrs/wk, concurrent enrollment with PSY 6543/6544) (1 unit)
- PSY 6543 Introduction to Professional Psychology (concurrent enrollment with PSY 6541/6542) (0 units)
- PSY 6544 Introduction to Professional Psychology (concurrent enrollment with PSY 6541/6542) (0 units)
- PSY 7112 History and Systems of Psychology (3 units)
- PSY 7504 Theory and Technique of Clinical Practice (3 units)

#### Second Year

- PSY 7003 PsyD Research Proposal Design (3 units)
- PSY 7004 PsyD Research Proposal Design (3 units)
- PSY 7502 Sociocultural Diversity (3 units)
- PSY 7504 Theory and Technique of Clinical Practice (3 units)
- PSY 7515 Psychodiagnostic Assessment (3 units)
- PSY 7516 Psychodiagnostic Assessment (3 units)
- PSY 7505 Clinical and Ethical Issues (2 units)
- PSY 7506 Clinical and Ethical Issues (2 units)
- PSY 7527 PsyD Practicum II (3 units)
- PSY 7528 PsyD Practicum II (3 units)

#### Third Year

- PSY 8531 Advanced Clinical Seminar (3 units)
- PSY 8532 Advanced Clinical Seminar (3 units)
- PSY 8537 PsyD Practicum III (3 units)
- PSY 8538 PsyD Practicum III (3 units)
- PSY 8553 Advanced Clinical Skills (6 units)
- PSY 8561 Supervision/Consultation/Management/Teaching (2 units)
- PSY 8566 Supervision/Consultation/Management/Teaching (2 units)
- PSY 8913 PsyD Clinical Dissertation (3 units)
- PSY 8914 PsyD Clinical Dissertation (3 units)

**Fourth Year**

PSY 9509 PsyD Internship (Full-time, 15 units)

PSY 9510 PsyD Internship (Full-time, 15 units)

Or

PSY 9525 APA Accredited Internship (15 units)

PSY 9526 APA Accredited Internship (15 units)

*Note: Students have the option of completing the internship requirement in two years of sequential, half-time internship rotations in local agencies*

**Other Requirements**

PSY 6514 Writing Workshop (2 units)

Students who fail the writing placement exam must complete a semester-long writing workshop.

PSY 6109 Human Development (2 units)

PSY 6105 Biological Aspects of Behavior (3 units, may substitute online course)

PSY 6101 Cognitive and Affective Bases of Behavior (2 units, may substitute online course)

PSY 6112 Social Bases of Behavior (2 units)

Preliminary Examinations – 2 subtests taken at end of second year, required for advancement to candidacy.

Clinical Proficiency Progress Review, taken at the end of the third year, must be passed before graduation.

45 hours of personal psychotherapy with a doctoral level licensed clinician is required before graduation.

The Clinical Dissertation must be completed before graduation.

See section below for modifications of the requirements shown above for students in Child and Family Track and Forensic Family/Child Track.

**Tracks**

The PsyD program requires a solid foundation in the theory and practice of clinical psychology for all students. Therefore, the initial phases of the curriculum address the basic areas of clinical psychology consistent with the guidelines of the American Psychological Association. Building upon this strong foundation, students may select coursework from Tracks or Emphasis Areas to begin preparation for their future professional roles. Tracks and Emphasis Areas focus on one or more of the following variables: special populations, specific problems, identified theories and techniques, and special settings. As described below, Tracks involve a greater commitment and more specialized training than do Emphasis Areas.

The San Francisco campus offers two Tracks within the Clinical PsyD program:

- Child and Family Psychology Track
- Forensic Family/Child Psychology Track

**Child and Family Psychology Track**

The Child and Family Track is designed for PsyD students who specifically intend to dedicate their careers to working primarily or exclusively with children, adolescents, and their families. In the Child and Family Track, about 50 percent of the student’s coursework and field training focuses on child and family issues, with the remainder focusing on adult-clinical and general psychology.

Applicants interested in being considered for the PsyD Child and Family Track will indicate their interest at the time of application. Those unable to be accommodated in the track due to space limitations will be considered for the Family/Child Emphasis Area in the general PsyD program. 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.

Students in this track have the same graduation requirements as those for the clinical PsyD program with the following modifications. In the first year, track students

take designated sections with an enhanced focus on child and adolescent issues in Observation and Interviewing, Intellectual Assessment, Advanced Psychopathology and a course focused on child development in the family life cycle (to meet the human development requirement). Also, they must complete the first-year Practicum in a Child/Family setting. In the second year, track students take designated sections of Clinical and Ethical Issues and Psycho-diagnostic Assessment. To meet the first and second year Theory and Technique of Clinical Practice requirement, track students take a child therapy course in year one and a family therapy course in year two.

In the third year, track students take specified sections of the Advanced Clinical Seminar and complete at least three units of the Advanced Clinical Skills requirement and at least two of the four units of the Supervision/Consultation/Management requirement from Child/Family selections. Either the second or third year practicum must be in a Child/Family setting involving families, children, or adolescents. The internship for Child/Family Track students must be in a setting where at least 50 percent of clients served are children, adolescents or families. In addition, the student’s clinical dissertation must focus on a Child/Family topic.

**Forensic Family/Child Psychology Track**

The Forensic Family/Child Track is designed for PsyD students whose career goals are to specialize in forensic and clinical work with children, adolescents and their families. A substantial portion of the students’ training will focus on psychological services to families and children and on the legal contexts in which these clients are involved, with the remainder focusing on adult-clinical and general psychology.

Applicants must indicate their interest in the PsyD Forensic Family/Child Track at the time of application. Space is limited, but those unable to be accommodated will be considered for the Family/Child Emphasis and can pursue forensic work through electives.

The track begins in the first semester and students are committed to remain in it until completion of the program. If students' career goals change, they must formally petition to transfer out of the track.

Students in this track have the same graduation requirements as other clinical PsyD students, with the following modifications. In the first two years, track students take designated sections in Observation and Interviewing, Intellectual Assessment, Advanced Psychopathology, Clinical and Ethical Issues, and Psycho-diagnostic Assessment. These designated sections offer track students an enhanced focus on forensic and family/child issues. Track students complete the first-year practicum in a child-related setting. Track students must take a child therapy course in the first year and a family therapy course in the second year to meet the Theory and Technique of Clinical Intervention requirements. A course focused on children's development in the family life cycle must be taken in the first year to fulfill the human development requirement. Track students also take a two-unit course entitled "Clinical Psychology and Law."

In the third year, track students take designated sections of Advanced Clinical Seminar. They complete the advanced clinical skills and the supervision/management/consultation requirements through the following specific courses: Court Consultation and Expert Witnessing; Disability, Law and Families; Legal Competencies; Families and Violence; and Child Custody Evaluation and Mediation. Either the second or third year practicum must be in a forensic setting involving families, children, or adolescents. The fourth year internship for Forensic Family/Child Track students must be in a setting where at least 25 percent of the work is in a forensic context with families, children, or adolescents. The student's clinical dissertation must focus on a forensic family/child topic.

### Emphasis Areas

- Family/Child Psychology
- Gender Studies (Psychology of Women, Men, Gender Roles and Sexual Orientation)
- Health Psychology
- Multicultural and Community Psychology
- Adult Psychotherapy

Students may affiliate with one or more emphasis areas, but are not required to do so. Approximately one-fifth of the students pursue a general program with no emphasis area affiliation. Students may also take electives from the organizational psychology program on a space-available basis.

Completion of an emphasis area includes an introductory class and specified sections of certain required courses in the first two years of the program, choices of emphasis area electives and electives in the later years of the program, a portion of the professional training experience (practicum/internship), and choice of dissertation topic. Students have the option of extending their doctoral program beyond the standard years to pursue additional emphasis area electives, clinical training, or research opportunities.

### Family/Child Psychology Emphasis Area

The Family/Child Emphasis Area is designed for PsyD students who have significant career interests in working with families, couples, children, and adolescents, but who do not intend to specialize primarily or exclusively in working with child or adolescent populations. In the emphasis area, about 20 percent of the student's coursework and field training typically focuses on family/child issues.

Students in the Family/Child Emphasis Area learn to provide a wide range of services including family therapy, child/adolescent therapy, child and family assessment, couples therapy, and community consultation. Special offerings include training in child custody evaluation, treatment of family violence, and treatment of diverse populations of couples and families. The general orientation of the

faculty integrates family systems and life-span individual development in the multicultural context.

Some major interests of the faculty include: family interaction and child psychopathology; healthy/competent families; gender and interaction in couples and families; couples' transition to parenthood; family and couples therapy process and outcome; Asian families; marital violence; child abuse; divorced and remarried families; family/law interface; interracial adoption; physical disability and family relations; lesbian/gay family issues; attachment throughout the life cycle; play therapy; narrative and solution-focused therapy; family and couples assessment; adults' care-giving of elderly parents; and families and health.

### Gender Studies Emphasis Area (Psychology of Women, Men, Gender Roles and Sexual Orientations)

The Gender Studies Emphasis Area unites students, faculty, and other members of the mental health community who hold a common interest in the psychology of women, men, gender roles, and lesbian/gay/bisexual/transgender issues. This emphasis area sponsors courses, colloquia, forums, advisement, clinical field placements, and research opportunities on these topics. The theoretical orientation of faculty members incorporates feminist, psychodynamic, family systems, and social psychological concepts.

One focus of this emphasis area is how gender role norms, socialization experiences, and social inequality in work and family life shape the lives of adult women and girls, as well as men and boys, in contemporary society. We are particularly interested in the mental health consequences of these social forces (for example, in problem areas such as eating disorders, depression, substance abuse, and domestic violence). Faculty members are involved in developing effective clinical services for women and men and producing psychological theory and research that accurately reflects women's and men's lives. Research interests of faculty include social

construction of gender, women's lifespan development, teen pregnancy, role strain for working women, and masculinity norms in different racial/ethnic/social class groups.

Another focus of this emphasis area is sexual orientation. Through curriculum, field placements, and research, students will learn about the lives and mental health needs of lesbians, gay men, bisexuals, and transgendered people. Faculty have research interests in gay/lesbian couples, relationships to family of origin and family of choice, parenting, identity, effects of homophobia, and developmental issues across the lifespan. Faculty members are involved in creating gay affirmative clinical services and HIV prevention programs. San Francisco provides unique opportunities for clinical and research projects on these topics.

### **Health Psychology Emphasis Area**

Health psychology is concerned with psychological factors related to health, illness, the health care system, health care policy, and health care providers. Students in the Health Psychology Emphasis Area are introduced to this emerging field which deals with the important psychological, behavioral, and social concomitants of physical symptoms, chronic and life threatening illness and rehabilitation. Faculty have interests in behavioral medicine, family systems medicine, consultation-liaison psychology, psychology's role in primary care, psycho-neuroendocrinology, psychopharmacology and the role of psychology in prevention and treatment of specific illnesses (cardiac disease, AIDS, cancer), health care policy, rehabilitation and disability.

Students combine relevant core or elective coursework, professional training placements, and research which develop knowledge, attitudes, and skills in preparation for advanced specialized education and training in postdoctoral programs and/or entry level positions in health psychology. Examples of health psychology courses include Introduction to Health Psychology, Clinical Medicine, Medical Family Therapy, Cognitive-Behavioral Approaches in Health Psychology,

Consultation in Health Settings, Neuropsychology, Psychopharmacology, Managed Care, Gerontology, Psychosocial Oncology, Pediatric Psychology, Biofeedback, and Hypnosis.

### **Multicultural and Community Emphasis Area**

The Multicultural and Community Emphasis Area provides course offerings that integrate knowledge, research, and intervention skills necessary for working with multicultural groups. Classes include core, elective, and independent study combined with multicultural professional training placements and internship training sites, as well as relevant research activities. Course offerings and areas of focus complement existing emphasis areas so that students can combine the multicultural and community emphasis with another emphasis area (e.g., ethnic minority families, substance abuse among ethnic minority adolescents, or health and mental health services utilization among Chinese Americans). Enrollment in research proposal design seminars and collaboration on dissertation research is encouraged. Students are also urged to develop skills in working with one or more multicultural groups, including the capability to use languages other than English, thereby enhancing the provision of psychological services and information.

### **Adult Psychotherapy Emphasis Area**

Our special strength in the Adult Psychotherapy Emphasis Area is our respect for and dialogue about the major orientations in the field today: psychodynamic, family systems, and cognitive behavioral. The Faculty is conversant in these three orientations, as reflected in their research, practice, and teaching. In addition, many core and most adjunct faculty maintain a current psychotherapy practice and are able to bring immediacy to their teaching about psychotherapy.

Students choose this emphasis area because they want adult psychotherapy to be the major area of their professional identity and practice. The curriculum includes basic and

advanced courses in assessment, formulation and treatment planning. Later in their program, students can take more specialized courses in one theoretical orientation, which includes the opportunity to present and discuss their current clinical work. Field placements include opportunities for a wide variety of populations, problems and settings in which adult psychotherapy is practiced.

### **Doctoral Respecialization Program**

The Doctoral Respecialization Program (DRP) is designed for students who have already earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with the goal of becoming a license-eligible psychologist. A specialized curriculum is individually designed, based upon the student's background, which includes both academic work and clinical training experiences. Most students complete the program in two years, but in some cases prior academic work adaptable to our curriculum in clinical psychology is sparse, and thus students require three years.

Typical course requirements for a respecialization student include Clinical and Ethical Issues, Theory and Technique of Clinical Practice, Intellectual Assessment, Psychodiagnostic Assessment, Advanced Clinical Seminar, and Advanced Clinical Skills courses. Depending upon the individual's background, additional courses, such as Advanced Psychopathology, Observation and Interviewing, Sociocultural Diversity, and Supervision/Consultation/Management, may be required. A major focus of the DRP program is the required two years of supervised professional experience (in qualified practicum or internship agencies) of approximately 20 hours per week. Courses covering California licensure requirements (e.g., child abuse, human sexuality, chemical dependency, domestic violence, and aging and long term care) are recommended in the DRP curriculum. This training experience can be applied to licensure requirements (see note below). DRP students must also pass the Clinical Proficiency Progress Review, an examination based on clinical case



presentation and are encouraged to seek personal psychotherapy.

DRP students seeking licensure in California are responsible for:

1. Determining with the Board of Psychology that their prior doctoral degree meets the requirements for licensure.
2. Registering with the Board of Psychology before beginning clinical training hours through CSPP to ensure that the hours will be counted towards the postdoctoral requirements for licensure.

### Clinical PsyD Program Faculty: San Francisco

Core faculty for the San Francisco PsyD program are listed below:

**Diane Adams, PhD**, Associate Professor

**Stephen Blum, PhD**, Professor

**Edward Bourg, PhD**, Professor

**Alison Cerezo, PhD**, Assistant Professor

**Tai Chang, PhD**, Associate Professor

**Eddie Yu-Wai Chiu, PhD**, Assistant Professor

**Michael Connor, PhD**, Professor

**Harriet Curtis-Boles, PhD**, Associate Professor

**Samuel Gerson, PhD**, Professor

**Frederick Heide, PhD**, Associate Professor

**Valata Jenkins-Monroe, PhD**, Professor and Program Director

**Gerald Michaels, PhD**, Associate Professor

**Valory Mitchell, PhD**, Professor

**Yuki Okubo, PhD**, Assistant Professor

**Rhoda Olkin, PhD**, Distinguished Professor

**Elena Padron, PhD**, Assistant Professor

**Patrick Petti, PhD**, Assistant Professor

**Alan Swope, PhD**, Professor

**Daniel Taube, PhD, JD**, Professor

**Christopher Tori, PhD**, Professor Emeritus

**Randall Wyatt, PhD**, Associate Professor

**Diane Zelman, PhD**, Professor

For a detailed description of program faculty background, research, and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### APA Education and Training Outcomes

The CSPP San Francisco Clinical Psychology PsyD program is accredited by the American Psychological Association (APA) (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition
- Licensure

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view these data.

### Clinical Psychology: PhD Program, San Francisco

#### A Scholar-Practitioner Program

The PhD Program prepares scholar practitioners for the 21st century. Infused with social justice concerns in a multicultural and global context, our program educates students both to conduct clinically relevant research and to become broadly trained practitioners. We believe that effective clinical psychologists are responsive to the broader social contexts within a framework of sound clinical knowledge and experience. We provide students with the knowledge, skills, and professional attitudes necessary to evaluate psychological functioning and provide effective interventions with diverse clients across a range of settings. We infuse multicultural perspectives throughout our curriculum, offer courses focusing on diverse populations, and provide clinical practica (field placements) that offer exposure to a range of client populations.

The PhD program has full accreditation from the Commission on Accreditation of the American Psychological Association (750 First Street NE, Washington, DC 20002-4242; Phone: 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)). Faculty members are

committed to the integration of applied research and professional practice across the fields of trauma, eating disorders, substance abuse, gender roles, racial/ethnic identity, LGBT issues, health psychology, program evaluation, and mental health service delivery for children, adolescents, adults, and families. They serve as role models across a diverse range of theoretical orientations, research methodologies and topics, cultural backgrounds, practice experience and as leaders in psychology at the community, state, and national levels.

The program is designed to address all five levels of the biopsychosocial model of human functioning: biological, psychological, familial, community, and sociocultural aspects. We encourage students to develop a personal integration of contemporary psychodynamic, cognitive-behavioral, family systems, and multicultural 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 these orientations by selecting sections of required courses, elective courses, field placements (practica), and supervisors that emphasize a specific theoretical orientation in therapy.

The cornerstone of the PhD program's research training is a series of PhD Research Seminars: small groups that include a member of the program faculty and students at various levels in the program addressing research questions within the faculty member's areas of research interest and expertise. All students enroll in a research seminar during the second semester of their first year and continue in the seminar until they complete a dissertation proposal. In these seminars, students work initially on a First Research Project and subsequently on a PhD Dissertation.

The First Research Project provides entering students with experience working on a research project from start to finish. It culminates at the end of the students' second year with a paper that they submit to their seminar instructor and a poster that they present at the annual campus research conference. More advanced students use the

seminar as a framework for designing and getting feedback on their dissertation proposal and working toward completing their research.

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 on the basis of students' interests and preferences and their match with faculty preferences and expertise. In past years, a majority of students have been placed into their first choice seminar, but we cannot guarantee that this will be the case for all students.

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, students may extend their time to take additional courses, complete research work, or spread their internship over two years (usually, the fifth and sixth years). Students must complete a minimum of 60 units including all the first and second year courses, finish their First Research Project, and pass all preliminary examination subtests before advancing to doctoral candidacy.

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 PhD clinical 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 LCSW or LMFT). Upon request, the PhD program can provide a list of moderate fee psychotherapists in the community. Students who experience emotional difficulties that interfere with performance in the program may be required to receive psychotherapy (at their own expense) as a way to address these problems.

### Goals and Objectives

The PhD program has adopted a series of goals and objectives designed to implement its philosophy. The objectives include attitudes, knowledge, and skills that students are expected to achieve by the time they graduate from the program and subsequent attitudes, practices, and professional achievements graduates are expected to report. The objectives 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 objectives.

**Goal 1.** To prepare students to be effective professional psychologists who are skilled at evaluating psychological functioning and providing effective interventions with diverse clients across a range of settings

**Objective 1:** We expect students to develop broad theoretical and scientific knowledge in foundational areas that provide the basis for the effective practice of clinical psychology.

**Objective 2:** We expect students to learn to integrate research finding and clinical literature with clinical practice.

**Objective 3:** We expect students to develop an understanding of psychopathology and psychological assessment and to apply such knowledge in the evaluation of psychological functioning in a variety of settings with diverse populations.

**Objective 4:** We expect students to develop an understanding of the efficacy and modes of application of psychological interventions in a variety of settings with diverse populations.

**Goal 2.** To educate students to conduct applied research and to contribute to the knowledge base of psychology

**Objective 5:** We expect students to develop research skills and knowledge and the ability to review, synthesize and evaluate empirical research.

**Objective 6:** We expect students to develop skills as an independent researcher and the ability to contribute new knowledge to the field of psychology.

**Goal 3.** To prepare students to be ethical and responsible professional psychologists who are committed to lifelong learning and productivity

**Objective 7:** We expect students to develop an understanding of the legal, ethical and professional principles of clinical psychology and how to apply these principles in research and practice.

**Objective 8:** We expect students to develop attitudes and skills essential for lifelong learning and productivity.

### Professional Training (Practicum and Internship)

The selection of professional training (practicum) placements for each student is guided by:

- CSPP's requirement for diverse and rigorous professional training experiences,
- The rules and regulations of the California Board of Psychology, the body charged with the licensing of psychologists in the State of California, and
- 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.

An important feature of the program is the process used to match students with a professional training agency that will enable students to acquire and develop professional skills in their desired area of specialization. Students and professional training agencies engage in a carefully organized selection process in order to facilitate the most appropriate training opportunities while also providing each community agency with valuable and appropriate service. Faculty members maintain ongoing relationships with professional training agencies, while students participate in clinical and ethical issues seminars that parallel their practicum experiences. This approach helps facilitate thoughtful supervision and integrates field placement clinical experience and on-campus classroom learning so that students gain strong professional practice skills prior to graduation.

Because of CSPP's large network of affiliated agencies, the school can offer professional training placements in community mental health clinics, adult outpatient services, hospitals, neuropsychiatric institutions, infant-parent programs, child and adolescent guidance clinics, college counseling centers, family service agencies, residential treatment centers, forensic settings, pediatric psychology programs, school-based settings, substance abuse treatment centers, and programs serving predominantly African American, Asian American, and Latino populations. The San Francisco campus places students in agencies throughout Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, and Solano counties. Additional placements are located 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 internship in the fifth year. Full-time internship options include APA-accredited or APPIC-member training programs, pursued through the national selection process, or

California-based internship programs approved by CSPP faculty and the California Psychology Internship Council (CAPIC). Students also have the option of completing the internship requirement for the PhD program by completing two half-time internships over a two-year period in local agencies approved by CSPP and CAPIC.

### Credit for Previous Graduate Work

Entering students may be eligible to receive credit for previous graduate work up to a maximum of 30 units.

1. To be considered for credit in our program students' graduate coursework:
  - (a) Must have been taken from a regionally accredited master's or doctoral program.
  - (b) Must have been completed prior to the student's entry to our doctoral degree program.
  - (c) Must have resulted in grades of B or better and have been completed within the last seven years.
2. Students' graduate coursework will be compared and evaluated on a course by course basis against courses in our PhD program curriculum to establish that the courses previously taken are equivalent to the courses we offer. To provide necessary information for timely evaluation, applicants must provide copies of graduate course syllabi and other supporting materials, if available, at the time of application or when coming to campus for an admissions interview.
3. The following graduate level courses offered at CSPP in San Francisco will be considered for credit for previous work: Social Bases of Behavior; Cognitive and Affective Aspects of Behavior; Biological Bases of Behavior and Psychopharmacology; Human Development; History and Systems; Advanced Psychopathology; Observation and Interviewing; Principles of Psychotherapy; and Intellectual Assessment.

4. Students who have completed an empirical master's thesis in psychology may be able to get credit for the first semester of the Research Seminar and waive the First Research Project. To do so, they must submit a copy of their thesis (in English) to the Program Director so that it can be evaluated by program faculty. All students must enroll in a research seminar beginning their second semester in the program.

### Coursework

The PhD program requires a minimum of 120 academic units and 30 internship units. 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). Core requirements are listed below for each year. In addition, taking courses listed under "other requirements" and completing electives are necessary for a student to meet the minimum overall units for graduation.

#### First Year

PSY6016	PhD Research Seminar I (3 units)
PSY6021	Advanced Statistics I (3 units)
PSY6022	Advanced Statistics II (3 units)
PSY6026	Psychometrics & Research Design (3 units)
PSY6109	Human Development (3 units)
PSY6121	Intercultural Awareness Development (1.5 units)
PSY6122	Intercultural Awareness Development (1.5 units)
PSY6501	Intellectual Assessment (2 units)
PSY6518	Principles of Psychotherapy (3 units)
PSY6523	Advanced Psychopathology (3 units)
PSY6528	Observation and Interviewing (3 units)

**Second Year**

- PSY6112 Social Bases of Behavior (3 units)
- PSY7013 PhD Research Seminar I (3 units)
- PSY7014 PhD Research Seminar II (3 units)
- PSY7504 Theory & Technique of Clinical Practice\* (3 units)
- PSY7504 Theory & Technique of Clinical Practice\* (3 units)
- PSY7505 Clinical and Ethical Issues (2 units)
- PSY7506 Clinical and Ethical Issues (2 units)
- PSY7515 Psychodiagnostic Assessment (3 units)
- PSY7516 Psychodiagnostic Assessment (3 units)
- PSY7525 PhD Practicum I (16 hrs/week) (2 units)
- PSY7526 PhD Practicum I (16 hrs/week) (2 units)

**Other Requirements**

- PSY 6514 Writing Workshop (classroom course, 2 units)
- or
- GEN1004 Writing Workshop (online course through Continuing Education Division) or passage of Diagnostic Writing Exam – required for advancement to candidacy.
  - PSY6101 Cognitive and Affective Bases of Behavior (2 units) – recommended to be taken in first two years.
  - PSY6105 Biological Aspects of Behavior and Psychopharmacology (3 units) – recommended to be taken in first two years.

Preliminary Examinations (data analysis; article review; ethics; assessment) – given at end of first and second years and required for advancement to candidacy.

First Research Project – must be completed before advancement to candidacy.\*\*

**Third Year**

- PSY8005 PhD Research Seminar III (3 units)
- PSY8006 PhD Research Seminar III (3 units)
- PSY8531 Advanced Clinical Seminar (3 units)
- PSY8532 Advanced Clinical Seminar (3 units)
- PSY8535 PhD Practicum II (16 hrs/week) (3 units)
- PSY8536 PhD Practicum II (16 hrs/week) (3 units)

**Fourth Year**

- PSY9927 PhD Research Seminar IV\*\* (3 units)
- PSY9928 PhD Research Seminar IV\*\* (3 units)
- PSY9925 Doctoral Dissertation (Prerequisite: completion of first research project) (7 units)
- PSY9926 Doctoral Dissertation (Prerequisite: completion of first research project) (7 units)

**Fifth Year**

- PSY9519 Internship (One Year Full-time)\*\*\* (30 units for the year)
  - PSY9520 Internship (One Year Full-time)\*\*\*
- or
- PSY9525 APA Accredited Internship (One Year Full-time)\*\*\* (30 units for the year)
  - PSY9526 APA Accredited Internship (One Year Full-time)\*\*\* (30 units for the year)

**Other Requirements**

- PSY7112 History & Systems (3 units) – to be taken in Year 3 or 4.
- PSY7502 Sociocultural Diversity (3 units) – to be taken in Year 3 or 4.
- PSY8007 Advanced Research Methodology (3 units) – to be taken in Year 3 or 4.
- PSY8561 Consultation (1 unit) – to be taken in Year 3 or 4.
- PSY8564 Supervision (1 unit) – to be taken in Year 3 or 4.

8 units of electives (PSY6514 cannot be counted towards elective credits)

Clinical Proficiency Progress Review (CPPR) given in Year 3 – must be passed before graduation

**Recommended**

Personal psychotherapy (individual, group, couple, family, or a combination) on a weekly basis at some point during graduate training.

*\*Two different 3-unit sections are required. Choose among cognitive-behavioral, family systems, and psychodynamic. A third Theory & Technique course may be taken as an elective.*

*\*\*Failure to complete First Research Project and/or dissertation proposal orals in timely manner may result in additional cost and time in program.*

*\*\*Two years of half-time internship rotations may be substituted beginning in the Year 5.*

**Our Special Strengths within the Larger Field of Clinical Psychology**

All of our PhD clinical students receive generalist training in the foundational areas of psychology and clinical psychology in accordance with the accreditation guidelines of the American Psychological Association. Also, each of our course offerings is infused with multicultural content, and awareness of diversity issues is central to our philosophy of clinical and research training.

In addition, our program has special strengths (3 or more core faculty with high levels of expertise) in each of the following more specialized areas of clinical psychology:

- Family/Child/Adolescent Psychology
- Gender Studies (Psychology of Women, Men, and Lesbian/Gay/Bisexual/Transgender)
- Health Psychology
- Multicultural and Community Psychology

Each of these areas of special strength is described below in terms of educational offerings for students.

### Family/Child/Adolescent Psychology

Although all of our students receive extensive preparation for clinical work with adult populations, about 35% to 40% of our incoming students each year identify strong interests in family/child/adolescent (FCA) psychology. These students typically choose our program because we provide a wider range of such courses and practica than many other clinical psychology programs. 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).

For students interested in pursuing FCA internships and careers after graduation, we recommend that they take advantage of specific offerings in our program. The core of these learning experiences includes: (1) basic coursework (child psychopathology, child assessment, child psychotherapy, family therapy); (2) a one-year practicum (field placement) in an FCA setting; (3) PhD Research Seminar with a focus on FCA research; (4) dissertation research on an FCA topic; and (5) an internship focusing on FCA populations. We also offer varying electives in areas such as child custody evaluation, pediatric health psychology, couple therapy, narrative family therapy, consultation with child/family agencies, supervision of child/family therapy, treatment of family violence, lesbian/gay couple and family issues, infant assessment, and adolescents in therapy. Seven of the clinical PhD Research Seminars are led by faculty members with expertise in various FCA psychology topics (Professors Casey-Cannon, Garcia-Shelton, Green, Henderson, Ja, Morales, Porter, Samuelson, and Werner). Students have the option to take as few or as many of these extensive FCA offerings as fit their personal career goals.

### Gender Studies

#### (Psychology of Women, Men, Gender Roles, and Lesbian, Gay, Bisexual, and Transgender Issues)

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 (LGBT) 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 eating disorders, depression, substance abuse, domestic violence, health-related behaviors, and aspects of emotional intelligence). Research interests of faculty include social construction of gender; women's lifespan development; role strain for working women; mental health effects of norms for masculinity in different racial, ethnic, and social class groups; utilization of birth control; identity development of gay/bisexual men of color; HIV prevention in gay/bisexual populations; and LGBT couple, family of origin, and parenting issues.

In conjunction with the PsyD program on our campus, courses are offered on topics such as Women's Lifespan Development, Men in Therapy, Domestic Violence, Feminist Approaches to Supervision, and LGBT Couples and Families. Also, San Francisco provides unique opportunities for clinical and research projects on these topics. The university's Rockway Institute for LGBT Research, Education, and Public Policy is led by a faculty member in the San Francisco PhD program.

Students may select a practicum specifically focusing on LGBT issues (e.g., New Leaf Services in San Francisco or the Pacific Center in Berkeley) or gender-related issues such as intimate partner violence or child sexual abuse.

Six of our PhD Research Seminars are led by faculty members whose areas of research expertise include gender studies (Professors Casey-Cannon, Ducker, Green, Henderson, Porter, Morales, and Werner)

### 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 and cardiovascular disease); psychopharmacology; families and health; psychological aspects of immune and endocrine system functioning; recovery and rehabilitation following illness or physical trauma; psychosocial aspects of disability; and neuropsychology. A number of students choose our program because San Francisco has a wide range of research and field placement opportunities for students interested in health psychology. Faculty members in the PhD clinical program are involved in local public health efforts including education, advocacy, program evaluation, and prevention programs.

For understanding and treating individuals in medical settings, we recommend that students take sections of required courses (Clinical & Ethical Issues; Advanced Clinical Seminar) that emphasize skills in cognitive-behavioral therapy and family systems therapy. We also recommend that students take electives in Neuropsychological Assessment, Psychopharmacology, Consultation in Primary Care Settings, and Pediatric Consultation and sections of Advanced Clinical Skills that relate to psychology and medicine. To gain clinical experience in medical settings, it is recommended that students take a one year practicum (field placement) in a health psychology setting (such as the San Francisco Veterans Administration Hospital, Children's Hospital and Research Center in Oakland, or other medical settings affiliated with CSPP's field placement office of professional training).

Some PhD faculty members have a strong background in health psychology research and are able to 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 has expertise in an area of health psychology research (Professors Ducker, Garcia-Shelton, Ja, Morales, Tiet, and Samuelson).

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.

### **Multicultural and Community Psychology**

Besides 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. These include Intercultural Awareness (a first year course) and multiple sections of a course called Sociocultural Diversity, each of which focuses on a different racial/ethnic minority group (e.g., Asian American, African American, and Latino).

In addition, San Francisco has a wealth of multicultural field placements (practicum) and internships, as well as relevant research opportunities that enable students to gain special expertise in working with specific racial/ethnic groups (e.g., Chinatown Child Development Center, La Familia).

Faculty areas of research expertise include substance abuse among Asian American and Latino adolescents; health and mental health services utilization among Chinese Americans; Latino identity development; HIV prevention programs for African American and Latino

gay/bisexual men; career aspirations of ethnic minority female adolescents and young adults; and African American, Asian American, and Latino family functioning. Most significantly, most of the PhD Research Seminars are led by instructors with research expertise in multicultural topics (Professors Casey-Cannon, Garcia-Shelton, Green, Henderson, Ja, Morales, Porter, and Tiet).

### **Program Evaluation, Organizational Assessment, and Consultation**

Several of our program faculty have expertise in the areas of program evaluation, organizational assessment, and consultation in mental health, community settings, and other business settings. In addition, students in the PhD clinical program are able to take courses in organizational studies at Alliant International University's Marshall Goldsmith School of Management, which also offers doctoral degrees on the San Francisco campus. These might include courses in organization consultation or organizational intervention. Relevant to this focus, all clinical PhD students do coursework in Social Bases of Behavior, which includes an introduction to the underpinnings of organizational psychology. They also are able to take advanced clinical courses in Grant Writing and in Program Evaluation. In addition, a background in systems theory (as taught in the Theory and Technique: Family Systems course) is often beneficial to organizational consultants.

Most importantly, in this area of clinical psychology, four of the PhD Research Seminars in the clinical PhD program are led by faculty members with special expertise in program evaluation or consultation (Professors Ducker, Ja, Morales, and Werner). In combination with the extensive course offerings of the of the Marshall Goldsmith School of Management, this set of training experiences helps prepare students for postdoctoral positions in mental health services administration and related roles as consultants and program evaluators for organizations.

### **Doctoral Respecialization Program**

The Doctoral Respecialization Program (DRP) is designed for students who have already earned a doctorate in another area of psychology and wish to respecialize in clinical psychology, usually with the goal of becoming a license-eligible psychologist. A specialized curriculum is individually designed, based upon the student's background, which includes both academic work and clinical training experiences. Most students complete the program in two years, but in some cases prior academic work adaptable to our curriculum in clinical psychology is sparse, and thus students require three years.

Typical course requirements for a respecialization student include Clinical and Ethical Issues, Theory and Technique of Clinical Practice, Intellectual Assessment, Psychodiagnostic Assessment, Advanced Clinical Seminar, and Advanced Clinical Skills courses. Depending upon the individual's background, additional courses, such as Advanced Psychopathology, Observation and Interviewing, Sociocultural Diversity, and Supervision/Consultation/Management, may be required. A major focus of the DRP program is the required two years of supervised professional experience (in qualified practicum or internship agencies) of approximately 20 hours per week. Courses covering California licensure requirements (e.g., child abuse, human sexuality, chemical dependency, domestic violence, and aging and long term care) are recommended in the DRP curriculum. This training experience can be applied to licensure requirements (see note below). DRP students must also pass the Clinical Proficiency Progress Review, an examination based on clinical case presentation and are encouraged to seek personal psychotherapy.

DRP students seeking licensure in California are responsible for:

1. Determining with the Board of Psychology that their prior doctoral degree meets the requirements for licensure.
2. Registering with the Board of Psychology before beginning clinical training hours through CSPP to ensure that the hours will be counted towards the postdoctoral requirements for licensure.

### **Clinical PhD Program Faculty: San Francisco**

Core faculty for the PhD program are listed below:

**Shannon Casey-Cannon, PhD**, Assistant Professor

**Dalia Ducker, PhD**, Professor

**Linda Garcia Shelton, PhD**, Visiting Professor

**Robert-Jay Green, PhD**, Distinguished Professor

**Sheila J. Henderson, PhD**, Visiting Associate Professor

**Davis Ying Ja, PhD**, Professor

**Michael Loewy, PhD**, Associate Professor and Program Director

**Eduardo Morales, PhD**, Distinguished Professor

**Natalie Porter, PhD**, Professor

**Kristin Samuelson, PhD**, Assistant Professor

**Quyen Tiet, PhD**, Assistant Professor

**Paul Werner, PhD**, Professor

For a detailed description of program faculty background, research, and practice interest, please see the alphabetical listing of faculty for the California School of Professional Psychology at the end of the catalog.

### **Scholarships, Research Assistantships, Teaching Assistantships**

#### **APA Education and Training Outcomes**

The CSPP San Francisco Clinical Psychology PhD program is accredited by the American Psychological Association (APA) (750 First Street NE, Washington, DC 20002-4242; Phone 202-336-5979; Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)) and publishes the following outcome data as required by APA:

- Time to Completion
- Program Costs
- Internship Placement Rates
- Attrition
- Licensure

Please visit the "About CSPP Programs" section of our website ([www.alliant.edu/cspp](http://www.alliant.edu/cspp)) to view these data.

### **Clinical Psychology: PsyD Program, Hong Kong**

#### **A Scholar-Practitioner Program**

The CSPP Clinical Psychology PsyD program in Hong Kong, offered in association with the School of Continuing and Professional Education (SCOPE), City University of Hong Kong, is designed to train doctoral level psychologists to provide psychotherapy and other applications of clinical psychology to individuals seeking such services in Hong Kong.

The program aims to provide a truly international and culturally competent approach to education drawing on the worldwide work being done in psychology, interpreting that work to benefit psychological service provision in Hong Kong and its region. The program curriculum integrates Western and Asian psychological theory, research, and application pertaining to clinical psychology, assessment, and psychological intervention with adults, children, and families. The program also provides a model of education and training for psychologists in Hong Kong that emphasizes practice, and the successful

integration of research to practice in order to prepare individuals to work within the Hong Kong mental health delivery system. The curriculum provides the scientific foundations of psychology and the hands-on skills a practitioner needs. The PsyD dissertation is meant to demonstrate the student's ability to think critically about clinical and social issues and to make appropriate use of scientific knowledge and psychological research in professional practice.

The program is designed to be completed in four years with a mixture of regular classes, intensive short courses, online courses, and supervised field work. Schedules are designed to accommodate working professionals. The normal study period is four years, with the maximum period to be extended to six years. Teaching staff are drawn from both CSPP and the professional psychological community in Hong Kong.

#### **Program Aims and Objectives**

Students in the Clinical PsyD Program in Hong Kong must demonstrate a mastery of knowledge/ research/practice-based skills based on the NCSPP competencies in clinical psychology. They are expected to develop knowledge and skills in the following areas in the context of psychological needs of the Hong Kong population and the Hong Kong mental health service delivery system.

- 1) Relationship: Students will be able to develop and maintain a constructive working alliance with clients including groups and organizations.
- 2) Assessment: Students will be able to describe, conceptualize, characterize, and predict psychological functioning of clients.
- 3) Intervention/Consultation: Students will be able to promote, restore, sustain, or enhance positive functioning and a sense of well being in clients through preventive, developmental, therapeutic or remedial services.
- 4) Research/Evaluation: Students will be able to integrate research findings and clinical literature with clinical practice.

- 5) Management/Supervision: Students will be able to direct and organize the services that psychologists and others offer to the public and be able to supervise other psychologists/psychologists in training.
- 6) Scientific foundations of psychology: Students will have broad theoretical and scientific knowledge in the foundational areas of psychology that provide the basis for effective practice.
- 7) Ethnic and Legal Issues: Students will be ethical and responsible professional psychologists committed to lifelong learning and productivity.
- 8) Diversity: Students will have the knowledge, skills, and attitudes necessary to function professionally and competently in a multicultural/international society.

### Structure of the Degree

The clinical PsyD program consists of 120 units, including a dissertation and an internship of at least 1500 hours. Those entering with a master's degree in a related field would normally receive 9-12 credits toward the clinical PsyD.

### Live Classroom Courses

Each course normally consists of 3 credits. Each credit normally consists of 15 hours of contact time plus an additional 60 hours of associated study time, including written assignments and other projects submitted for evaluation. The courses are presented in several different formats. Some, taught by adjunct faculty based in Hong Kong, are delivered on weekday evenings at the City University of Hong Kong. Others, taught by US-based faculty, are delivered on an intensive basis over two successive weekends (Friday evening, Saturday and Sunday), with some prior preparation required. Still other courses will be delivered online.

### Practica and Internships

**Practicum:** Students must have at least 950 practicum hours. Practica placements are spread over a period of 20 weeks. Students work 12 practicum hours per week.

**Internship:** Students must have 1500 internship hours. These hours can be completed in 2 years with students working 20 hours per week and thus undertaking a half-time internship. This time frame is expected to enable students to continue to work while they obtain internship hours. Direct service must be 25% of total internship hours.

During the practicum and internship, there is an on-site supervisor or an external clinical supervisor providing individual supervision. There is also a group supervisor providing group supervision every two weeks and an American licensed PhD psychologist providing group supervision via video-conferencing every other week.

### Dissertation

The dissertation may be an interpretive study involving a synthesis and analysis of existing literature relevant to a clinical problem and requiring the development of the student's own ideas as to how the existing knowledge can be used to enhance clinical work. Other types of clinical dissertations include case studies, surveys, program evaluations, educational or clinical interventions, quantitative studies, and correlational studies on clinical variables. The program is designed to allow students to complete the dissertation in the third year prior to the beginning of the fourth year internship.

### Library and Learning Resources

Library services are provided locally by City University of Hong Kong, and there is a dedicated PsyD book collection for the exclusive use of PsyD participants in SCOPE.

Participants also have access to the Alliant International University collection of electronic journals and resources via the Internet.

### Course Descriptions

#### Year 1 Courses

- PSY 6011 Psychometrics, Statistics and Research Design I (3 units)
- PSY 6012 Psychometrics, Statistics and Research Design II (3 units)
- PSY 6523 Advanced Psychopathology (3 units)
- PSY 6121, 6122 Intercultural Awareness Development (3, 3 units)
- PSY 6528 Observation and Interviewing (3 units)
- PSY 7515 Psychodiagnostic Assessment I (3 units)
- PSY 7516 Psychodiagnostic Assessment II (3 units)
- PSY 6140 Lifespan Development (3 units)
- PSY 7504 Theory and Technique of Clinical Practice: Cognitive/Behavioral (3 units)

#### Year 2 Courses

- PSY 7112 History and Systems of Psychology (3 units)
- PSY 6101 Cognitive and Affective Bases of Behavior (3 units)
- PSY 7504 Theory and Technique of Clinical Practice: Psychodynamic (3 units)
- PSY 7504 Theory and Technique of Clinical Practice: Family Systems (3 units)
- PSY 7003, 7004, 7005, 7006 PsyD Research Proposal Design I (3 units)
- PSY 7003, 7004, 7005, 7006 PsyD Research Proposal Design II (3 units)
- PSY 6541, 6542 PsyD Practicum 1a (3 units)
- PSY 6541, 6542 PsyD Practicum 1b (3 units)
- PSY 6105 Biological Bases of Behavior (3 units)
- PSY 6220 Professional Ethics and the Law (3 units)



## Year 3 Courses

- PSY 7920 Issues in Chinese Psychology (3 units)
- PSY 7921 Theory and Technique of Chinese Clinical Practice (3 units)
- PSY 8552 Advanced Clinical Skills (Theory and practice of analytical psychology) (3 units)
- PSY 8553 Advanced Clinical Skills (psychopharmacology) (3 units)
- PSY 8555 Advanced Clinical Skills (Neuropsychology) (3 units)
- PSY 8901 PsyD Project I (3 units)
- PSY 8902 PsyD Project II (3 units)
- PSY 7527, 7528 PsyD Practicum 1c (3 units)
- PSY 7527, 7528 PsyD Practicum 1d (3 units)
- PSY 9505, 9506 PsyD Pre-doctoral Internship I (15 units)

## Year 4 Courses

- PSY 9507, 9508 PsyD Pre-doctoral Internship II (15 units)
- PSY 8531 Advanced Clinical Seminar I (3 units)
- PSY 8532 Advanced Clinical Seminar II (3 units)

## Clinical PsyD Hong Kong Faculty

### Core CSPP Faculty Teaching in the HK PsyD Program:

For a detailed descriptions of core Hong Kong faculty backgrounds, research and practice interests, please see the alphabetical listing for the California School of Professional Psychology faculty at the end of the catalog.

**Diane Adams, PhD**

**Benjamin Caldwell, PsyD**

**Tai Chang, PhD**

**Eddie Yu-Wai Chiu, PhD**

**Morgan Sammons, PhD**

**Ronald Teague, PhD**

**Scott Woolley, PhD**

**Diane Zelman, PhD**

### Hong Kong Based Faculty:

**Geoffrey Blowers, PhD**

**Iris Chau, PhD**

**Gerald Lui, PhD**

**Mary Poon, PsyD**

**Charlotte Tang, PhD**, Assistant Program Director

**Erica Liu Wollin, PhD**

**Mark Yang, PsyD**, Interim Director of Training

### Other Program Faculty:

**Stephen Cheung, PsyD**

**James Chipps, PhD**

**Laurie Edwards, PhD**

**Alex Leung, PhD**, Program Director

**Irving Leung, EdD**

**Thomas McGee, PhD**

**Becky Newman, PsyD**

**Doug Seiden, PhD**

**Chris Tori, PhD**

**Amy Watt, PhD**

For detailed descriptions of program faculty backgrounds, research, and practice interests, please see the alphabetical listing of Clinical Psychology: PsyD Program, Hong Kong faculty for the California School of Professional Psychology at the end of the catalog.

## Post-Doctoral Master of Science in Clinical Psychopharmacology

The California School of Professional Psychology at Alliant International University developed the nation's first Postdoctoral Master of Science Program in Clinical Psychopharmacology. Since its inception in 1998, our students and graduates, as well as state and national professional organizations, look to us as leaders in the field. More than 400 psychologists in 32 states have graduated or are currently enrolled in our program.

Students participate in classes by attending in person at one of our videoconference sites, but students who live more than 100 miles from a classroom site can participate over a toll-free conference call line. These students receive class material electronically, and then participate via the telephone conference. In addition to our classroom sites in California and Baton Rouge, Louisiana, several other states are currently meeting with us to discuss our providing training to psychologists in their states.

In 2004, Louisiana became the second state to grant prescription authority to psychologists. The first 50 Louisiana psychologists to qualify for prescription authority in Louisiana all graduated from our program, and on February 18, 2005, one of our graduates (and current faculty member), John Bolter, PhD, became the first civilian psychologist to write a prescription. As of May 2009, our graduates in Louisiana have safely written over 150,000 prescriptions.

At the 2004 convention of the American Psychological Association, two Alliant faculty members were given awards by APA Division 55 (American Society for the Advancement of Pharmacotherapy) in recognition of their roles as "pioneers" in postdoctoral psychopharmacology education.

Also in 2004, Alliant International University was selected by APA Division 18 (Psychologists in Public Service) to partner on a nationwide project to train 100 public service psychologists to prescribe psychotropic medications. We were honored to be selected for this program, and are excited to be working with Division 18 on this historic project. Twenty psychologists from Division 18 graduated from our Program in 2009, and 15 Division 18 psychologists are enrolled in current cohorts, including eight Indian Health Service psychologists.

In addressing the need for extensive postdoctoral training in psychopharmacology, the faculty considered several developments affecting the delivery of mental health services:

- The rapid expansion in knowledge of biological substrates of many mental disorders, and the need to integrate pharmacological and psychological treatments.
- The practices of managed care resulting in the majority of psychotropic medications being prescribed by primary care physicians who have neither specialized training in mental health, nor sufficient time to evaluate mental health needs.
- State legislation in California encouraging psychologists at both the doctoral and

postdoctoral levels to obtain additional training in the areas of biological psychology, medical psychology, and behavioral neuroscience in order to collaborate more effectively with primary care physicians in treating patients with mental disorders.

- Statistics showing that fewer psychiatrists are being trained by U.S. medical schools, with almost 50% of psychiatric residencies filled by graduates of medical schools outside the U.S.
- The documented shortage of mental health professionals trained to meet the psychopharmacological needs of rural and underserved populations.

The overall goal of the Postdoctoral Master of Science Program in Clinical Psychopharmacology is to educate practicing psychologists to work collaboratively with other health care professionals who prescribe medication, to integrate medication and its management in the holistic biopsychosocial treatment of mental 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, including courses in Clinical Biochemistry, Neuroscience, Pathophysiology/Clinical Medicine, Pharmacology, Psychopharmacology, Special Populations (including gender and ethnic issues, child, geriatric, chemical dependency, chronic pain and chronic medical conditions), Pharmacotherapeutics, and Physical Assessment/Laboratory Examinations. The program curriculum requires 462 hours, including an 18-hour Review Course for the PEP (Psychopharmacology Examination for Psychologists). The curriculum is designed with the rigor and breadth necessary to train professionals in psychopharmacology. At the same time, it focuses on issues central to the clinical demands and interests of practicing psychologists. The program is committed to incorporate additional guidelines of the American Psychological Association as they develop.

Currently, admission to the program is available to licensed psychologists who hold a doctoral degree. Graduates holding a doctorate from an APA-accredited program in clinical psychology, who are in the process of meeting their postdoctoral licensure requirements, may be admitted, subject to a review by the Program Director.

The program offers:

- In-depth, systematic training in the scientific foundations and clinical applications of psychopharmacology
- The Postdoctoral Master of Science degree in Clinical Psychopharmacology
- Continuing Education credit for most courses

### Program Objectives

On completion of this Program, students will have a basic understanding of

- 1) The scientific foundations of psychopharmacology, including (but not limited to)
  - Biochemical foundations of psychopharmacology
  - Normal human anatomy and physiology, specifically the neurological, endocrine, gastrointestinal, metabolic, cardiovascular, immune, respiratory, renal, and reproductive systems
  - The relationship of medical disease to psychiatric syndromes and symptoms
- 2) The clinical applications of psychopharmacology, including
  - Basic classes of prescription medications, over-the-counter medications, and herbal and nutritional products, and how these interact with psychopharmacological products
  - The major classes of medications related to mental illness, specifically indications, side effects, toxic effects and discontinuation syndromes, as well as drug-drug interactions

- Use of psychoactive medications with specific populations, including different age and ethnic groups, gender, and co-morbid conditions such as chronic medical disease, chronic pain, chemical dependency, etc.

3) Research and legal/ethical issues related to the practice of psychopharmacology

Students considering applying to CSPP predoctoral clinical psychology programs should note that courses in neuroanatomy, neurophysiology and neurochemistry, which may have been taken as part of the predoctoral curriculum or previous academic coursework, can be considered for transfer credit for similar courses in the Postdoctoral Master of Science program, thus reducing the course load of the program.

### Coursework: Psychopharmacology

- PPH 6905 Clinical Biochemistry (1.6 units)
- PPH 6915 Neuroscience: Neurophysiology (1.6 units)
- PPH 6921 Neuroscience: Neuroanatomy/Neuropathology (2.4 units)
- PPH 6925 Neuroscience: Neurochemistry (1.6 units)
- PPH 6911 Clinical Medicine/Pathophysiology (4 units)
- PPH 7925 Physical Assessment (2.4 units)
- PPH 6930 Pharmacology (2 units)
- PPH 7905 Clinical Pharmacology (2 units)
- PPH 7910 Psychopharmacology (3.2 units)
- PPH 7900 Special Populations I (2.4 units)
- PPH 7901 Special Populations II (1.6 units)
- PPH 7915 Chemical Dependence (0.8 units)
- PPH 7920 Pharmacotherapeutics (Research; Ethics and Legal Issues; Integration of Psychotherapy and Pharmacotherapy) (2.4 units)
- PPH 7930 Case Seminar (0.8 units)

## Post-Doctoral Master of Science in Clinical Psychopharmacology Faculty: San Francisco

**Claire Advokat, PhD**

**John Bolter, PhD**

**Thomas Brady, MD**

**Joseph Comaty, PhD**

**Mary Gutierrez, PharmD**

**Elaine Orabona-Foster, PhD**

**David Presti, PhD**

**John D. Preston, PsyD**

**John L. Reeves, II, PhD**

**Morgan T. Sammons, PhD**

**Randall Tackett, PharmD**

**Steven R. Tulkin, PhD**, Program Director

For detailed descriptions of program faculty backgrounds, research, and practice interests, please see the alphabetical listing of Psychopharmacology Faculty in the listing for California School of Professional Psychology faculty at the end of the catalog.

## Clinical Psychology: MA Program, Japan

### Master's Level Practitioners

The goal of the Clinical Psychology Master of Arts program in Japan is to develop masters-level practitioners who are capable of applying psychological knowledge to their work in a wide variety of settings serving children and families in Japan. These settings may include private practice, mental health clinics, community mental health centers, inpatient mental health facilities, medical settings, educational settings, and workplace settings, among others.

Learning objectives of this program are to train students who have successful psychotherapeutic intervention skills with a special focus on children and their families; who are able to conduct appropriate and accurate assessments; and who are able to integrate and adapt western psychological interventions to appropriate Japanese cultural contexts.

This program is an innovative training program that uses both traditional face-to-face teaching methods, as well as online educational approaches and, with a few exceptions, is taught primarily in Japanese. Admission requirements are: written and oral fluency in Japanese; possession of a bachelor's degree; written recommendations; a personal essay; a brief essay on topics chosen by the program; and an interview with the admissions committee. Classes are provided in Tokyo, in the U.S., and online by psychological professionals from both Japan and the United States. The program requires 48 semester credit units, which includes practicum experience as well as completion of a master's thesis. The program administration is headquartered at the San Francisco campus with a satellite campus in Tokyo.

### Coursework

There are a total of 48 semester units required for the degree of Master of Arts for this Clinical Psychology program. Curriculum requirements are subject to change. More information about specific course requirements can be obtained by visiting the Japanese program website at <http://www.cspjapan.com/>

### First Year

- PSY 6115 Developmental Psychology (3 units)
- PSY 6005 Research Methodologies & Statistics (3 units)
- PSY 6203 Psychopathology (1.5 units)
- PSY 6204 Psychopathology (1.5 units)
- PSY 6141 Clinical Psychology (2 units)
- PSY 6142 Clinical Psychology (2 units)
- PSY 6557 Professional Development & Group (First Year) (0.5 unit)
- PSY 6558 Professional Development & Group Approaches (First Year) (0.5 unit)
- PSY 7539 Family & Couples Psychotherapy (3 units)

### Second Year

- PSY 6527 Personality Theories (3 units)
- PSY 6221 Professional Ethics (2 units)
- PSY 6214 Clinical Interviewing (2 units)
- PSY 6213 Clinical Interviewing (2 units)
- PSY 6581 Clinical Assessment (2 units)
- PSY 6582 Clinical Assessment (2 units)
- PSY 6516 Psychotherapy Techniques - Child Emphasis (3 units)
- PSY 7557 Professional Development & Group Approaches (Second Year) (0.5 unit)
- PSY 7558 Professional Development & Group Approaches (Second Year) (0.5 unit)

### Third Year

- PSY 6991 Master's Paper in Clinical Psychology (1 unit)
- PSY 6992 Master's Paper in Clinical Psychology (1 units)
- PSY 6535 Sociopathology (1.5 units)
- PSY 6536 Sociopathology (1.5 units)
- PSY 7531 Basic Practicum (1 units)
- PSY 7532 Basic Practicum (1 units)
- PSY 7573 Advanced Practicum (2 units)
- PSY 7574 Advanced Practicum (2 units)
- PSY 7520 Community Psychology (3 units)

### Clinical MA Program Faculty: Japan

**Masayuki O. Asai, PhD**

**Akira Enatsu, MA**

**Reiko Homma-True, PhD**, Program Director

**Mikang Hong, PsyD**

**Miwako Y. McDonough Ishii, MS**, Assistant Program Director

**Tomoko Ishii, PhD**

**Angelica Junko Isomura, PhD**

**Yoshiyuki Kogo, MA**

**Takashi Kubo, MA**

**Tomoe Naoi, PsyD**

**Kazumi Nishio, PhD**

**Nahoko Nishizawa, PsyD**

**Satoru Saito, MD**

**Yoko Kay Tanaka, PhD**, Associate Program Director

**Sayuri Wada, MA**

**Toshiko Watanabe, PsyD**

**Akiko Yagi, MSSW**

For detailed descriptions of program faculty backgrounds, research, and practice interests, please see the alphabetical listing of Clinical MA Program, Japan faculty for the California School of Professional Psychology faculty at the end of the catalog.

## Masters of Arts in Counseling Psychology with Emphasis on Family and Communities, Mexico City

### Master's Level Practitioners

The Counseling Psychology program provides an opportunity to earn a United States issued Master's Degree at Alliant's Mexico City site. The primary aim of the program is to train students to be competent clinicians prepared to work in our increasingly globalized and interconnected world. The program holds a liberatory education philosophy, espoused by the Brazilian educator Paulo Freire, which emphasizes the importance of dialogue in learning. Students are taught liberation psychology concepts that have evolved from the ideas of Ignacio Martin-Baro. The program emphasizes a systems approach in its clinical training for working with individuals, couples, and families. After completing the program, students will be able to:

- Assess and treat a broad spectrum of individual and relationship problems, including issues such as substance abuse, couple conflict, sexual dysfunction, anger, depression, and parenting.
- Have an awareness of indigenous psychologies and various applications of these approaches in clinical practice.
- Understand and address contextual factors such as oppression, injustice, poverty, and other social realities that impact the lives of clients.

### Coursework

This innovative training program uses traditional face-to-face teaching methods and weeklong intensives, as well as occasional online distance learning instruction.

The program requires 53.5 semester credit units taught at the Alliant site in Mexico City, Mexico. All instruction occurs in English. Classes are typically taught in the evening with occasional weeklong intensives in the more applied areas of counseling through online instruction. Additionally, master's students are required to complete a minimum of 50 professional development hours (such as workshops, in-service trainings, professional conferences, and individual, family or group therapy experiences). Twenty-five of the 50 hours are required to be some form of a personal therapy experience.

During the second year, students complete a clinical practicum in appropriate and established agencies throughout Mexico City. Students must gain 500 hours of face to face clinical experience under the supervision of qualified supervisors. The practicum process culminates with the completion of a Final Practicum Case Presentation (FPCP), in which students write a document about their theory of counseling and give an oral presentation.

The unique location and nature of the program allows us to attract internationally known experts and published authors with established knowledge in the specific course content areas taught in the program. Students have the added enriching opportunity of taking classes with international immersion program participants from around the world and with students in the Marriage and Family Therapy Mexico Satellite program. Although it not a program requirement, non-Spanish speaking students are strongly encouraged to take advantage of Spanish language coursework that has been specifically designed for future mental health professionals. The program hopes to help address the language barrier that Latino clients often face when seeking competent mental health services. More information about the program can be obtained by

visiting the program website at <http://cspmxmexico.alliant.edu>, or by emailing the Program Director, Dr. Jason J. Platt, at [jplatt@alliant.edu](mailto:jplatt@alliant.edu).

### Final Practicum Case Presentation

The Final Practicum Case Presentation (FPCP) is designed to enable second-year interns to demonstrate the ability to grasp and apply systems theory in clinical practice. Students are eligible to schedule their FPCP when they have accumulated 425 clinical hours. Complete information on the FPCP is provided during the practicum orientation.

### First Year Courses

- PSY 6308 Interviewing Tech. (2 units)
- PSY 6309 Interviewing Tech. Lab (.5 units)
- PSY 6326 Diversity and the Family (2.5 units)
- PSY 6312 MFT Theories (4 units)
- PSY 6310 MFT Law and Ethics (3 units)
- PSY 6313 MFT Techniques (3 units)
- PSY 6323 MFT Techniques Lab (1 unit)
- PSY 6328 Individual and Family Life Cycle (3 units)
- PSY 6643 Cross Cultural Topics: Critical Issues in Latin America (3 units)
- PSY 6311 Intro to Psychopathology (3 units)
- PSY 6654 Psychology of Ethnic Diversity: Latin American and Liberation Psychologies (3 units)
- PSY 7312 Sex Therapy (1 unit)
- PSY 7360 Practicum (3 units)

### Second Year Courses

- PSY 7543 Intro to intervention: Systems Approaches (3 Units)
- PSY 7302 MFT Research Methods (3 units)
- PSY 6317 Parent-Child Therapy (3 units)
- PSY 7360 Practicum (3 units)
- PSY 6303 Group Therapy and Lab (2.5 units)
- PSY 7156 Psychopharmacology (2 units)
- PSY 7330 Family CD (2 units)
- PSY 7311 Couples Therapy (3 units)

### **Masters of Arts in Counseling Psychology (MA) Teaching Faculty**

**Jason Platt, PhD**, Program Director

**Steve Brown, PhD**

**Laura Patricia Betancourt Arriaga, PhD**,  
Clinical Training Coordinator

**Darryl Freeland, PhD**

**Ann Lawson, PhD**

**Gary Lawson, PhD**

**Luis Vargas, PhD**

**Scott Woolley, PhD**

For detailed descriptions of program faculty backgrounds, research, and practice interests, please see the alphabetical listing of MA Counseling Psychology, Mexico City faculty for the California School of Professional Psychology faculty at the end of the catalog.

### **Clinical Psychology: MS Program, Singapore**

#### **Master's Level Practitioners**

The goal of the Master of Science Program in Clinical Psychology is to develop master's level practitioners who are capable of applying psychological knowledge to their work in a wide variety of settings serving individuals, families, and children in Singapore. They will be able to work in a variety of settings including inpatient mental health facilities, hospitals, private clinics, community mental health facilities, and workplaces. Learning outcomes for the program are aligned with the proposed Alliant Professional Practice University competencies, A(lliant) IMPACT:

1. Students will demonstrate a competency in the discipline of clinical psychology, including assessment and intervention and applied research to work proactively in community mental health in Singapore and become eligible to submit an application to be listed as "Registered Psychologist (Singapore)." (A: A body of knowledge and research)

2. Students will place issues or problems they encounter as clinical psychology master's level practitioners in appropriate and relevant contexts. (I: Insight into the context of practice)

3. Students will have an awareness of, respect for, a curiosity about multicultural and international similarities and differences; knowledge of frameworks for exploring the similarities and differences; and skills in applying the frameworks and western psychological concepts in interpersonal and clinical psychology professional contexts in Singapore. (M: Multicultural/international competence)

4. Students will achieve language literacy, data literacy, information literacy, and organization/community (systems) literacy in order to support their work as highly effective professionals at the master's level. (P: Professional literacies)

5. Students will possess the reflective abilities to connect theories and research to immediate issues in professional practice and the skills to apply appropriate models, strategies, and interventions in new ways. (A: Application of knowledge and research)

6. Students will demonstrate ethical conduct in all aspects of personal interactions and professional practice. (C: Conduct, judgment, disposition and ethics)

7. Students will be able to collaborate with other mental health professionals or teams, integrating information and implementing knowledge across domains in order to develop creative, multifaceted responses to mental health needs in Singapore. (T: Team-based and multidisciplinary approaches)

The program, anticipated to begin in Spring 2010, is currently pending approval from the Western Association of School and Colleges and the Singapore Ministry of Education. For more information about the program curriculum and start date, contact Dr. Alex Leung, Program Director, at [aleung@alliant.edu](mailto:aleung@alliant.edu).



# Shirley M. Hufstедler School of Education

## SHIRLEY M. HUFSTEDLER SCHOOL OF EDUCATION (HSEO)

The Shirley M. Hufstедler School of Education at Alliant International University offers a full spectrum of credential, bachelor's, master's and doctoral degree programs geared toward preparing leaders who can meet the educational needs of the 21st Century. To this end, the Hufstедler School of Education integrates important transdisciplinary psychological, cross cultural, and leadership concepts into all HSEO programs, especially as related to the effective teaching, assessment, and mentoring of diverse populations in inclusive lifelong learning climates.

The Hufstедler School of Education is proud of its teacher education programs. These are California Commission on Teacher Credentialing–approved credential programs for Preliminary Multiple Subject credential; the Preliminary Multiple Subject credential with BCLAD certificate in Spanish , Mandarin, or Hmong ; the Preliminary Single Subject credentials; the Educational Specialist: Mild-Moderate, Levels I and II credential; the Pupil Personnel Services: School Psychology credential; the Preliminary Administrative Services credential, and the California Teachers of English Learners program. In addition, the Hufstедler School of Education offers master's and doctoral programs in Educational Leadership and Management, Higher Education, Educational Psychology, Teaching English to Speakers of Other Languages, Education Specialists and Teaching. The Master of Arts in Education program in Teaching, with National Board for Professional Teaching Standards preparation, is online, as are other emphasis areas.

Founding University Dean:  
Dr. Karen Schuster Webb  
Phone: (415) 955-2051  
E-mail: kwebb@alliant.edu

The Shirley M. Hufstедler School of Education offers programs in the following areas:

### Bachelor's Degree Programs

- Liberal Studies (General) and Liberal Studies (for Education) (BA)
- Liberal Studies with an emphasis in Education (BA) - (offered at Alliant Mexico only)

### Master's Degree Programs

- Educational Administration with Preliminary Administrative Services Credential (MAEd)
- School Psychology with PPS: School Psychology Credential (MAEd)
- Education Specialist with Level I or II Credential (MAEd)
- Teaching (MAEd) On site and Online with Preliminary Teaching Credential options
- Teaching: (MAEd) (Online) with International Teacher Preparation Certificate
- Teaching (MAEd) (Online)
- Teaching English to Speakers of Other Languages (TESOL) On site and Online Hybrid (MAEd)

### Doctoral Degree Programs

- Educational Leadership and Management (EdD)
  - Cross-Cultural Studies
  - Higher Education
  - K-12 Administration
  - Technology and Learning
- Educational Psychology (PsyD)
- Teaching English to Speakers of Other Languages (EdD)(TESOL)

### Teacher Credential Programs

- Preliminary Multiple Subject
- Preliminary Single Subject
- Educational Specialist: Mild-Moderate Disabilities (Levels I and II)

### Certificate and Special Authorization Programs

- California Teachers of English Learners (CTEL) leading to CLAD Certification
- Teaching English to Speakers of Other Languages (TESOL) Hufstедler Certificate
- Cross-Cultural Studies Certificate
- Supplementary Authorization in Computer Concepts and Applications
- Online Certificate in Technology
- International Teacher Preparation Certificate
- BCLAD in Hmong, Mandarin, and Spanish
- School Based Mental Health

### SERC

The HSOE SERC (Student Evaluation Review Committee) may be convened by the campus program director when there is concern that a HSOE student or program candidate may not successfully complete the program's coursework or comprehensive examination and move into Candidacy, may not successfully complete Candidacy, or may not be recommended for a credential. The SERC process involves the campus program director, several faculty members in the program, and campus student support services staff. The SERC meets with the student to discuss concerns, reasons for referral, reasons for dismissal from the Shirley M. Hufstедler School of Education, plans for remediation, and SERC recommendations. The SERC committee is a recommending body and the ultimate decision based on the SERC process is made by the System wide Director. This decision can then be appealed to the HSOE Dean. Please refer to the Alliant International University Student Handbook for additional information regarding the "Student Code of Conduct" and "Problem Solving and Informal Dispute Resolution Guidelines."

### School Psychology Programs in Los Angeles, Irvine, San Diego and San Francisco

There are currently 5.5 million school-age children attending 8,000 schools in California. The need for school psychologists was formally mandated in the 1970s with the passage of Public Law 94-142, requiring that all children with special needs be evaluated, provided with the appropriate support and placed in the least restrictive learning environments possible.

The Irvine, Los Angeles, San Diego, and San Francisco Campuses offer a five year program leading to a PsyD in Educational Psychology: School Psychology Emphasis, with a master's degree and PPS credential awarded after the second and third year in School Psychology. Qualifying students who already have a PPS Credential in School Psychology can enter the five-year program starting with the third year. A separate, two-year program in School

Psychology is also offered, which leads to a master's degree (43 semester units). An additional 17 units (7 units of coursework and practicum, and 10 units of a 1200 hour internship), 60 total semester units, will lead to a PPS School Psychology Credential. The program is accredited by the California Commission on Teacher Credentialing (CCTC).

### School Psychology Areas of Study and Competencies

#### *Professional Skills*

Professional skills courses develop applied competencies of psychologists working in a school or community setting. These courses include neuropsychological and psychoeducational assessment of children and adolescents, psychological and behavioral interventions, crisis management in the classroom and consultation in educational systems.

#### *Professional Roles*

A two-semester internship, along with courses in professional roles for school psychologists, form the third-year curriculum of the three-year program. The supervised internships promote integration of research and theory through application of knowledge in local school psychology settings. Many of the courses have a special focus on culturally diverse students.

#### *Applied Research*

Qualitative research skills in the school psychology doctoral program include the basic principles of school-based research design, program development and evaluation, as well as formulation and implementation of the PsyD project.

#### *Professional Concepts*

Professional concepts courses focus on the theory and context of work in school psychology, including developmental psychopathology, sociocultural/ human diversity issues within school and child psychology, as well as psychopharmacology, and interdisciplinary group facilitation. Students also complete coursework in seven focus areas: including adolescent

interventions, infant and preschool mental health (including assessment and intervention) and pediatric psychology; child neuropsychology, multicultural counseling and provision of services for children and adolescents in alternative placements, identification of autism spectrum disorders.

### Admissions Requirements

Applicants must satisfy the requirements stipulated in the "Application Procedures" section of this catalog as well as meet the following.

- CBEST: All candidates must have successfully completed the California Basic Educational Skills Test (CBEST) prior the beginning of their second year in the PPS Credential program.
- Degrees: Candidates must possess a bachelor's degree or higher from a regionally accredited institution of higher education. Degrees in Psychology and/or child development are encouraged.
- Interview: Candidates will be interviewed by a faculty committee or program director to determine the candidate's appropriateness for the program.
- Recommendations: Each candidate must provide two written recommendations from individuals who can attest to the applicant's abilities, interests and proven accomplishments in education.
- Transcripts: Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate.
- Each candidate will write an essay of interest in the field of school psychology

### GPA Requirement

Once admitted to the program, applicants must maintain a minimum GPA of 3.0 or higher in all coursework. Students failing to maintain a cumulative grade point average of 3.0 at the end of any term will be placed on academic warning and must correct the deficiency by the following semester or be subject to academic dismissal from the program.

## Master's Degree/PPS in School Psychology

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; and attention deficit and other neurological and behavioral disorders.

The master's degree program in school psychology prepares students to gain the PPS (Pupil Personnel Services) credential that allows them to practice in California's schools.

During the two-year master's degree program, students will take evening classes and engage in 450 hours of a coursework practicum. Prior to the start of the student's coursework practicum, CCTC requires that students pass a TB test, receive a Certificate of Clearance from CCTC, complete a FBI Screening, and place official transcripts with the Registrar from all of the colleges and universities they have attended. Upon completion of 43 semester units (including 450 coursework practicum hours), candidates will qualify for the master's degree in School Psychology. For students seeking the PPS Credential in School Psychology, most complete an addition 17 units (7 units of coursework and practicum, plus 10 units of a 1200 hour internship). Paid internships are dependent on the budgets and policies of individual school districts. While working as interns in the third year, qualified students will be able to enroll concurrently in the PsyD program, classes meeting in the evenings to accommodate working professionals. Thus, students who enroll in the PsyD program while completing internships will be completing the last year of the credential program simultaneously with the first year of the PsyD program. This reduces the time-to-degree from six to five years.

The master's degree and credential programs in school psychology will be of interest to recent college graduates with bachelor's degrees, current teachers, school personnel and people in other related fields. The program can be completed by those who work at other jobs during the week as long as students allow for approximately six to eight "school-time hours"

(K-12) per week to complete course/practicum assignments. To complete the credential in the third year, students will need to complete 1200 hours of a paid internship **or** 1200 hours of an unpaid field-placement (or combination of both) at a public school district.

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.

PPS Credential students are required to pass the CBEST exam prior to the start of their second year in the PPS Credential program.

Participants will also need to pass the CBEST exam by the end of the first year of PPS Credential Program. Students can also enter the Psy.D. program after completing their PPS Credential in School Psychology at another institution.

Those students who finish the master's degree (43 semester units) program, and the additional 17 semester units for the PPS School Psychology Credential and want to pursue the doctorate (PsyD) will then enter the Advanced Standing PsyD degree program; which is currently enrolling students and is described below.

## Doctor of Psychology Degree in Educational Psychology

### School Psychology Emphasis

The Doctor of Psychology in Educational Psychology program is open to applicants who already hold (or are in the process of completing) a master's degree in school psychology and who either hold a PPS School Psychology Credential or are in the process of completing it. School psychology interns are also eligible. Credentialed school psychologists who currently practice with a master's level degree and wish to obtain a doctoral degree will find this three-year program and study format ideally suited to their goals. The program typically takes three years to complete.

The PsyD in Educational Psychology program is offered in an "executive format" for working professionals, with classes meeting on evenings and weekends. It involves coursework, completion of a PsyD project and additional research/applied work.

During the first two years of the Advanced Standing Psy.D. program, students take advanced theory and assessment skills courses as well as advanced school-based research design, program development and evaluation, psychopharmacology, and developmental psychopathology courses. In addition, during each of the six semesters, students will take a course in a special interest area. These special focus areas will help students decide on a topic for their PsyD projects. At the end of the second year, students will begin to formulate concepts for their PsyD projects, which they are expected to complete by the end of the third year. In addition to working on doctoral projects, the third year includes two professional roles courses, and two special focus area courses, and an optional doctoral-level internship.

### Special Focus Areas

School psychologists work with children who have a wide range of special needs, in a constantly changing, complex society. Appropriate/relevant special topics are continually researched and developed. Students will complete six special focus area courses, selected from list of many topics, which differ from campus to campus.

Some current topics include:

1. Adolescent Interventions
2. Multicultural Counseling
3. Pediatric psychology
4. Infant and preschool mental health, including assessment and intervention
5. Child neuropsychology
6. Provision of services for children and adolescents in alternate placements
7. Identification of Autism Spectrum Disorders



## Five-Year PsyD Program Requirements MA/PPS Program

### Year 1

**Coursework Practicum -  
6 to 8 hours per week  
38 weeks per year (228 - 304 hours)**

#### Semester 1

- PPS 6001 Practicum (1 unit)
- PPS 6007 Orientation to the Profession of School Psychology (1 unit)
- PPS 6009 Child through Adolescent Development: Biological, Behavioral, Cognitive (2 units)
- PPS 6030 School Programs and Community Services (1 unit)
- PPS 6025 Methodology of Educational Research (2 units)
- PPS 6011 History of Psychological Services in Schools (2 units)

#### Intersession I

- PPS 6028 Legal and Ethical Issues in School Psychology (1 unit)
- PPS 6012 California and National Special Education Laws (1 units)

#### Semester 2

- PPS 6002 Practicum (1 unit)
- PPS 6013 School Counseling: History, Philosophy and Trends (2 units)
- PPS 6026 Applied Social Psychology in Educational Settings (2 units)
- PPS 6010 Multicultural Children, Adolescents & Their Families (2 units)
- PPS 6008 Principles of Curriculum Construction (2 units)

#### Semester 3

- PPS 6003 Practicum (1 unit)
- PPS 6040 Case Study Development 1: Introduction to Psycho-Educational Assessment (2 units)
- PPS 6022 School Safety, Violence Prevention, Crisis Intervention (2 units)

### Year 2

**Coursework Practicum -  
6 to 8 hours per week  
38 weeks per year (228 - 304 hours)**

#### Semester 4

- PPS 6004 Practicum (1 unit)
- PPS 6032 Cultural Family Interventions/ Collaborations in School Settings (2 units)
- PPS 6041 Case Study Development 2: Individual Child Assessment (2 units)
- PPS 6042 Assessment of Learning Problems and Intervention Strategies (2 units)
- PPS 6019 Program Development and Evaluation (2 units)

#### Intersession II

- PPS 6021 Collaborative Consultation /Data Driven Instruction (2 units)

#### Semester 5

- PPS 6005 Practicum (1 unit)
- PPS 6015 Behavior Management in the Classroom (2 units)
- PPS 6043 Alternative/Eligibility Assessment (2 units)
- PPS 6044 Advanced Psychological Assessment Applied to Atypical Populations (2 units)
- PPS 6018 Academic Intervention: Accommodation and Modification (credential program) (2 units)

**Award Master's Degree Total 43 units**

#### Semester 6

*(Continuing Credential Students)*

- PPS 6006 Practicum (1 unit)
- PPS 6017 Advanced Behavior Analysis and Interpretation (2 units)
- PPS 6027 Professional Roles: Comprehensive Examination (2 units)

### Year 3

- PPS 7001, Internship 1,200 hours (5, 5 units)  
7002

Apply for PPS Credential after completion of MA (43 units) and additional 17 units of coursework, Practicum and Internship

## PPS Credential in School Psychology Total 60 units

### Advance to Advanced Standing Courses

Note: During the third year of the MA/PPS program, candidates accepted into the Psy.D. program are simultaneously completing their PPS credential internship and continuing courses in the Advanced Standing PsyD Program.

All Advanced Standing courses are offered in "executive format" and there is no required sequence to the classes (except for EDP 8001/8002 and EDP 9901/9902/9903). Candidates are accepted to the Advanced Standing Psy.D. program only in the fall trimester. If candidates complete the seven units offered each Fall and Spring trimester, and the four units offered during the first and second summer trimester, they can complete the required 50 units within three years. However, because in Years 3 and 4, PsyD courses are offered every other year, candidates who choose to take fewer units each trimester will consult with their advisor to ensure completing all courses within the five year limit. The additional 10 unit doctoral level internship is currently optional.

## Three-Year Advanced Standing Program

### Years 3 and 4

- EDP 8051 Special Focus Area 1, Family: Multicultural Counseling (3 units)
- EDP 8028 Advanced Alternative Psycho-Educational Assessment (2 units)
- EDP 8027 Developmental Psychopathology (2 units)
- EDP 8010 Organizational Psychology and Management in Systems: Consultation (2 units)
- EDP 8052 Special Focus Area 2, Adolescent Development/Intervention (3 units)
- EDP 8018 Inter-disciplinary Group Facilitation (2 units)
- EDP 8023 Behavior Interventions and Crisis Management in the Classroom (2 units)

- EDP 8016 Current Trends/Legal Issues in School and Child Psychology (2 units)
- EDP 8025 Psychopharmacology (2 units)
- EDP 8053 Special Focus Area 3, Pediatrics Psychology (3 units)
- EDP 8001 Psychological Intervention with Children and Adolescents 1 (2 units)
- EDP 9001 Internship - Doctoral Level (optional) (2.5 units)
- EDP 8054 Special Focus Area 4, Infant/Preschool Assessment (3 units)
- EDP 8030 Human Diversity: Sociocultural Influences on the Developing Child (2 units)
- EDP 8002 Interventions with Children and Adolescents 2 (2 units)
- EDP9002 Internship - Doctoral Level (optional) (2.5 units)
- EDP 9901 PsyD Project: Beginning Development (2 units)
- EDP 8050 Advanced School-based Research Design, Program Development and Evaluation (2 units)

**Year 5**

*Semester 1*

- EDP 8055 Special Focus Area Level 5, Child Neuropsychology (3 units)
- EDP 9903 Internship - Doctoral Level (optional) (2.5 units)
- EDP 9902 PsyD Project: Intermediate Phase (2 units)
- EDP 9931 Professional Roles (2 units)
- EDP 8056 Special Focus Area Level 6, Provision of Services for Children and Adolescents in Alternative Placements (3 units)
- EDP 9004 Internship - Doctoral Level (optional) (2.5 units)
- EDP 9903 PsyD Project: Final Phase (2 units)
- EDP 9932 Professional Roles (2 units)
- EDP 9950 Doctoral Project Extension (5 units) Once PsyD students have completed the Doctoral project series (EDP

9901-9903) and they are still in the process of completing their doctoral project requirement, they are enrolled in EDP 9950(each trimester) until the completion of the doctoral project requirement.

**Units required for PsyD degree 50 units**  
(10 unit pre-doc internship - optional)

**Teacher Credential Programs – TeachersCHOICE**

The Hufstедler School of Education at Alliant International University has developed a set of reality-based teacher education programs – TeachersCHOICE – with the understanding that students bring many different skills, experiences and capacities to the teacher preparation program. Our Programs focus on pragmatic skills development and professional practice. TeachersCHOICE programs include the following routes, which vary by campus, for the preliminary teaching credential:

- Student Teaching
- Standard Intern Teaching
- Early Completion Option Intern Teaching
- Education Specialists (special education) / Mild/Moderate Disabilities, Level I and II

The HSOE also offers credential programs embedded in a master’s program that lead to the following California teaching credentials:

- Preliminary Multiple Subject
- Preliminary Multiple Subject Bilingual (BCLAD authorization)
- Preliminary Single Subject
- Educational Specialist: Mild-Moderate Disabilities (Levels I and II)

**Teacher Education Curriculum Focus**

The teacher education curriculum is relevant to real people’s lives and real people’s needs. It covers all state-mandated elements and augments these in five important areas:

- Developing expertise in instructional technology
- Ensuring multicultural competencies

- Understanding the application of neuroscience to the learning and teaching of diverse learner populations
- School climate management and violence prevention
- Teaching English learners

**Multicultural Competencies**

Teachers in California and indeed throughout the U.S., must be prepared to succeed in an increasingly diverse environment. Soon the adult population of California will reflect that of the schools—no cultural group will constitute a majority. Learning to see the world through diverse perspectives and to communicate in multiple languages will be increasingly important.

Development of multicultural competencies has been at the core of all programs at the Hufstедler School of Education and continues to be at the core of Alliant International University programs.

**The Neuropsychology of Learning and of Diverse Learning Styles**

Research into human learning, development and motivation has been very fruitful during the past decade. Advances in our understanding of thinking, memory, cognition and motivational processes are fundamental to Alliant International University teacher preparation programs.

Alliant International University-trained teachers receive a thorough grounding in the neuropsychology of learning. Teachers learn how to use individual differences and diversity to enrich learning and to produce results. They understand that complex subject matter is learned most effectively through an intentional process of constructing meaning from information and experience. They know how to support and guide different kinds of students in creating meaningful, coherent representations of knowledge. They understand the motivational and affective factors, developmental influences and individual differences that make up human diversity.

### Anger Management and Violence Prevention

As the series of violent incidents at schools over the past several years has illustrated, none of our school districts is immune to violence. But America's students cannot be expected to learn or meet high standards in schools where they are threatened by violence.

Data show that early intervention can powerfully redirect children's angry or violent impulses. Caring teachers, who know how to make an early positive impact on the growth and development of children and adolescents, as well as how to involve parents and the larger community in their efforts, can make a significant difference in preventing violence.

The teacher preparation programs at Alliant International University draw curricular elements from successful violence suppression efforts and other interventions, providing teachers with the training they need to spot violent tendencies and to intervene constructively when they see signs of incipient violence. Graduates will have learned techniques for pro-social mediation and dispute resolution and for teaching young people how to express their negative emotions—fears, doubts, feelings of loss or alienation—in nonviolent, nondestructive ways. These curricular elements are continuously evaluated and studied to substantiate their effectiveness through scientific research.

### Teaching English Learners

With the changing demographics in the state of California and other parts of the United States, teachers need to be skilled in teaching the increasing number of English language learners. The Alliant teacher education programs focus on training prospective teachers to use strategies to promote English language development while making the content area matter accessible to English learners. Additionally, the programs recognize the strong role students' backgrounds, culture and prior knowledge play in learning a new language and stress the importance of

working with parents and community to support English language learners.

### Program Length and Schedule

Alliant International University teacher preparation programs are available on a full-time or part-time basis. The full-time option allows the program to be completed in two semesters with a fall start; the part-time option takes two years. Students who opt for full-time study with student teaching will attend classes for two semesters, followed by a semester of student teaching. The Intern Credential Program is a two semester, full-time program.

Courses meet during evenings and/or weekends to accommodate work schedules.

### Supporting Alliant Graduates

Research shows that the first two years of a new teacher's career are an extremely important and pivotal time in which key competencies and confidence are solidified. The quality of the first two years of teaching will often set the tone for an entire career thereafter.

A unique feature of the teacher training programs at Alliant International University is a two-year follow-up program that supports graduates as they enter their teaching careers. A combination of group support, structured mentoring and access to experienced master teachers are offered to all program graduates as they solidify their skills and gain essential experience in the classroom.

### Program Locations

TeachersCHOICE Teaching Credential programs are offered in Los Angeles, Sacramento, Fresno, San Diego and the San Francisco Bay Area. To find out when programs begin in your area, please contact the admissions office at (866) U-ALLIANT.

### Admissions Criteria for HSOE

To be admitted to the Preliminary Multiple Subject, Single Subject or Educational Specialists (special education) Credential Programs, applicants must:

- Possess a baccalaureate degree from a regionally accredited institution of higher education.
- Have an overall grade point average of at least 2.5 on a 4.0 scale, or a GPA of at least 3.0 in your undergraduate major, or a GPA of 3.0 for any graduate work completed.
- Participate in an interview with program director and/or HSOE Admissions Panel and receive a favorable review.
- Pass the CBEST prior to beginning student teaching / intern teaching.

- Pass the California Examination for Teachers (CSET) or obtain a Single Subject matter equivalency letter from a CCTC-approved California University in their appropriate subject area (For the Preliminary Single Subject Credential only) prior to beginning student/intern teaching.
- All Intern Program applicants are required to verify successful completion of a collegiate-level course or examinations covering the principle and provisions of the United States Constitution. If you are a California State University (CSU) or University of California (UC) graduate, you have automatically fulfilled this requirement. A grade of "C" or better must be earned.
- All Early Completion Option applicants are required to verify passage of the appropriate Teaching Foundations Examination (TFE). Note: The TFE waives the requirement of 120 hours of Pre-Service.
- All Intern Program applicants are required to verify successful completion of 120 hours of Pre-Service, approved by the TeachersCHOICE Director of Intern Pre-Service.
- All Intern Program applicants must have successfully received their CCTC-issued Intern credential before enrollment in the requisite field seminar with mentoring (EDU 6095, 6096, 6097, 6098, 6195, 6196, 6197, 6198 6808, or 6809).
- BCLAD candidates must demonstrate language proficiency in the target language prior to entry through passage of CSET: LOTE examinations.
- BCLAD students must achieve adequate scores on specified language tests (CSET: LOTE) prior to completion of the program. For more detailed information about language requirements, consult the application material available from any Alliant International University Admissions Office or a TeachersCHOICE credentials analyst.

- **Possess a CCTC Certificate of Clearance prior to beginning any coursework.**

An applicant whose legal record contains anything more serious than minor traffic violations should consult the Commission on Teacher Credentialing prior to enrolling. Any question about personal qualifications must be resolved prior to beginning the credential program (Please see Alliant Credentials Analyst). Applicants are encouraged to contact the California Commission on Teacher Credentialing for more information:

Website: <http://www.ctc.ca.gov>  
 Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)

### Admissions Criteria to Student Teaching

Student teaching assignments will only be made after the candidate has gained Tier II standing. In order to gain Tier II standing for student teaching, candidates will:

- Be fully admitted to Alliant.
- Maintain a GPA of 3.0 or better at Alliant in teacher education coursework with no D or F grade.
- Must pass the CSET (California Subject Examination for Teachers) prior to beginning student teaching (for Multiple Subject candidates). Take and pass the RICA exam before exiting the program.
- Must pass the CSET or obtain a Single Subject matter equivalency letter from an approved University in their appropriate subject area (For the Preliminary Single Subject Credential) prior to beginning student/intern teaching.
- Have a Statement of Release on file in the Credentials Office.
- Have a Certificate of Clearance on file with the Credentials Office.
- Have completed at least 14 units of teacher education coursework, at least 8 units of which must have been completed in residence at Alliant (including school site practicum, student teaching only).

- Have all official transcripts on file with the Credentials Office.
- Complete a student teaching placement form.
- Multiple Subject Candidates: Under Public Law 107-110, the No Child Left Behind Act (NCLB) requires that all teachers "new to the profession" must demonstrate subject matter competency by examination. The CSET multiple subjects exam is required.
- Program director will make final recommendation to admit student to student/intern teaching.

### State of California Student Teaching Requirements

1. Student teaching shall be for one full semester (at least 18 weeks) of successful full-time experience at designated school sites.
2. Candidates are required to participate in all of the activities normally expected of a classroom teacher.
3. Student teaching shall provide for a full day experience.
4. Student teaching shall provide for teaching experience in at least two grade levels.
5. Student teaching shall provide for a candidate to have full teaching responsibility of the total class, all day, for a period of at least two full weeks during the student teaching field experience.
6. Student teaching shall provide for a cross-cultural experience in a classroom where a number of the students are of an ethnic, cultural and/or socioeconomic background different from that of the candidate.
7. Students are required to attend seminars as designated while actively engaged in student teaching.
8. Students receive grades of "credit" or "no credit" in field seminar coursework (EDU 6091 or EDU 6191) and practicum (EDU 6080 or EDU 6180)

### Recommendation for the California Preliminary Teaching Credential

To make recommendations for credentials to the California Commission on Teacher Credentialing (CCTC), the Credentials Office must submit all of the following for each candidate:

- Evidence of successful completion of the 26-30 semester-unit teacher credential education program component with a minimum GPA of 3.0 (No D's or F's) or successful completion of the 14 semester-unit Early Completion Option teacher credential education program (no D's or F's).
- A verification card indicating the candidate has passed the CBEST.
- An CCTC application for the credential in the Credentials Office of the Hufstедler School of Education.
- All credential applicants are required to verify successful completion of a collegiate-level course or examinations covering the principle and provisions of the United States Constitution. If you are a California State University (CSU) or University of California (UC) graduate, you have automatically fulfilled this requirement. A grade of "C" or better must be earned.
- A "zero" Alliant tuition balance.
- Demonstration of successful completion of the competencies required by the CCTC, inclusive of the Teaching Performance Assessments, and the successful passing of an exit interview with the director of the Teacher Education program.
- Evidence of successful completion of RICA (For Multiple Subject Candidates only).

### Procedures for Appeal

Applicants who are not accepted into the program, recommended for advancement to student teaching, or recommended for the credential may submit a written request to the Systemwide Program Director of Teacher Education appealing the decision. In such cases the applicant may elect to bring up to two peers (for observation and as resource persons) to make a presentation before the faculty or chair. The faculty will have up to

two persons present for observation and as resource persons at the hearing. The faculty will, upon hearing the student's appeal and all other evidence, write its recommendation to the systemwide program director who makes the final decision for the University. In cases where the Hufstедler School of Education Department declines to recommend a student for a teaching credential, the student may apply directly to the Commission on Teacher Credentialing.

### Transfer of Credit

All credits must have been earned within seven years prior to the request for transfer. All transfer credit must be completed from an approved state program and regionally accredited university. Requests are reviewed by the Director of Teacher Education. A maximum of six units will be accepted for transfer with the grade of B or better. Once enrolled at Alliant, all courses must be taken in residence. (Student/Intern teaching must be taken in residence at Alliant.)

### Technology Requirement for Credentialing

**Candidates seeking a Preliminary Teaching Credential may waive the technology coursework requirements through successful passage of a CCTC-approved technology competency examination. No academic credit is awarded for waived coursework. This option is not available to Candidates pursuing a MAEd degree.**

### TeachersCHOICE Education Program Curriculum: Preliminary Multiple Subject Credential Programs (Student Teaching and Standard Intern Teaching)

#### Preliminary Multiple Subject Programs

The following curriculum is to be completed by all preliminary credential program students who have not completed a teacher preparation program. The schedule shown applies to full-time students and can be completed in one academic year. Part-time students take the same courses, but courses can be completed over two years. The Alliant

International University teacher credential programs are accredited by the California Commission on Teacher Credentialing.

Note: Candidates beginning the Standard Intern Teaching Program must demonstrate completion of a CCTC-approved Intern Pre-service program (8 semester units (120 hours) or 12 CEU credits) prior to recommendation for the Intern Teaching Credential.

### Requirements 26-28 units

#### Semester 1 (Fall)

- EDU 6000 Educational Foundations (1 unit)
- EDU 6001 Psycho-educational Development of Diverse Learners and Classroom Application (2 units)
- EDU 6012 Applied Linguistic Seminar: Teaching Literacy (3 units)
- EDU 6095 Intern Teaching and Seminar (intern track only) (6 units)

#### Semester 2 (Spring)

- EDU 6022 Curriculum and Instruction in Diverse Classrooms; Language Arts (1 unit)
- EDU 6032 Curriculum and Instruction in Diverse Classrooms; Mathematics (1 unit)
- EDU 6042 Curriculum and Instruction in Diverse Classrooms: Science (1 unit)
- EDU 6052 Curriculum and Instruction in Diverse Classrooms: Social Studies (1 unit)
- EDU 6062 Principles, Practices and Socio-cultural Issues of Teaching English Language Learners (2 units)
- EDU 6080 School Site Practicum: Multiple Subject (student teaching track only) (2 units)
- EDU 6096 Intern Teaching and Seminar (intern track only) (6 units)

#### Semester 3 (Summer)

- EDU 6072 Instructional Technology Application (2 units) (may be taken any semester)

OR

- TEL 7170 Technology In the Curriculum (3 units)

#### Semester 4 (Fall)

- EDU 6091 Student Teaching and Seminar; Multiple Subject (12 units)

or

Emergency and pre-intern credentialed teachers with contracts in classrooms may petition to have the 12 units of student teaching and seminar, EDU 6091, fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a certified mentor teacher from the school site and a school administrator. However they must enroll in EDU 6091 and meet the Level II admissions requirements.

### Preliminary Bilingual Cross-cultural Language and Academic Development (BCLAD)

The TeachersCHOICE Education Program recommends Candidates to the California Commission on Teacher Credentialing for their Intern Teaching Credential in designated subject areas. The BCLAD (Hmong, Mandarin, or Spanish) certificate may be added to the Intern Teaching Credential recommendation upon Candidate evidence of passing:

- CSET: LOTE subtest 2 (Hmong) or
- CSET: LOTE subtest 3 (Mandarin or Spanish).

The TeachersCHOICE Education Program recommends Candidates to the California Commission on Teacher Credentialing for their Preliminary Teaching Credential in designated subject areas. The BCLAD (Hmong, Mandarin, or Spanish) certificate may be added to the Preliminary Teaching Credential recommendation upon Candidate evidence of passing:

- CSET: LOTE subtests 2, 4, and 5 (Hmong) or
- CSET: LOTE subtests 3, 4, and 5 (Mandarin or Spanish).

### TeachersCHOICE Education Program Curriculum: Preliminary Single Subject Credential Programs (Student Teaching and Standard Intern Teaching)

**Requirements 26-28 units**

*Note: Coursework in Intern Teaching Program may be delivered in a varied sequence.*

#### Semester 1 (Fall)

- EDU 6000 Educational Foundation (1 unit)
- EDU 6001 Psycho-educational Development of Diverse Learners Classroom Application (2 units)
- EDU 6112 Applied Linguistics Seminar: Content-Area Reading (3 units)

#### Semester 2 (SPRING)

Choose one:

- EDU 6122 State Standards, Frameworks and Planning for Diverse Classrooms: English (1 unit)
- EDU 6123 State Standards, Frameworks and Planning for Diverse Classrooms: Mathematics (1 unit)
- EDU 6124 State Standards, Frameworks and Planning for Diverse Classrooms: Science (1 unit)
- EDU 6125 State Standards, Frameworks and Planning for Diverse Classrooms: Social Science (1 unit)
- EDU 6126 State Standards, Frameworks and Planning for Diverse Classrooms: Foreign Languages (1 unit)

Choose one:

- EDU 6132 Lesson Development and Instructional Strategies for Diverse Learners: English (1 unit)
- EDU 6133 Lesson Development and Instructional Strategies for Diverse Learners: Mathematics (1 unit)
- EDU 6134 Lesson Development and Instructional Strategies for Diverse Learners: Science (1 unit)
- EDU 6135 Lesson Development and Instructional Strategies for Diverse Learners: Social Science (1 unit)
- EDU 6136 Lesson Development and Instructional Strategies for Diverse Learners: Foreign Languages (1 unit)

Choose one:

- EDU 6142 Resource and Technology Integration in the Diverse Secondary Classroom: English (1 unit)
- EDU 6143 Resource and Technology Integration in the Diverse Secondary Classroom: Mathematics (1 unit)
- EDU 6144 Resource and Technology Integration in the Diverse Secondary Classroom: Science (1 unit)
- EDU 6145 Resource and Technology Integration in the Diverse Secondary Classroom: Social Science (1 unit)
- EDU 6146 Resource and Technology Integration in the Diverse Secondary Classroom: Foreign Languages (1 unit)

Choose one:

- EDU 6152 Assessment of Student Progress of Diverse Learners: English (1 unit)
- EDU 6153 Assessment of Student Progress of Diverse Learners: Mathematics (1 unit)
- EDU 6154 Assessment of Student Progress of Diverse Learners: Science (1 unit)
- EDU 6155 Assessment of Student Progress of Diverse Learners: Social Science (1 unit)
- EDU 6156 Assessment of Student Progress of Diverse Learners: Foreign Languages (1 unit)

And

- EDU 6062 Principles, Practices & Socio-cultural Issues of Teaching English Language Learners (2 units)
- EDU 6180 School Site Practicum: Secondary (Student Teaching Track only) (Language Arts, Mathematics, Science, Social Studies or Foreign Languages) (2 units)
- EDU 6196 Intern Teaching and Seminar (intern track only) (6 units)

#### Semester 3 (SUMMER)

- EDU 6072 Instructional Technology Application (2 units) (may be taken any semester)

Or

- TEL 7170 Technology in the Curriculum (3 units)

#### Semester 4 (FALL)

- EDU 6191 Student Teaching and Seminar: Secondary (12 units)

## Shirley M. Hufstедler School of Education

Emergency and pre-intern credentialed teachers with contracts in classrooms may petition to have the 12 units of student teaching and seminar, EDU6191, fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a certified mentor teacher from the school site and a school administrator. However, they must enroll in EDU 6191 and must also meet Level II admissions requirements.

### TeachersCHOICE Education Program Curriculum: *Early Completion Option (ECO) Intern Teaching Program*

The ECO Intern Teaching Program is a two semester teacher preparation program which includes technology coursework plus an intense, advanced 12-unit component which combines high-level seminars addressing advanced pedagogical methodology as well as a rigorous, consistent observation program which couples the Intern with a field master teacher in a coaching relationship for Intern advancement. The ECO Program is designed for the Candidate with experience in the classroom, the career-changer, and the advanced Candidate. Upon completion of the ECO Program, Candidates may elect to continue in the MAEd – Teaching program, transferring their ECO units into the masters programs.

#### Requirements **14 units**

##### *Semester 1*

EDU 6097 Intern Teaching and Seminar: Multiple Subject - Early Completion Option (6 units)

or

EDU 6197 Intern Teaching and Seminar: Single Subject - Early Completion Option (6 units)

##### *Semester 2*

EDU 6098 Intern Teaching and Seminar: Multiple Subject - Early Completion Option (6 units)

or

EDU 6198 Intern Teaching and Seminar: Single Subject - Early Completion Option (6 units)

##### *Semester 1 or 2*

EDU 6072 Instructional Technology Application (2 units)

OR

TEL 7170 Technology in the Curriculum (3 units) (advised for MAE track consideration)

### TeachersCHOICE Education Program Curriculum: Educational Specialists: Mild to Moderate Disabilities: Level I (Intern Program)

The following curriculum is to be completed by all Level I educational specialists (special education) credential program students who have not completed a teacher preparation program and have been admitted to the Intern Program for Educational Specialists. The schedule shown applies to full-time students and is completed in three full semesters. Successful completion of the program recommends the Candidate for:

- the Level I Educational Specialists teaching credential,
- the Multiple Subjects teaching credential, and
- The Master of Arts in Education degree.

The Alliant International University teacher credential programs are accredited by the California Commission on Teacher Credentialing.

#### Requirements **30 units**

##### *Semester 1*

EDU 6800 Orientation to Special Education (1 units)

EDU 6801 Educating the Mild to Moderately Disabled Student (2 units)

PPS 6015 Behavior Management in the Classroom (2 units)

EDU 6808 Educational Specialists – Mild/Moderate Disabilities: Intern Teaching and Seminar (4 units)

##### *Semester 2*

EDU 6062 Principles, Practices and Socio-cultural Issues of Teaching English Language Learners (2 units / may be taken in summer semester)

EDU 6802 Academic Interventions: Assessments, Accommodations, and Modifications (2 units)

EDU 6803 Collaborative Consultation in Diverse Settings (2 units)

EDU 6809 Educational Specialists – Mild/Moderate Disabilities: Intern Teaching and Seminar (4 units)

##### *Semester 3*

EDU 6022 Curriculum and Instruction in the Diverse Classroom: Language Arts (1 units)

EDU 6032 Curriculum and Instruction in the Diverse Classroom: Mathematics (1 units)

EDU 6012 Applied Linguistics Seminar: Teaching Literacy (3 units)

EDU 6072 Instructional Technology Applications (2 units / may be taken in summer)

EDU 6810 Educational Specialists – Mild/Moderate Disabilities: Intern Teaching and Seminar (4 units)

## Master of Arts in Education with Credential

Students enrolled in the Alliant Post Baccalaureate Teacher Education Program since Fall 2000 and subsequently who have been recommended for the California Preliminary or Level II (education specialist) Teaching Credential may apply credential coursework units with a minimum grade of B towards requirements for the Master of Arts in Education with a concentration in Teaching or 3 semester units towards the Master of Arts in Education with a concentration in TESOL.

The current Teacher Credential Program is embedded within the Hufstедler School of Education's Master of Arts in Education Program. The preliminary credential and master's degree may be obtained concurrently.

In addition to the course requirements discussed in the Student Teaching and Standard Intern tracks in the Teacher Credential Programs section, the following courses are required:

- TCH 7621 Critical Thinking for Teaching and Learning
- TCH 7685 Research Seminar
- TCH 7690 Practicum/Project in Teaching

In addition to the course requirements discussed in the Early Completion Option Intern tracks in the Teacher Credential Programs section; the following courses are required for the Master of Arts in Education:

- TES 7040 Developing Cross-Cultural Competencies (3 units-online)
- TCH 7621 Critical Thinking for Teaching and Learning (3 units-online)
- TCH 7640 New Models of Instruction and Learning (3 units-online)
- TCH 7660 Methods of Assessment (optional) (3 units-online)
- TCH 7685 Research Seminar (3 units-online and on ground)
- TCH 7690 Practicum/Curriculum Project (3 units-online and on ground)
- TEL 7170 Technology in the Curriculum (3 units) is recommended for fulfillment of technology competency requirement for credentialing.

In addition to the course requirements discussed in the Education Specialists: Mild/Moderate Disabilities Level II track in the Teacher Credential Programs section, the following courses are required for the Master of Arts in Education:

- ELM 7850 School, Family, and Community Relations (3 units) OR
- TES 7450 Introduction to Psycholinguistics and Sociolinguistics (3 units)

AND

- TEL 7170 Technology In the Curriculum (3 units)

AND

- TES 7040 Development of Cross-Cultural Competencies (3 units)
- TCH 7685 Research Seminar (3 units)

TCH 7690 Practicum / Curriculum Project (3 units)

In addition to the course requirements discussed in the International Teacher Preparation Certificate tracks in the Certificate and Special Authorization Programs section, the following courses are required for the Master of Arts in Education:

- TCH 7621 Critical Thinking for Teaching and Learning (3 units)
- CCS 6210 Foundations In Multicultural and Global Education (3 units)
- TCH 7685 Research Seminar (3 units)
- TCH 7690 Practicum / Curriculum Project (3 units)

## Master of Arts in Education

### Degree Requirements

30 semester units for concentrations in Educational Administration, Educational Leadership, Teaching, and Teaching English to Speakers of Other Languages

60 semester units for School Psychology with PPS Credential

*Courses are three units unless otherwise indicated.*

The Master of Arts in Education degree programs are designed to provide a rich sequence of learning experiences in which graduates gain the requisite knowledge and skills to serve effectively as educational leaders and practitioners. The following program concentrations are available:

- **Educational Administration**
- **Educational Leadership**
- **Education Specialists**
- **School Psychology**
- **Teaching**  
(Student already has credential)
- **Teaching English to Speakers of Other Languages**

### Learning Outcomes

Coursework for the Alliant International University Hufstедler School of Education Master's Programs assures Candidate knowledge and leadership in the following areas:

- Neuroscience research as applied to the learning schema, learner development and behavior in educational settings
- Cross-cultural competencies and their application in educational environments
- Critical thinking skills as applied to issues of educational assessment, program design, and evaluation
- Strategies for inclusive leadership and management in kindergarten through post-secondary settings.

The following is the Common Core Curriculum for the Master's (MAEd) in Teaching, and Teaching English to Speakers of Other Languages:

### Psychosocial Competencies

- ELM 7850 School, Family, and Community Relations

or

- TES 7450 Introduction to Psycholinguistics and Sociolinguistics

and

### Technology Competencies

- TEL 7001 Digital Literacy

or

- TES 7480 Technology and Teaching English Learners

or

- TEL 7170 Technology in the Curriculum

and

### Cross-Cultural Studies Competencies

- TES 7040 Development of Cross-Cultural Competencies

or

- CCS 6210 Foundations in Multicultural and Global Education.



### Graduation Requirements

The MA program requires 30 graduate semester units for graduation.

### Admissions Requirements

Applicants must satisfy the requirements stipulated in the "Application Procedures" section of this catalog as well as meet the following:

- **Degrees:** Candidates must possess at least a bachelor's degree or higher from an institution of higher education that is regionally accredited in the U.S. or its international equivalent. Applicants for the online master's program must also possess a valid elementary or secondary teaching credential or its equivalent.
- **GPA:** Student must have a minimum GPA of 2.5.
- **Tests:** International students applying for the TESOL concentration are required to have a 575 score (233 computer-based) on the Test of English as a Foreign Language (TOEFL) and a Test of Written English (TWE) score of 5. A score of 550 is required for other concentrations.
- **Recommendations:** Each candidate must provide two written confidential recommendations from those who can attest to the applicant's abilities, interests and proven accomplishments in education.
- **Transcripts:** Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate. When official transcripts are not immediately available, candidates may supply unofficial documents and be admitted on a conditional basis.
- **Personal essay:** A two-page personal essay describing the following is required: a) the professional organizations to which you belong; b) honors, activities and other creative accomplishments; and c) a brief autobiographical statement including future professional plans.
- **Interview with HSOE Master's Admissions Committee.**

Upon receipt and review of all documentation, the candidate will be

considered for final admission. Final admissions decision will be made by the program director and HSOE Master's Admissions Committee.

### Transfer of Credit and Course Waivers

Transfer of credit may be awarded on the following basis.

1. All credits used to substitute for required courses must have been completed at B or higher levels from a regionally accredited institution of higher education.
2. All courses used to substitute for required credit must be at master's degree level or higher.
3. The decision to accept credit to be transferred shall be the responsibility of the program director.
4. All credits must have been earned within seven years prior to the request for transfer. Requests for transfer credit, including waivers and exceptions, are reviewed by the program directors and designated faculty.
5. Coursework being considered for transfer must be equivalent to Alliant coursework for which it is being applied. Students are required to submit transcripts, course descriptions and other documentation to assist faculty review.
6. A maximum of 6 semester units may be transferred into the master's degree program.
7. Extension or continuing education courses are not, in standard cases, acceptable for graduate transfer. However, courses completed at high levels through an accredited university or local district program may be considered by the program director and approved by the Dean of the Hufstедler School of Education for partial credit transfer.
8. The Dean of the Hufstедler School of Education must give final approval for course waivers.

### Program Concentrations

The Hufstедler School of Education offers the Master's Degree with concentrations in:

- **Educational Administration**
- **Educational Leadership**
- **School Psychology**  
(See program on page xxx)
- **Teaching**
- **Education Specialists**
- **Teaching: (MAEd) (Online) with International Teacher Preparation Certificate**
- **Teaching English to Speakers of other Languages (TESOL)**

### Educational Administration

This concentration is designed to prepare practicing educators for a career in preK-12 school administration. Practical situations in school settings are thematically integrated with theory in all aspects of the curriculum. Coursework emphasizes the development of knowledge, skills and dispositions characteristic of effective and innovative administrative leaders. These include development of effective skills for problem solving, conflict resolution, working with diverse individuals and communities and current leadership strategies. The program prepares candidates to:

- Facilitate the development, articulation, implementation, and stewardship of a vision of learning shared and supported by the school community
- Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- Ensure management of the learning organization including operations and resources for a safe, efficient, and effective learning environment.
- Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Modeling a personal code of ethics and developing professional leadership capacity.
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

A Preliminary Administrative Services Credential may be obtained concurrently with the Master of Arts in Education with a Matriculation sheets for the newly approved program can be obtained from Program Directors or advisors. Applicants must hold a valid teaching or PPS credential and have a total of three years full-time teaching experience prior to being recommended for the Preliminary Administrative Services Credential. Interested candidates should see the Hufstедler School of Education credential analyst for additional admission and credential requirements.

Candidates seeking the Preliminary Administrative Services Credential without the MA are not required to take the three unit research seminar (ELM 7885).

### Preliminary Administrative Services Credential

The Administrative Services Credential Program at Alliant is CCTC accredited and has been designed to provide the practicing professional with an appropriate course of study that will culminate in an Alliant recommendation for a credential. The Master of Arts in Education with a concentration in Educational Administration may be obtained by taking two additional courses beyond the Preliminary Administrative Services Credential.

### Admissions Requirements

Applicants must satisfy the requirements stipulated in the "Application Procedures" section of this catalog as well as meet the following.

- CBEST: All candidates must have successfully completed the California Basic Educational Skills Test (CBEST) prior to being fully accepted into this program.
- Credential: Candidates must submit a valid California Teaching or Services Credential

and a minimum GPA of 2.5 for their undergraduate studies.

- Degrees: Candidates must possess a bachelor's degree or higher from a regionally accredited institution of higher education.
- Interview: Candidates will be interviewed by a faculty committee or program director to determine the candidate's appropriateness for the program.
- Recommendations: Each candidate must provide two written recommendations from individuals who can attest to the applicant's abilities, interests and proven accomplishments in education.
- Transcripts: Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate.

### GPA Requirement

Once admitted to the program, applicants must maintain a minimum GPA of 3.0 or higher in all coursework. Students failing to maintain a cumulative grade point average of 3.0 at the end of any term will be placed on academic warning and must correct the deficiency by the following semester or be subject to academic dismissal from the program.

### Preliminary Administrative Services Credential or Certificate of Eligibility

To obtain a recommendation to the California Commission on Teacher Credentialing (CCTC) for the Preliminary Administrative Services Credential or the Certificate of Eligibility a student must submit to the Credential Office:

- Proof of completed coursework, fieldwork and other requirements.
- Formal recommendation from the faculty coordinator.
- All official transcripts (incl. Alliant) on file.
- Official transcripts of CBEST.
- Mainstreaming requirements.
- Completed CCTC application.

- A letter verifying three years of experience, from the school district in which you worked and/or an offer of employment in an administrative position.
- A copy of valid California Teaching or Service Credential.

### Required Courses 27 units

These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

- ELM 7810 Educational Leadership
- ELM 7820 School Law and Ethics
- ELM 7830 Management of Human Resources
- ELM 7850 School, Family and Community Relations
- ELM 7860 Assessment and Accountability
- ELM 7870 School Finance and Plant Operations
- ELM 7880 Technology for Educational Leaders
- ELM 7990 A&B Field Experience (4 units)
- ELM 7885\* Research Seminar (3 units) may be taken in addition to the credential coursework in order to earn a master's degree in Educational Administration.

*\*Note: Elective options upon approval.*

### Teaching

The Master of Arts in Education with an emphasis in Teaching is offered as a 100% online option. The program is specifically designed for classroom teachers who wish to advance their teaching skills and abilities. Instructors are closely tied to the field, are highly qualified and share a passionate interest in teaching and learning at all levels. The Teaching Concentration provides advanced preparation in accomplished teaching assessment, reflective practice and applications of technology. The goal is to enhance the analytical, theoretical and professional foundations that equip graduates with the skills necessary to become leaders among teachers.

### Required Courses 30 units

## Shirley M. Hufstедler School of Education

Courses are three units unless otherwise indicated.

TCH 7621	Critical Thinking for Teaching and Learning
TCH 7640	New Models of Instruction and Learning
TCH 7660	Methods of Assessment
TCH 7670	Preparation for National Board Certification
TCH 7680	Current Issues in the School Environment
TCH 7685	Research Seminar
TCH 7690	Practicum/Curriculum Project
TES 7040	Development of Cross-Cultural Competencies
ELM 7850	School, Family and Community Relations

Select appropriate course:

TEL 7001	Digital Literacy
TEL 7170	Technology in the Curriculum (on-line only)

TES 7485	Research Methods and Seminar
TES 7490	TESOL Practicum/Project

Choose five courses:

TES 7050	Academic Instruction Designed for Culturally and Linguistically Diverse Students
TES 7430	Techniques of Teaching Reading and Writing to Second Language Learners
TES 7440	Techniques of Teaching Listening and Speaking to Second Language Learners
TES 7450	Introduction to Psycholinguistics and Sociolinguistics
TES 7460	English Grammar for ESL and EFL Teaching
TES 7470	Teaching English as a Foreign Language
TES 7475	Topics in TESOL Research and Pedagogy
TES 7480	Technology and Teaching English Learners

### Learning Outcomes

Coursework for Alliant International University Hufstедler School of Education Doctoral Programs assure candidate knowledge and leadership in the following competency areas:

- Ability to be a competent, confident, and conscientious education specialist who engenders personal growth, educational excellence, and professional empowerment;
- Ability to provide leadership in the critical assessment, through research, practice, theoretical models, strategies, and technologies, of those factors that impact the facilitation of learning;
- Ability to provide leadership in the critical assessment, through research, practice, theoretical models, strategies, and technologies, of those factors that impact the facilitation of learning;
- Ability to apply lessons of history in relation to the planning and implementation of future educational reform and innovative change;
- Ability to assess, develop and integrate theory with practice for quality assurance in educational environments; and
- Ability to improve the quality of an educational organization as a practitioner or as a member of the higher education academy.

The following is the Common Core Curriculum for the Doctor of Education (EdD) degree programs in Educational leadership and Management K-12, Higher Education, and Teaching English to Speakers of Other Languages:

### Psychosocial Competencies

- ELM 8810 Psychology of Schooling
- or
- TES 8470 Psycholinguistics and Second Language Teaching
- and

### Research Competencies

- GSE 8030 Research Design
- and

## Teaching English to Speakers of Other Languages (TESOL)

### Offered as an On-campus Program and as an Online + three-course Residency Program

This concentration includes courses in TESOL theory and methodology, linguistics and professional education. The TESOL concentration is designed for both prospective and experienced English as a Second Language (ESL) and English as a Foreign Language (EFL) educators. Specified courses meet the coursework requirements for the TESOL Graduate Certificate.

\*See Hufstедler School of Education credentials analyst for specified courses.

### Required Courses 30 units

Courses are three units unless otherwise indicated.

TES 7040	Development of Cross-Cultural Competencies
TES 7410	Theory and Method of Second Language Teaching
TES 7420	Principles of Linguistics

## DOCTORAL PROGRAMS

The doctoral programs are aimed at preparing educational practitioners to be effective and creative educational leaders in their respective fields, providing them with a strong repertoire of knowledge and skills and professional dispositions. In addition, candidates will have developed a multidisciplinary approach to problem solving and will be skillful in applying practical and theoretical knowledge.

The Hufstедler School of Education offers a Doctor of Psychology (PsyD) degree, which has been previously described and a Doctor of Education (EdD) degree in the following areas:

- **Educational Leadership and Management**
- **Teaching English to Speakers of Other Languages (TESOL)**
- **Higher Education**
- **Community Health and Public Policy**
- **Cross-Cultural Studies**

All doctoral degree unit requirements are post master's degree.

### Cross-Cultural Studies Competencies

- TES 8470 Cultural, Social, and Political Issues of Second Language Teaching

or

- CCS 8210 Foundations of Multicultural and Global Education

### Admissions Requirements

Applicants must satisfy the requirements stipulated in the “Application Procedures” section of this catalog as well as meet the following:

- Degrees: Applicants must possess at least a master’s degree from a regionally accredited institution of higher education or the international equivalent and have demonstrated superior academic performance in the completion of their master’s degree.
- Resume: Each applicant must submit a resume or biographical statement demonstrating disposition to education and selected major area of study.
- Leadership: Applicants must have demonstrated superior academic performance in the completion of their master’s degrees and possess outstanding leadership qualities.
- Recommendations: Each applicant must provide three written confidential recommendations from persons who can attest to the applicant’s academic and professional abilities and proven accomplishments in education.
- Tests: Doctoral applicants may submit scores on the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). (These tests are optional.)
- Transcripts: Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate.
- Goal statement Essay: Applicants must submit an academic and professional goal statement essay.
- Writing Test: Applicants may be required to submit a prescribed writing sample (ELM/Higher Ed Applicants). Writing and

Critical Analysis Test: Applicants will be required to read and write a critical analysis of a journal article (TESOL Applicants).

- International students are also required to have a 575 score (233 computer-based) on the Test of English as a Foreign Language (TOEFL) and a Test of Written English (TWE) score of 5.
- Interview: Applicants will be interviewed by a HSOE faculty admissions committee from the program for which the candidate is applying.

Upon receipt and review of all documentation, the candidate will be considered for final admissions. Final admissions decisions will be made by the program director and the HSOE Doctoral Admissions Committee.

### Prerequisites

The program directors and designated faculty members of the Hufstедler School of Education will examine each candidate’s academic background and work experience to determine any prerequisites needed. (See prerequisites for TESOL doctoral program.)

### Transfer of Credit

Transfer of credit may be awarded on the following basis.

1. A maximum of 24 semester units 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. The request to accept credit to be transferred must be approved by the program director.
3. Credit that has been used to complete a second master’s degree may be considered for transfer.
4. Credits must have been earned within seven years prior to the request for transfer. Waivers of this requirement may be considered by program faculty on a case by case basis. All waivers must be approved by the dean.

5. Extension courses or continuing education courses are not, in standard cases, acceptable for graduate transfer. However, courses completed at high levels through an accredited university or local district program may be considered by the program director and approved by the Dean of the Hufstедler School of Education for partial credit transfer.
6. Coursework being considered for transfer must be equivalent to Alliant coursework for which it is being applied. Students are required to submit transcripts, catalog course descriptions and other documentation.
7. All coursework must be completed successfully at Credit or B levels or higher.

### Comprehensive Examination

Students must complete all coursework with the exception of dissertation classes before writing the comprehensive examination paper. The examination may be taken concurrently with the last semester of coursework. This exam is administered each semester: fall, spring, and summer and is evaluated by the Hufstедler School of Education Comprehensive Exam Committee. All EdD candidates must successfully complete the comprehensive examination prior to enrolling in the dissertation sequence. The exam or any section may be taken a maximum of two times.

### Graduation Requirements

A minimum of 60 semester units (varies according to program) with a GPA of 3.0 or higher must be completed in order to obtain a doctoral degree. A doctoral dissertation is also required for completion of the degree.

## Doctor of Education in Educational Leadership and Management

This program prepares candidate for leadership in a variety of institutions including the K-12 public schools as well as other private and public organizations.

### Degree Requirements **60 units**

*Courses are three units unless otherwise indicated.*

#### Foundation Core **12 units**

ELM 8810	Psychology of Schooling
ELM 8812	Educational Philosophy
CCS 8210	Foundations in Multicultural and Global Education
TEL 8175	Integrative Technology Systems in Education

#### Educational Leadership Core **12 units**

ELM 8830	Leadership & Learning Organizations
ELM 8832	Law, Ethics, and Equity
ELM 8834	Policy Making and Politics
ELM 8899	Current Issues/Future Trends in Education

#### Research Methods and Applied Research Skills **13 units minimum**

ELM 8822	Statistics Laboratory (1 unit)
ELM 8840	Research Writing Workshop
GSE 8030	Research Design
GSE 8033	Quantitative Research Methods
GSE 8036	Qualitative Research Methods

#### Emphasis Area **12 units**

Candidates will take four thematically linked courses (12 units) in any of the following Emphasis Areas. Selection of courses to fulfill this requirement will be determined in consultation with the faculty advisor.

- Cross-Cultural Studies
- Higher Education
- Individualized Emphasis Area
- K-12 Education
- Technology and Learning

(See the faculty advisor for guidance in completing this requirement.)

#### Dissertation Series **9 units minimum**

GSE 9901	Dissertation Plan (3 units) May be repeated twice.
GSE 9910	Dissertation Development (3 units) May be repeated once.
GSE 9911	Dissertation Proposal (2 units) May be repeated once.
GSE 9920	Dissertation Completion (3 units) May not be repeated.
GSE/EDP 9950	Dissertation/Project Extension (5 units) May be repeated with Dissertation/Project Chair's approval.

## Doctor of Education in Teaching English to Speakers of Other Languages (TESOL)

This program is designed to meet the global demand for specialists in teaching English to speakers of other languages and to prepare graduates for leadership roles in schools and universities in the U.S. and abroad. The program focuses on the design, evaluation and implementation of second language programs; applied linguistics research; social, psychological and cultural factors of second language acquisition; the integration of technology in second language teaching; and teacher training.

### Program Courses

Prerequisites: Students entering the TESOL concentration are expected to have had master's level courses in TESOL methodology and theory and linguistics. Students lacking in this background will be required to take prerequisite MA courses.

### Degree requirements **60 units minimum**

These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

#### Required TESOL Courses **30 units**

TES 8410	Issues in TESOL Theory and Methodology
TES 8420	Research in Second Language Acquisition and Applied Linguistics

TES 8430	Technology and Second Language Teaching
TES 8441	Design, Development and Evaluation of Programs for Second Language Learners
TES 8445	TESOL Field Project
TES 8451	Cultural, Social and Political Issues of Second Language Teaching
TES 8460	Sociolinguistics
TES 8470	Psycholinguistics and Second Language Training
TES 8480	Seminar: Current Topics in TESOL
TES 8490	Advanced Linguistics for TESOL??

#### Research Core Courses **9 units**

GSE 8030	Research Design
GSE 8033	Quantitative Research Methods
GSE 8036	Qualitative Research Methods

#### Electives or Emphasis Areas: **12 units**

Choose four courses from one emphasis area below or select 4 electives.

- Technology & Learning
- Cross-Cultural Studies
- Educational Leadership and Management
- Higher Education

#### Dissertation Series **9 units minimum**

GSE 9901	Dissertation Plan (3 units) May be repeated twice.
GSE 9910	Dissertation Development (3 units) May be repeated once.
GSE 9911	Dissertation Proposal (2 units) May be repeated once.
GSE 9920	Dissertation Completion (3 units) May not be repeated.
GSE/EDP 9950	Dissertation/Project Extension (5 units) May be repeated with Dissertation/Project Chair's approval

## CERTIFICATE AND SPECIAL AUTHORIZATION PROGRAMS

### California Teachers of English Learners (CTEL) Program Leading to CLAD Certification

The California Teachers of English Learners (CTEL/CLAD) program of Alliant International University (Alliant) is designed to assure that all California teachers are prepared to serve the needs of English learners.

The purpose of the Alliant CTET program is to provide teachers 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 content. To accomplish this, the CTET program offers a curriculum of four graduate courses that combine research-grounded theories with hands-on classroom applications that focus on 1) language structure and language development; 2) standards-based assessment; 3) instruction for literacy and language development; 4) specially designed academic instruction delivered in English (SDAIE); and 5) culture and language learning. The courses also provide field work in the form of in-depth observations and interviews with practicing teachers in instructional settings with diverse learners.

#### Admissions Requirements:

All applicants recommended for a Crosscultural, Language, and Academic Development Certificate (CLAD) must meet the following requirements:

1. Possess a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which authorized the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:

a) Emergency credentials or permit,

b) Exchange credentials as specified in Education Code Section 44333,

c) District intern certificates as specified in Education Code Section 44325,

d) Sojourn certificated employee credentials as specified in Education Code Section 44856;

e) Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3

2. Degrees: Candidates must possess at least a bachelor's degree or higher from an institution of higher education that is regionally accredited in the U.S. or its international equivalent.
3. GPA: Student must have a minimum GPA of 2.5 or higher.
4. Recommendations: Each candidate must provide two written confidential recommendations from those who can attest to the applicant's abilities, interests and proven accomplishments in education.
5. Transcripts: Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate. When official transcripts are not immediately available, candidates may supply unofficial documents and be admitted on a conditional basis.
6. Autobiographical Data: Candidates must present a description of their professional background including experiences relevant to teaching in linguistically and culturally diverse students

Upon receipt and review of all documentation, the candidate will be considered for final admission. Final admissions decision will be made by the program director and HSOE Master's Admissions Committee.

#### Program Design

The CTET program consists of four three-unit courses designed to meet the program purpose. These courses are taught at the Master's level and can apply towards the Master of Arts in Education: Teaching English

to Speakers of Other Languages (TESOL) Program. The program does not accept credits from any previous CLAD courses or give credit for any part of the CTET test.

#### Courses: (12 units)

CTE 7040: Culture and Development of Cross-Cultural Competencies

CTE 7410: Theory and Method of Second Language Teaching

CTE 7415: Assessment and Instruction of English Learners

CTE 7420: Principles of Linguistics

#### Course Descriptions:

CTE 7040 Culture and 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.

CTE 7410 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.

CTE 7415 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).

CTE 7420 Principles of Linguistics (2 units)

Investigation of the nature, organization and function of human language. Focuses on the different components of language structure and use: phonology, morphology, syntax and semantics, language functions and variations, discourse, and pragmatics.

### Portfolio

In addition to course work and field observations, candidates prepare and present a professional portfolio of their academic achievements. The portfolio consists of samples of candidates' coursework, field observations, and reflections that demonstrate the knowledge, skills, and abilities required by the program (See Portfolio checklist.)

### CTEL Fieldwork

Based upon application of their CTETL coursework and previous field observations and as a final program requirement, CTETL candidates will demonstrate a successful lesson modeling appropriate principles, methodologies, and techniques in a linguistically diverse classroom.

## Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate

This certificate program provides students the knowledge and skills needed to effectively teach English in a variety of English as a second language (ESL) and English as a foreign language (EFL) settings. It consists of five 3-unit courses that may also be applied toward the Master of Arts degree with a concentration in TESOL or in Teaching. Students must meet the admissions requirements for the master's degree.

These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

**Requirements 15 units**

TES 7410 Theory and Method of Second Language Teaching

Choose four:

TES 7040 Development of Cross-Cultural Competencies

TES 7420 Principles of Linguistics

TES 7430 Techniques of Teaching Reading and Writing to Second Language Learners

TES 7440 Techniques of Teaching Listening and Speaking to Second Language Learners

TES 7460 English Grammar for ESL and EFL Teachers

TES 7470 Teaching English as a Foreign Language

TES 7480 Technological and Teaching English Learners

## Cross-Cultural Studies Certificate (Domestic or International)

*Courses are three units unless otherwise indicated.*

**Requirements 18 Units**

CCS 8210 Foundations in Multicultural and Global Education

CCS 8820 Educational Psychology: Cross-Cultural Identity Explorations

CCS 8500 Cross-Cultural Competency Assessment Practicum: Field Project

Select 3 courses from the following:

CCS 8550 Introduction to Cross-Cultural Applied Research Methods

CCS 8999 Special Topics in Cross-Cultural Studies: U.S., the Philippines, Japan, or Mexico

CCS 6310 Womenist Theory Perspective

CCS 6180 Ethnicity and Learning within the Context of Peace Education

ELM 7850 School Family and Community Relations

TES 7040 Development of Cross-Cultural Competency (Communication)

TEL 7170 Technology in the Curriculum

## Supplementary Authorization in Computer Concepts and Applications

The University offers the coursework necessary for a Supplementary Authorization in Computer Concepts and Applications.

These units reflect a semester term system.

*Courses are three units unless otherwise indicated.*

**Requirements 12 units**

TEL 7001 Digital Literacy

TEL 7180 Development of Web-based Educational Environments

TEL 7120 Digital Media in Education

TEL 7170 Technology in the Curriculum

## Online Certificate in Technology

Technology prepares students in the use of technology in education, business and training. Students are provided with skills in the use of technology in educational settings for business and military employers, digital media design and web site design.

*Courses are three units unless otherwise indicated.*

**Requirements 12 units**

TEL 7001 Digital Literacy

TEL 7180 Development of Web-based Educational Environments

TEL 7120 Digital Media in Education

TEL 7165 Future Trends in Technology

## International Teacher Preparation Certificate

**Requirements 18 units**

TES 7040 Development of Cross-Cultural Competencies (3 units)

PPS 6009 Child Through Adolescent Development: Biological, Behavioral, Cognitive (2 units)

PPS 6015 Behavioral Management in the Classroom (2 units)

- ELM 6999 Family, School, and Community Leadership (3 units)
- TEL 7170 Technology in the Curriculum (3 units)
- TCH 7640 New Models of Instructional Learning (5 units)

## Certificate in School-Based Mental Health Services

The School Based Mental Health certificate is designed to enhance the skill sets of school psychologists and other school-based mental health practitioners in the areas of school-based mental health services as articulated by the National Association of School Psychologists (NASP). This 2 year certificate program utilizes an executive format model : classes occur during the evenings and weekends. School-based mental health focuses primarily on: 1) building skills, 2) assessing deficits, 3) preventing problems, and 4) nurturing strengths among culturally and ethnically diverse preschoolers, school-age children, and adolescents. Our two-year certificate program is designed to provide master’s level practitioners with the knowledge, skills, and experience necessary to conduct culturally-informed short-term, group and individual counseling within the schools.

### Courses Offered

- PPS6500 Introduction to Counseling Theory (2 units)

This course will enable students to differentiate among the primary theoretical models of counseling practice including psychodynamic, existential, and humanistic, cognitive-behavioral, and system approaches. Emphasis will be on the student recognizing belief systems that accurately reflect their own personal style as well as to recognize strategies and approaches likely to be successful with children, adolescent, and families.

- PPS6510 Cultural Considerations in the Counseling Process (2 units)

This course examines diversity issues of race, ethnicity, religion, gender, gender-roles, sexual orientation and social classes as it

relates to psychological services within the school setting. Students will learn the history, culture and expectations of various ethnic and cultural groups and develop the cross-cultural communication skills necessary to effectively work with students and families of varying backgrounds.

- PPS 6028 Legal and Ethical Issues in School Psychology (1 unit)

This course reviews guidelines for APA, AAMFT in the practice of psychology within the school setting, including issues of: child abuse, privileged communication, confidentiality, patient’s rights and Tarasoff issues are some of the topics that will be covered.

- PPS6530 Child and Adolescent Psychopathology (2 units)

A historical view of the concepts of mental health and psychopathology are presented. Primary focus will be on the diagnosis and prognosis of disturbed behavior and emotional adjustment. The multi-axial system of the DSM-IV-TR will be utilized.

- PPS6540 Crisis Counseling (2 units)

This course is designed to give students and overview of the various aspects of violence in the schools. Violence prevention and crisis intervention will be explored including intervening with aggressive students.

- PPS6550 Psychopharmacology (2 units)

General principles of psychopharmacology, an overview of neurochemistry and a framework for the use of psychoactive drugs will be covered in addition to substance abuse symptoms and consequences.

- PPS6019 Program Development and Evaluation (2 units)

Students will learn how to complete a needs assessment, design, implement, coordinate and evaluate effective counseling and psychological services programs. Student will be challenged to consider how to best use their training and skills to empower children, families, schools, and communities. The focus will be on the development of efficacious programs that are effective with sensitive adaptation and modification based upon human diversity issues as well as the culture of local schools and their communities.

- PPS6570 Individual Counseling (3 units)

This course is designed to teach students the brief approach to counseling and intervention with children and adolescents. Counseling theories, processes and approaches

- PPS6580 Group Counseling (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.

- PPS6590 Counseling the Young Child and Adolescent (2 units)

This course will focus on the fundamentals of child and adolescent therapy processes and integrates the basic skills necessary to deal with the challenges children and adolescents present in therapy. A variety of therapeutic approaches will be considered including developmental variables which may have an effect on behavior and social/emotional development.

### Year 1

#### Fall First Session

Course Number/Title	Cohort	Year
PPS 6007/ PPS 6030 Orientation to the Profession of School Psychology & Schools Programs and Community Services	2	1
PPS 6011 History of Psychological Services in Schools	1	2
PPS 6001 Practicum	1	1
GSE 6500 Speical Topic: Introduction to Counseling Theory	1	2

#### Fall Second Session

Course Number/Title	Cohort	Year
PPS 6009 Child through Adolescent Development: Biological, Behavioral, Cognitive	1	2
PPS 6025 Methodology of Educational Research	1	2
GSE 6510 Special Topic: Cultrual Considerations in the Counseling Process	1	2



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### Winter Intersession

Course Number/Title	Cohort	Year
PPS 6028/ Legal and Ethical Issues in School Psychology & California and National Special Education Laws	2	1

### Spring First Session

Course Number/Title	Cohort	Year
PPS 6013 School Counseling: History, Philosophy and Trends	1	2
PPS 6026 The Social Psychology in, Educational Settings	1	2
PPS 6002 Practicum	1	1
PPS 6350 Special Topic: Child and Adolescent Psychopathology	1	2

### Spring Second Session

Course Number/Title	Cohort	Year
PPS 6008 Principles of Curriculum Construction	1	2
PPS 6010 Multicultural Children, Adolescents & Their Families	1	2
PPS 6540 Special Topic: Crisis Counseling in School Settings	1	2

### Summer Session

Course Number/Title	Cohort	Year
PPS 6003 Practicum	1	1
PPS 6040 Case Study Development 1: Intro PsychoEducational Assessment	1	2
PPS 6022 School Safety, Violence Prevention, Crisis Intervention	1	2
PPS 6550 Special Topic: Psychopharmacology:Children and Adolescents	1	2

### Year 2

#### Fall First Session

Course Number/Title	Cohort	Year
PPS 6041 Case Study Development 2: Individual Child Assessment	2	2
PPS6004 Practicum	2	2
PPS 6019 Program Development and Evaluation	2	2

#### Fall Second Session

Course Number/Title	Cohort	Year
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PPS 6032 Cultural Family Intervention/Collaboration in School Settings	2	2
PPS 6042 Assessment of Learning Problems and Intervention Strategies	2	2
PPS 6570 Individual Counseling in School Settings	2	3

### Winter Intersession

Course Number/Title	Cohort	Year
PPS 6021 Collaborative Consultation/ Data Driven Instruction	2	2

### Spring First Session

Course Number/Title	Cohort	Year
PPS 6015 Behavior Management in the Classroom	2	2
PPS 6043 Alternative/Eligibility Assessment	2	2
PPS 6004 Practicum	2	1
PPS 6580 Special Topic: Group Counseling in School Settings	2	3

### Spring Second Session

Course Number/Title	Cohort	Year
PPS 6018 Academic Intervention: Accommodation and Modification	2	2
PPS 6044 Advance Psychological Assessment Applied to Atypical Populations	2	2

### Summer Session

Course Number/Title	Cohort	Year
PPS 6006 Practicum	2	1
PPS 6017 Advanced Behavior Analysis and Intervention	2	2
PPS 6027 Professional Roles: Comprehensive Examination	2	2
PPS 6590 Counseling the Young Child and Adolescent	2	2

### Year 3

#### Fall : Self-paced

Course Number/Title	Cohort	Year
PPS 7001 Internship	3	5
PPS 7002 Internship	3	5

**Certificate Units 18**

**TOTAL UNITS with Certificate 79**

## BACHELOR'S DEGREE PROGRAMS

Please refer to the *Alliant Undergraduate Education* section for General Education Information and Transfer Requirements.

### Bachelor of Arts in Liberal Studies – General Track (San Diego and Southwestern College)

The Liberal Studies major is a two-year degree completion program which allows students to adapt their education to a variety of paths. Students can choose a concentration from any of the majors offered at Alliant, including business, communication, international relations, and psychology. All of these concentrations emphasize a strong professional practice approach which includes substantial practical, hands-on training in the types of internship opportunities more often found in graduate programs. In addition, with the guidance of a faculty adviser, students can design their own concentration to better meet their specific needs.

#### Student Learning Outcomes

- Write and speak effectively using appropriate rhetorical techniques and modes of discourse.
- Solve problems through critical and creative thinking.
- Produce projects requiring understanding of both qualitative and quantitative measures.
- Demonstrate a world view that reflects an appreciation and understanding of cultural differences, a growing development of intercultural sensitivity and a sense of equality and social justice.
- Identify instances where knowledge from different disciplines interconnects.
- Demonstrate competence in core, concentration and minor subject-matter areas.
- Use technology effectively for communication, learning and research.

#### Degree Requirements 120 units

##### Prerequisites for the Major

*Up to six units may be taken concurrent with the first semester at Alliant.*

Introduction to the Arts  
Introduction to Literature

##### Transfer Requirements 60 units

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

##### Degree Completion Requirements 60 units

*Courses are three units unless otherwise indicated.*

##### General Education 6 units

All units must be upper division  
ENG3303 Writing for the Professions  
One upper-division humanities or social science course

##### Major 36 units

The student must take the core plus an approved six-course concentration.

##### Upper Division Core 15 units

COM3103 Culture, Communication and Human Behavior  
FAR 4005 Integrated Art, Literature and Music

Choose one of the following:

LIT 3310 Seminal Works in British Literature  
LIT 3315 Multicultural Perspectives on American Literature  
LIT 4020 World Literature: Fiction, Poetry and Drama  
LIT 4030 Fiction to Film on the World Stage

Choose one of the following:

ENG 3306 English Grammar with Applications  
ENG 3307 Linguistics and Linguistic Applications  
ENG 4020 English Language: Historical, Cultural and Social Perspectives  
ENG 4000 Creative Writing Workshop: Poetry and Short Story

Choose one of the following:

PHIL 3306 Comparative Philosophy

PHIL 3310 Ethics and Value Theory

BUS4070 Business Ethics and Values

##### Concentration 18 units

An area of emphasis may be chosen from among any of the University's listed majors, which include Business Administration, International Business Administration, Communication: Marketing Public Relations, Criminal Justice, International Relations, Liberal Studies for Education, and Psychology. Students may also design their own program with the approval of appropriate faculty. A total of 18 upper-division units is required.

The Senior Experience 3 units

SEN 4910 Senior Internship

##### Unrestricted Electives 6 units

##### Minor 12 units

Liberal Studies majors may choose as a minor four upper-division courses from any of the majors offered at Alliant. A minor is required.

### Bachelor of Arts in Liberal Studies for Education Track (San Diego and Southwestern College)

The Bachelor of Arts in Liberal Studies for Education prepares students to eventually enter the teaching force as well-trained, effective professionals. The curriculum for the major is designed to match the content taught in elementary schools and provides students with the subject-matter background needed to pass the California Subject Matter Examination for Teachers-Multiple Subject (CSET), which anyone wanting to teach in a public elementary school in the state of California must pass. For those wanting to teach in a middle school setting, it offers the coursework necessary to meet the 32-unit subject-matter requirement for an Introductory Subject-Matter Authorization in either mathematics or English. However, this program is not a waiver program and does not qualify students to waive the CSET exam. Also, it does not qualify students to waive pedagogy courses offered at the graduate

## Shirley M. Hufstедler School of Education

level. This program is, in fact, meant to be a feeder program for and a precursor to the Hufstедler School of Education Teacher Credential Program at Alliant.

In keeping with the professional practice model, students in the Liberal Studies for Education major will also take courses designed for professional development. These courses provides a mixture of theory and practical application. They will examine topics such as learning theory, methods of instruction, and teaching in culturally and linguistically diverse settings. Students will also participate in field placements and service learning projects. Throughout this process, students will be developing their own critical thinking, research and writing skills. These courses and field experiences will assure excellent preparation for students to study for their teaching credential once they have earned the bachelor's degree.

### Student Learning Outcomes

- Write and speak effectively using appropriate rhetorical techniques and modes of discourse.
- Solve problems through critical and creative thinking.
- Produce projects requiring understanding of both qualitative and quantitative measures.
- Demonstrate a world view that reflects an appreciation and understanding of cultural differences, a growing development of intercultural sensitivity and a sense of equality and social justice.
- Identify instances where knowledge from different disciplines interconnects.
- Demonstrate competence in the liberal studies for education subject-matter areas.
- Use technology effectively for communication, learning and research.

### Degree Requirements 120 units

#### Prerequisite Requirements

Introduction to Literature  
Introduction to the Arts  
Mathematics Concentration

College Algebra and Trigonometry  
or Pre-Calculus

Psychology Concentration

Introduction to Statistics

*For Spanish electives:*

*Two years or an equivalent of second-year Spanish*

### Transfer Requirements 60 units

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

### Degree Completion Requirements 60 units

#### Major 60 units

UPPER DIVISION CORE

#### Introductory and Capstone Core 6 units

EDU 3003 Introduction to Teaching in the Applied Liberal Arts

SEN 4910 Internship: A Capstone Experience

#### Content Core 24 units

ENG 3302 Written Composition for Educators  
or

ENG 3303 Writing for the Professions

ENG 3011 First and Second Language Acquisition

FAR 4005 Integrated Art, Literature and Music

GEO 3005 World Regional Geography

HIS 3304 History of California

LIT 3330 Multicultural Literature for Children and Adolescents

MTH 3305 Discrete Mathematics

NCS 4010 Earth and Space Science

#### Concentration 15 units

Students choosing to do a Multiple-Subjects Credential need to select an area of emphasis. They have several options. They can select five courses (15 units) from either the mathematics or English Introductory Subject-Matter Coursework lists. Students choosing to do a mathematics concentration can take any five courses on the mathematics list. However, students doing an English concentration must select three courses from the Literature Core list and two courses from the Language Core. Students who are not

interested in doing a concentration in mathematics or English have the option of consulting with appropriate faculty and designing a concentration of five courses from any of the University's majors.

### Professional Development 9 units

PSY 4125 Introduction to Physical and Emotional Development in Young Adolescents

PSY 3155 Culturally Diverse and Exceptional Children

Choose one of the following two courses:

MTH 4005 Mathematics Education

ENG 4025 English Education

### Electives 6 units

Any two undergraduate courses

OR

SPN 3004 Advanced Spanish I

SPN 3005 Advanced Spanish II

Students can do the Spanish courses at the campuses in San Diego or in Mexico City.

### Introductory Subject-Matter Authorization Coursework

Successful completion of 32 units of English or mathematics coursework will satisfy the content-area requirements for students wanting to teach these subjects to 7th and 8th grade middle-school students. Both the English and math Introductory Subject-Matter Authorizations have lower division prerequisite requirements which make up part of these 32 units.

### Mathematics 30 units

MTH 3305 Discrete Mathematics

MTH 3310 Geometry

MTH 3315 Linear Algebra

MTH 3320 Calculus I

MTH 3321 Calculus II

MTH 3325 Math and Technology

MTH 4010 Foundations in Mathematics

MTH 4020 History of Mathematics

MTH 4030 Probability and Statistics

MTH 4040 Mathematical Modeling

### English 30 units

Literature Core for Adolescent Learners 21 units

LIT 3330 Multicultural Literature for Children and Adolescents

LIT 3310 Seminal Works in British Literature

LIT 3315 Multicultural Perspectives on American Literature

LIT 4020 World Literature: Fiction, Poetry and Drama

LIT 4030 Fiction to Film on the World Stage

ENG 4000 Creative Writing Workshop: Poetry and Short Story

FAR 4010 Creative Drama

**Language Core 9 units**

ENG 3306 English Grammar with Applications

ENG 3307 Linguistics and Linguistic Applications

ENG 4020 English Language: Historical, Cultural and Social Perspectives

**Bachelor of Arts in Liberal Studies for Education Seamless Path to Teacher Education Programs in the Hufstедler School of Education**

Students who enroll in the Bachelor of Arts in Liberal Studies for Education Program at Alliant International University and who have met the following requirements by the end of the last semester of their senior year will be conditionally admitted into the Hufstедler School of Education’s Teacher Education Program on the San Diego campus.

- A minimum GPA of 2.5
- A successfully completed interview with the Hufstедler School of Education

Upon completion of the following additional requirements, students will be fully admitted.

- Completion of the Bachelor of Arts in Liberal Studies from Alliant International University
- Submission of Two Letters of Recommendation
- Submission of a Personal Narrative

**Bachelor of Arts in Liberal Studies with an Emphasis in Education – Alliant Mexico**

This special program leads to a bachelor’s degree in Liberal Studies with an emphasis in elementary education (grades K-6 ). Because it includes both the bachelor’s degree and the education course, this major consists of 130 units. However, it is designed so that students may complete the entire program in slightly more than four years. This innovative teacher preparation program is designed specifically for the Mexico City campus.

**Degree Requirements 130 units**

*Courses are three units unless otherwise indicated.*

General Education 60 units

General Education for this program is modified slightly with the addition of 12 units. The required courses are listed below.

HUM 1020 Interdisciplinary Seminar

ENG 1106 English Composition I

ENG 2206 English Composition II

IST 1010 Introduction to Information Systems

MTH 1109 College Algebra

MTH 2210 Introduction to Applied Statistics

COM 1999 Public Speaking (2 units)

COM 1500 Intercultural Communication

Language Studies Elective

Language Studies Elective

HUM 1000 World Civilizations

Humanities Elective

GEO 2100 World Regional Geography

IRL 2000 Foundations of International Relations

POL 2000 Introduction to Politics

HIS 3000 History of Latin America

LIT 1150 Introduction to Literature

Natural Science Elective

Natural Science Elective

Natural Science Elective

CMS 3700 Community Service (1 unit)

**Major 40 units**

EDU 1001 Introduction to Elementary Education (1 unit)

EDU 2201 Early Field Experience (1 unit)

EDU 4100 Child Development

EDU 5300 Elementary/Secondary Instruction

EDU 5311 Content Area Curriculum: Elementary

EDU 5321 Curriculum Concepts: Elementary

EDU 5340 Multicultural Studies

EDU 5350 Student Teaching (7 units)

EDU 5355 Student Teaching (7 units)

ENG 2505 Second Language Teaching Theory and Methods

PSY 1101 Introduction to Psychology

SOC 2201 Introduction to Sociology

**Concentration/Minor 15 units**

ENG 4999 Special Topics

ENG 3010 Second Language Assessment, Evaluation and Placement

ENG 3307 Introduction to Linguistics

ENG 4015 Technology in the Second Language Classroom

ENG 4800 TESOL Seminar and Observation

Electives 15 units

FAR 3000 Music of the World

LIT 3330 Literature for Children and Adolescents

PHE 3306 Physical Growth and Development

PHL 3310 Ethics and Value Theory

MTH 3301 Foundations of Mathematics

# E nglish for Speakers of other Languages

The English for Speakers of Other Language (ESOL) Program at Alliant offers a complete curriculum of English language courses for speakers of other languages. The ultimate objective of the program is to help students attain a mastery of English necessary for professional purposes or the successful completion of university undergraduate and graduate degrees. Courses in the program have been designed to develop skills in reading, writing, listening and speaking at five levels. The length of study varies according to entrance level, with students typically completing the English program within one year. A challenge system is in place whereby students who develop skills more quickly and who wish to accelerate their progress through the program, may test out of courses by demonstrating 80 percent mastery on the final examination.

Each competency level requires one semester of intensive study. Successful completion of a competency level requires a 75 percent overall mastery of coursework and the final examination.

Undergraduate students who come to Alliant from countries where English is not the first

language are exempt from ESOL courses if they have a score of 550 or higher (213 computerbased) on the Test of English as a Foreign Language (TOEFL). TESOL master's and all doctoral students must have a TOEFL score of 575 (233 computer based) and a 5 or higher on the Test of Written English (TWE) in order to be exempt from ESOL. Students who have lower TOEFL scores or who have not taken the TOEFL are given the Alliant English Proficiency Examination.

The English Proficiency Examination is an admissions requirement for all international students who do not meet the TOEFL requirement listed above. The exam is taken only once prior to first-time registration and is offered on the San Diego campus. Check with the Academic Success Center for specific dates.

Based on test results, students are either assigned to one or more ESOL courses or allowed to begin their degree program immediately. On the English Proficiency Examination, reading, grammatical structure, writing, listening and speaking skills are evaluated separately so that students may place at different levels in different skills.

All ESOL courses are 3 units. A full-time ESOL course load is four classes per semester. A student who has less than a full ESOL course load may take a combination of ESOL and academic classes as follows:

- 3 ESL courses and 1 academic course
- 2 ESL courses and 2 academic courses
- 1 ESL course and 3 academic courses

## International Language Education Center

English for speakers of other languages is offered through the International Language Education Center. In addition to ESOL, Mandarin Chinese, Japanese, Arabic, Spanish, and other selected foreign languages will be taught.

ESOL Program  
10455 Pomerado Road, (M-11)  
San Diego, CA 92131, USA  
Phone: (858) 635-4872  
Fax: (858) 635-4690  
E-mail: [esl@alliant.edu](mailto:esl@alliant.edu)



# M arshall Goldsmith School of Management

## **MARSHALL GOLDSMITH SCHOOL OF MANAGEMENT (MGSM)**

The Marshall Goldsmith School of Management (MGSM) is one of three schools within Alliant International University. MGSM combines the richness and diversity of three major fields of study- Industrial/Organizational (I-O) Psychology, Business and Management, and International Studies – to prepare business, non-profit and government leaders, organizational psychologists, and consultants for career success. Our graduates help organizations identify and resolve the problems presented by the 21st Century's global economy. Students benefit from close interaction with a faculty characterized by wide-ranging expertise and experience. They participate in classes that emphasize an applied approach to professional preparation. Our students are routinely favored in hiring because they are better prepared for jobs in their chosen profession.

Through its three program areas, Organizational Psychology, Business and Management, and International Studies, MGSM offers highly-regarded bachelor's, master's, and doctoral programs in Industrial/Organizational Psychology, Organizational Psychology, Consulting Psychology, Business Administration, International Business Administration, Organizational Behavior and Organization Development, Leadership, and International Relations. Interdisciplinary degree programs permit qualified students to obtain joint degrees, combining I-O Psychology or Consulting Psychology with a Master of Business Administration.

Founding Dean  
James A. Goodrich, PhD  
Phone: (858) 635-4455  
Fax: (858) 635-4528

Systemwide Associate Dean  
Organizational Psychology Programs  
Jay M. Finkelman, PhD  
Phone: (626) 270-3336  
Fax: (626)-284-0554  
E-mail: [jfinkelman@alliant.edu](mailto:jfinkelman@alliant.edu)

## **BUSINESS AND MANAGEMENT PROGRAMS**

Business and Management programs provide students with a range of knowledge, skills, and problem-solving abilities to respond to the need for successful management of business firms, government organizations, and not-for-profit organizations in a changing transnational environment.

All programs are:

- Transnational – to provide the understanding and skills that are required for success in a multicultural global environment
- Holistic – to provide an overall perspective of the organization as a system
- Multidisciplinary – to provide a view of the organization that includes all relevant variables from all disciplines
- Environment-driven – to provide the understanding and analytic skills that are necessary to evaluate and respond appropriately to an organization's changing economic, social, political, cultural and technological environments

- Change-oriented – to provide the attitude, understanding and skills necessary to achieve success in turbulent organizational environments
- Experiential – to provide practical experience working with multicultural teams on practical problems in organizations. Business and Management programs provide the following outcomes for traditional and non-traditional, domestic, and international students.
  - Master's programs provide advanced skills in selected business and management disciplines, including practical experience in the application of those skills in the context of the overall dynamics of organizations; change manager and change agent skills; skill in working as a member of a multicultural team; and an ability to collect, analyze and critically evaluate data as well as other information to arrive at reasoned conclusions. They also provide an ability to evaluate the environments of organizations and develop responsive strategies for organizations and advanced competence in interpersonal, oral, written, quantitative and technology management skills. The master's programs prepare students for positions in management or consulting, or entry into doctoral programs.
  - Doctoral programs emphasize discovery of new knowledge that can be applied to enhance successful management of discontinuous change in business firms, government organizations and other not-for-profit organizations. The doctoral programs prepare students for advanced positions in management or consulting, or entry into teaching and research.

- Management development programs provide advanced knowledge and skills for working managers. Programs may be open, for managers from a variety of organizations, or tailored to the needs of a single organization. The management development programs enable managers to acquire new proficiencies to respond to changing organizational environments.

Business and Management programs are committed to excellence in the formulation and delivery of a climate that includes:

- Challenging academic requirements for students
- An interdisciplinary faculty with a holistic perspective who can provide excellence in teaching, curriculum development, scholarship and service to the University and to the global community
- A support staff that is dedicated to the creation of a conducive learning environment for students and faculty
- A mutually supportive faculty-student community

Business and Management Contact Information:

Dr. Rachna Kumar  
 Program Director of Business and Management  
 Telephone: (858) 635-4551  
 Email: rkumar@alliant.edu

## Degree Programs

Business and Management program offerings differ by location and include:

### Bachelor's Degrees

- Business Administration (BS)
- Communication: Marketing Public Relations (BA)
- International Business Administration (BS)
- International Relations (BA)

### Minors/Concentrations

Please refer to program listing for specific minor and/or concentration requirements.

### Master's Degrees

- Master of Business Administration (MBA)
- Master of International Business Administration (MIBA)

### Concentrations

- Finance
- Marketing
- Sustainable Business
- Information and Technology Management
- Strategic Management
- Sustainable Management (*Available only at San Francisco*)
- International Relations

### Doctoral Degrees

- Doctor of Business Administration (DBA)
- PhD in Leadership

### Concentrations

- International Business with specialization in Finance
- International Business with specialization in Marketing
- Strategic Management

## Igor Ansoff

### Strategic Management Programs

- Master of Business Administration (MBA) with a concentration in strategic management
- Master of International Business Administration (MIBA) with a concentration in strategic management
- Doctor of Business Administration (DBA) with a concentration in strategic management

### Certificate Program

University of California, San Diego (UCSD) and Alliant Graduate Certificate Program in Strategic Management



## DOCTORAL PROGRAM

### Admission Criteria for Doctoral Programs

Candidates wishing to have their applications considered for the Business and Management doctoral degree programs must meet the following criteria:

- A master's degree in business, management, or related field from an educational institution with established and recognized programs in business and management
- A graduate GPA of at least 3.0
- A minimum index of 1050 (calculated by multiplying the master's GPA times 200 and adding the score obtained on the Graduate Management Admission Test "GMAT" in addition to an acceptable score on the writing section of the test (meeting the minimum score does not guarantee admission to the Doctoral Program.) Applicants wishing to substitute the GRE for the GMAT may inquire to Admissions regarding the minimum index.
- Three letters of recommendation from previous professors or employers commenting on applicant's ability to do doctoral research work
- International students must submit a TOEFL score of at least 550 (213 computer-based).

### Transfer Credit

Applicants who have completed equivalent master and doctoral courses at other regionally accredited universities with a grade of B or higher may, with the approval of the Program Director, have any identical courses transferred into their programs. Students desiring to transfer credit for coursework completed at another college/university will need to make a formal request which includes:

- A list of the Alliant courses for which the student is interested in getting credit
- Official transcript(s) indicating courses that may be equivalent
- Descriptions and syllabi/outlines for the course(s)

These materials are submitted to the Business and Management Program for review. Final approval will rest with the Program Director.

MGSM's policy concerning the maximum allowable number of transfer credits may be changing. Contact the MGSM office for current information.

It is the student's responsibility to begin the process by first becoming familiar with the required courses for the Alliant program as described in the current catalog.

### General Requirements

1. Maintain a minimum GPA of 3.0 in all coursework. Students failing to maintain a cumulative grade point average of 3.0 at the end of any semester will be placed on academic warning and must correct the deficiency by the following semester or be subject to academic dismissal from the doctoral program.
2. Students who have completed their formal coursework must pass the Field Specialization Examination (comprehensive) in which candidates demonstrate a comprehensive understanding and knowledge of their respective areas. The field examination must be passed prior to enrollment in the 9950-9970 series dissertation courses. Students who fail the exam may repeat it once at the next time it is offered. Students who fail the examination for the second time are automatically dismissed from the program.

### Doctoral (DBA) Degree Requirements

The Doctor of Business Administration programs are designed to provide a multidisciplinary and global perspective for managers and to emphasize the use of both practical and theoretical abilities. The programs encourage the assimilation of ideas from business administration, the humanities and the behavioral sciences. The programs also emphasize discovery of new knowledge that can be applied to enhance successful management of change in business firms, government organizations and not-for-profit organizations.

The curriculum for the doctoral degree in business consists of the following: core courses (shared with the master's programs); concentration courses (some of which are shared with the master's programs); interdepartmental electives (doctoral level); doctoral research courses; and dissertation courses. As in the master's program, a student will have to complete appropriate prerequisite (survey) courses if a student's previous academic preparation is deemed to be lacking.

### Prerequisites for the Doctoral Degree

A student's academic transcripts will be evaluated and, if any prerequisites are lacking, appropriate survey courses must be taken. All survey courses are 1 unit each.

The survey courses are:

- BUS 5010 Survey of Accounting
- BUS 5020 Survey of Finance
- BUS 5030 Survey of Marketing
- BUS 5050 Survey of Economics
- BUS 5060 Survey of the Legal Environment of Business
- BUS 5070 Survey of Management Practice
- BUS 5090 Survey of Business Statistics

The survey courses may be waived if completed at the Master's level with a grade of B or higher. Those courses may also be waived based on extensive work experience.

### Graduate Level Prerequisites

In addition to the survey courses, the following courses are required:

- ACT 6010 Managerial Accounting
- FIN 6000 Managerial Finance
- MKT 6000 Managerial Marketing
- BUS 6210 Business Statistics

Applicants who completed equivalent graduate courses with a grade of B or higher may have these courses transferred into the doctoral program, subject to the maximum transfer credit limit.

## Doctor of Business Administration (DBA)

### Degree Requirements **60 units**

*Courses are three units unless otherwise indicated.*

### Core Courses **18 units**

BUS 6020 Strategic Management

BUS 6040 Business Values, Ethics and Societal Strategy

or

BUS 6060 Cross Cultural Management

BUS 6090 Quantitative Approaches to Management

or

BUS 7000 e-Business

MGT 7010 Triple Bottom Line: People, Profits and the Planet

ORG 6320 Organizational Behavior

ORG 7525 Organizational Change and Development

### Concentration Courses **27 units**

Concentration courses are in International Business (with a further specialization choice of either Finance or Marketing).

### INTERNATIONAL BUSINESS (Specialization in Finance)

FIN 6020 International Managerial Finance

FIN 6030 International Financial Markets

FIN 8810 Research in International Finance

FIN 8820 Research in International Finance

FIN 8830 Advanced Seminar in International Finance

IBA 6010 Legal Environment of International Business

IBA 6020 Transnational Strategic Management

IBA 6030 International Economics and Trade

IBA 8010 Seminar in International Business

### INTERNATIONAL BUSINESS (Specialization in Marketing)

BUS 7000 e-Business

IBA 6010 Legal Environment of International Business

IBA 6020 Transnational Strategic Management

IBA 6030 International Economics and Trade

IBA 8010 Seminar in International Business

MKT 6040 Global Marketing Strategy

MKT 8810 Research in International Marketing

MKT 8820 Research in International Marketing

MKT 8830 Advanced Seminar in International Marketing

### Elective Courses **6 units**

It is intended that these courses will aid students in their future career and/or research objectives. It is anticipated, for example, that students who intend to become university professors will take some courses offered by the Graduate School of Education related to teaching methodology and curriculum development. Students may request the dean's approval to take 6000 level courses if these courses are related to their topic of doctoral research.

### Doctoral Research Courses **9 units**

The doctoral research courses are intended to direct the students to a dissertation topic and a dissertation chairperson early in their doctoral studies. The courses are:

BUS 8910 Dissertation Process

BUS 8930 Research Methods and Design

BUS 8940 Advanced Measurement and Statistics

### Dissertation Extension **5 units**

BUS 9990 Dissertation Extension

## Igor Ansoff Strategic Management Doctoral Program (DBA)

Distinguished Professor Dr. Igor Ansoff, known worldwide as the "Father of Strategic Management," was the founder of the strategic management program at Alliant International University in San Diego, where he taught for 17 years.

### Doctor of Business Administration with a Concentration in Strategic Management

The curriculum for the doctoral degree is outlined below. Courses are three units unless otherwise indicated.

### Degree Requirements **60 units**

#### Core Courses **18 units**

ACT 6010 Managerial Accounting

BUS 6020 Strategic Management

BUS 6040 Business Values, Ethics and Societal Strategy

or

BUS 6060 Cross Cultural Management

BUS 6090 Quantitative Approaches to Management

or

BUS 7000 e-Business

ORG 6320 Organizational Behavior

ORG 7525 Organizational Change and Development

#### Strategic Management Concentration **27 units**

BUS 6120 Strategic Response in Turbulent Environment

BUS 6130 Management Design & Management of Organizational Transformation

BUS 6140 Management of Technological Creativity and Innovation

BUS 6150 Contributors to Strategic Management

BUS 6900 Capstone

BUS 8010 Theory of Strategic Behavior

BUS 8020 Strategic Information

BUS 8040 Strategic Management in Not-for-Profit Organizations

IBA 6020 Transnational Strategic Management

### Doctoral Elective Courses 6 units

It is intended that these courses will aid students in their future career and/or research objectives. It is anticipated, for example, that students who intend to become university professors will take some courses offered by the Graduate School of Education related to teaching methodology and curriculum development. Students may request the dean's approval to take 6000 level courses if these courses are related to their topic of doctoral research.

### Doctoral Research Courses 9 units

The doctoral research courses are intended to direct the students to a dissertation topic and a dissertation chairperson early in their doctoral studies. The courses are:

BUS 8910 Dissertation Process

BUS 8930 Research Methods and Design

BUS 8940 Advanced Measurement and Statistics

### Dissertation Extension 5 units

BUS 9990 Dissertation Extension

## University of California, San Diego (UCSD) and Alliant Graduate Certificate Program in Strategic Management

*Offered only in San Diego*

The University of California, San Diego (UCSD) Extension and Alliant International University Graduate Certificate Program in Strategic Management is designed to give professionals the knowledge and tools to examine their organization from a strategic perspective. Students in the program learn to assess and evaluate the opportunities and the dangers presented in their business environments and to plan and execute appropriate actions to respond to the situations. The processes presented in the curriculum may be applied

not only at a corporate level, but just as importantly, in the day-to-day decisions made at every functional level of an organization. By combining in-depth study of the strategic management discipline with specialization in one of four key functional fields and a faculty supervised individual project, graduates of the program become equipped to assist their organization in becoming a more competitive enterprise.

One of the unique features of this program is the special collaboration between the University of California, San Diego Extension and the Alliant International University San Diego campus. The Marshall Goldsmith School of Management at Alliant features one of the premier graduate degree programs in strategic management offered today.

Students who pursue this certificate program take four graduate courses in the Alliant graduate program. Upon completion of all certificate coursework, students will receive a Graduate Certificate from UCSD. In addition, students have the option to continue their study of strategic management by applying to Alliant and, if accepted, transferring their graduate coursework toward the MBA degree in Strategic Management.

To apply and enroll in this program, students should contact:

University of California, San Diego  
Extended Studies and Public Programs  
9500 Gilman Drive, 0176-W  
La Jolla, CA 92093-0176

Phone: (858) 534-3434, Fax: (858) 534-7385  
strategicmgmt@ucsd.edu  
www.extension.ucsd.edu

## MASTER'S PROGRAMS

### Admission Criteria for Master's Programs

While applicants are selected for entrance to Alliant's graduate programs on the basis of their composite applications, the following items are essential components of the admissions decision.

- A baccalaureate degree is required from an institution that is regionally accredited in the U.S. or the international equivalent, or the equivalent academic requirements as determined by the Program Director of the Business and Management Program.
- All international applicants, in addition, must present a minimum score of 550 (213 computer-based) on the Test of English as a Foreign Language (TOEFL) or pass Alliant's English Proficiency Test.
- A GPA of at least 2.75 in prior academic work.
- A GRE or Graduate Management Admission Test "GMAT" score is required as part of the application package beginning with the 2009-2010 Academic Year.

Please refer to the Admissions & Registration section of this catalog for general policies and enrollment limitations regarding conditional status, transfer credits and GPA maintenance standards.

### Transfer Credit

Applicants who have completed equivalent master's courses at other regionally accredited universities with a grade of B or higher may, with the approval of the Program Director, have up to 9 semester units transferred into their programs. Applicants who have completed identical upper division business courses with a grade of B or higher, may obtain credit for up to three master's courses. The maximum number of credits obtained/transferred is 9 units. Students desiring to receive credit for any prior coursework will need to make a formal request, which includes:

- A list of the Alliant courses for which the student is interested in getting credit
- Official transcript(s) indicating courses that may be equivalent
- Descriptions and syllabi/outlines for the course(s)

It is the student's responsibility to begin the process by first becoming familiar with the required courses for the Alliant program as described in the current catalog.

These materials are submitted to the Business and Management Program for review. Final approval will rest with the Program Director of the Business and Management Program.

### Prerequisites for the Master's Degrees

A student's academic transcripts will be evaluated and, if any prerequisites are lacking, appropriate survey courses must be taken. All survey courses are one unit each.

The survey courses are:

- BUS 5010 Survey of Accounting
- BUS 5020 Survey of Finance
- BUS 5030 Survey of Marketing
- BUS 5050 Survey of Economics
- BUS 5060 Survey of the Legal Environment of Business
- BUS 5070 Survey of Management Practice
- BUS 5090 Survey of Business Statistics

The survey courses may be waived if completed at the undergraduate level with a grade of B or higher. Also those courses may be waived based on extensive work experience.

## Master of Business Administration (MBA)

### Degree Requirements 39 units

*Courses are three units unless otherwise indicated.*

- ACT 6010 Managerial Accounting
- BUS 6020 Strategic Management
- BUS 6900 Capstone
- BUS 6030 Leadership and Management of Change
- or
- BUS 6040 Business Values, Ethics and Societal Strategy
- BUS 7000 e-Business
- FIN 6000 Managerial Finance
- IST 6010 Technology and Systems Trends
- MKT 6000 Managerial Marketing
- Internship or Elective
- Elective
- Concentration (See listing below.)

## Master of International Business Administration (MIBA)

### Degree Requirements 39 units

*Courses are three units unless otherwise indicated.*

- ACT 6010 Managerial Accounting
- BUS 6020 Strategic Management
- BUS 6060 Cross-Cultural Management
- BUS 6900 Capstone
- BUS 7000 e-Business
- FIN 6000 Managerial Finance
- IBA 6010 Legal Environment of International Business
- IBA 6030 International Economics and Trade
- MKT 6000 Managerial Marketing
- Internship or IBA Elective
- Concentration (See listing below.)

### Concentrations

The following concentrations are available to students who are seeking a master's degree in the Business and Management Program of MGSM. Students who do not wish to have a concentration will select nine units in consultation with their academic advisor.

*Courses are three units unless otherwise indicated.*

#### Finance

Choose 3 courses:

- BUS 6210 Business Statistics
- FIN 6010 Investments
- FIN 6020 International Managerial Finance
- FIN 6030 International Financial Markets
- FIN 6040 Information Systems Applications in Finance

#### Information & Technology Management

Choose 3 courses:

- IST 6020 Data and Information Services Management
- IST 6025 International Systems for Managerial Decision Making

- IST 6030 Telecom and Network Applications
- IST 6070 Data Warehousing and Mining

### International Relations

- IST 6002 Foundations of International Politics
- IST 6200 International Organizations
- IST 6890 Contemporary Issues in Perspective

### Marketing

- MKT 6010 Marketing Communications Strategy
- MKT 6020 Marketing Research
- MKT 6040 Global Marketing Strategy

### Sustainable Business

- SUB 6500 Sustainable Management
- SUB 6510 Environmental Management Reporting
- SUB 6520 Sustainable Marketing

## Igor Ansoff Strategic Management MBA and MIBA Program

Distinguished Professor Dr. Igor Ansoff, known worldwide as the "Father of Strategic Management," was the founder of the strategic management program at Alliant International University in San Diego, California, where he taught for 17 years.

### Master of Business Administration

#### Degree Requirements 39 units

*Courses are three units unless otherwise indicated.*

#### Core Courses

- BUS 6020 Strategic Management
- BUS 6900 Capstone
- BUS 7000 e-Business
- BUS 6030 Leadership and Management of Change
- or
- BUS 6040 Business Values, Ethics and Societal Strategy
- FIN 6000 Managerial Finance
- IST 6010 Technology and Systems Trends
- MKT 6000 Managerial Marketing
- Internship or Elective
- Elective

**Master of International Business Administration**

**Degree Requirements 39 units**

*Courses are three units unless otherwise indicated.*

**Core Courses**

- ACT 6010 Managerial Accounting
- BUS 6020 Strategic Management
- BUS 6060 Cross-Cultural Management
- BUS 6900 Capstone
- BUS 7000 e-Business
- FIN 6000 Managerial Finance
- IBA 6010 Legal Environment of International Business
- IBA 6030 International Economics and Trade
- MKT 6000 Managerial Marketing
- Internship or IBA Elective

**Strategic Management Concentration**

Choose 3 courses:

- IBA 6020 Transnational Strategic Management
- BUS 6120 Strategic Response in Turbulent Environment
- BUS 6130 Management Design & Management of Organizational Transformation
- BUS 6150 Contributions to Strategic Management

**MBA & MPA in Sustainable Management Programs**

**Presidio Graduate School of San Francisco**

Alliant International University has entered into an affiliation with Presidio Graduate School of San Francisco to offer MBA and MPA degrees with a concentration in Sustainable Management.

The degree in business administration (MBA) connects rigorous management theory and practice with social responsibility, ecological awareness, systems thinking, and leadership within an integrated framework of sustainable management. As a unifying concept, sustainability weaves the core

elements of the program together in ways that help students make connections, promote innovation, and create transformative solutions in service of a more sustainable future.

The unique public administration degree (MPA) integrates principles of sustainable management into core coursework while building the skills to think systemically in addressing our most compelling issues—be it carbon market policy, energy, infrastructure, trade, or healthcare. Going beyond a traditional MPA, the program enriches students with the confidence and competencies to shift policy, program implementation, and public management in ways that both benefit society and create lasting change in public, private, and nonprofit organizations.

For information and admission to these programs, please contact Presidio Graduate School directly at (415) 561-6555 or visit the website at [www.presidioedu.org](http://www.presidioedu.org).

**MBA Degree Requirements 60 units**

*Courses are four units unless otherwise indicated.*

*Semester 1*

- SUS 6000 Managerial Accounting (4 units)
- SUS 6010 Principles of Sustainable Management (4 units)
- SUS 6020 Managerial Economics (4 units)
- SUS 6195 Effective Management, Communication & Action (3 units)

*Semester 2*

- SUS 6015 Business, Government and Civil Society (3 units)
- SUS 6110 Operations and Production (4 units)
- SUS 6210 Leadership for Sustainable Management
- US 6200 Ecological Economics & Macroeconomics (4 units)

*Semester 3*

- SUS 6040 Managerial Finance (4 units)
- SUS 6050 Strategic Management (4 units)
- SUS 6060 Managerial Marketing (4 units)

- SUS 6090 Sustainable Products and Services (3 units)

*Semester 4*

- SUS 6105 Culture, Values and Ethics (4 units)
- SUS 6130 Implementation of Sustainable Business Practices (3 units)
- SUS 6145 Integrative Capstone Venture Plan (4 units)
- SUS 6175 Capital Markets (4 units)

**MPA Degree Requirements 60 units**

*Semester 1*

- SUS 6010 Principles of Sustainable Management (4 units)
- SUS 6195 Effective Management, Communication & Action (3 units)
- SUS 7010 Introduction to Public Administration & Policy (4 units)
- SUS 7020 Civic Leadership, Decision-Making & Systems Thinking (4 units)

*Semester 2*

- SUS 6015 Business, Government & Civil Society (3 units)
- SUS 6020 Managerial Economics (4 units)
- SUS 7030 Research Methods & Policy Evaluation (4 units)
- SUS 7040 Human Resources & Management Ethics (4 units)

*Semester 3*

- SUS 6105 Culture, Values & Ethics (4 units)
- SUS 6200 Ecological Economics & Macroeconomics (4 units)
- SUS 7050 Sustainable Development: Local & Global Institutions (3 units)

- SUS 7060 Public Sector Finance (4 units)

*Semester 4*

- SUS 6175 Capital Markets (4 units)
- SUS 7070 Implementation of Sustainable Development Practices (3 units)
- SUS 7080 Information Management, Technology & Policy (4 units)
- SUS 7090 Integrative Capstone Plan (4 units)

## Bright Green MBA San Diego

The Bright Green MBA program is an adaptation of the existing MBA program at MGSM. The core MBA curriculum is woven into a sequence of courses and experiences that prepare students to be effective leaders for a changing world.

Courses are arranged in five strands:

**Foundations of Sustainability** – three courses that introduce students to the basics of sustainable thinking, key management approaches for sustainable organizations and systems thinking

**Shifting Mindsets** – three courses that focus on changing the way we look at traditional business topics to succeed in a sustainable world. Courses focus on marketing and consumption, leadership and change, and the socially responsible business including ethical practices and responsibility for all corporate stakeholders.

**Making the Business Case** – two courses that focus on skills and theories that help leaders make the business case for sustainability, including key financial, accounting and statistical tools.

**The Strategy of Sustainability** – four courses that frame various aspects of strategic thinking in a sustainable organization. The first, gives an overview of the strategic thinking, introducing tools that help leaders to focus on strategies that are sustainable. A second course focuses on entrepreneurship and intrapreneurship as strategic perspectives. The third looks at sustainable products, services and operations including sustainable design as a strategic advantage. Finally, the capstone course provides consulting opportunities for students to partner with local organizations to enhance sustainability and provide practical experience for students.

**Professional Practice** – one course delivered over the entire program in small seminars focusing on career skills, self-awareness, emotional intelligence, team building and other personal and professional skills to enhance students' marketability and success.

The Bright Green MBA program has 12 courses and a Professional Practice component, which runs through the program.

### Degree Requirements **50 units**

Students will attend the program in cohorts over a 24-month period (six terms). Course delivery is offered in a hybrid format. Cohorts of students will attend classes together over long weekends once a month, and via on-line delivery of classes in between the weekends. Two courses are offered in each term and students attend three terms per calendar year. Each term consists of three weekend sessions and approximately five one-hour on-line sessions. The sequencing of the courses will be available at the start of the initial cohort. The exception to this is the Professional Practice course that will be offered throughout the six terms in small seminars.

#### Strand I. Foundations of Sustainability

- GRN 6210 Systems Thinking (4 units)
- GRN 6500 Sustainable Economic and Management Systems (4 units)
- GRN 6510 Drivers of Sustainability (4 units)

#### Strand II. Shifting Mindsets

- GRN 6520 Sustainable Marketing and Consumption (4 units)
- GRN 6030 Leadership and Change (4 units)
- GRN 6105 Corporate Stakeholders and Social Responsibility (4 units)

#### Strand III. Making the Business Case

- GRN 6005 Managerial Finance and Accounting (4 units)
- GRN 6930 Sustainability Research, Accounting and Reporting (4 units)

#### Strand IV. The Strategy of Sustainability

- GRN 6050 Strategy and Sustainable development (4 units)
- GRN 6400 Entrepreneurship/Intrapreneurship and Innovation (4 units)
- GRN 6090 Sustainable Products, Services and Operations (4 units)
- GRN 6145 Sustainability in Action (Capstone) (4 units)
- GRN 6950 Professional Practice (2 Units)

## INTERNATIONAL STUDIES PROGRAM (IS)

MGSM's International Studies Program offers both BA and MA degrees in International Relations. The mission of the Program is to produce broadly-trained global professionals who possess a keen awareness of the critical issues that impact world affairs and the global economy. Master's programs in International Studies are based at the San Diego, Los Angeles, and Mexico City campuses. The Program encourages study-abroad experiences both at Alliant-Mexico City and in conjunction with other universities. It also actively supports internships abroad so that students may gain valuable international experience.

International Studies Contact Information:  
Dr. David Felsen  
Program Director of International Studies  
Telephone: (858) 635-4467  
Email: dfelsen@alliant.edu

## Master of Arts in International Relations (MAIR)

The MA degree program in International Relations prepares professionals who are competent in international affairs by offering a thorough grounding in international relations theory and approaches to the analysis of global issues. The MA program prepares students for careers in government, non-governmental/non-profit organizations at home and abroad, international business, and journalism. Those who wish to enter the program must possess a BA degree or

equivalent from an accredited academic institution. They must also demonstrate a proficiency in the English language, submit GRE test scores, provide two confidential letters of recommendations, and submit official transcripts. Candidates must also satisfy university requirements stipulated in the Admissions and Regulations section of this catalog. The section address Alliant’s general policies, including policies related to transfer credits and GPA requirements. Upon admission to the MA degree program, students must complete 30 units. They must maintain an overall GPA of 3.0 or better. Students who fail to maintain a 3.0 GPA will be placed on academic warning and must improve their GPA to 3.0 during the following semester or else be subject to academic dismissal from the program. All courses taken in the MA degree program must be at the 6000 level or higher. Students have the option of either carrying out a final thesis or else pursuing one additional elective course.

**Degree Requirements 30 units**

*Courses are three units unless otherwise indicated.*

**Core Courses 18 units**

- IRL 6000 Research Methods in International Relations (3 units)
- IRL 6002 Foundations of International Politics (3 units)
- IRL 6005 Advanced International Relations Theory (3 units)
- IRL 6200 International Organizations (3 units)
- IRL 6890 Contemporary Issues in Perspective (3 units)
- IRL 6900 Thesis (3 units) **or**  
One additional elective course

**Elective Courses 12 units**

Choose four courses from the following:

- IRL 6010 Nature of Force, Peace and Nonviolence (3 units)
- IRL 6020 Techniques of International Diplomacy (3 units)
- IRL 6030 Patterns of Development, Cooperation and Conflict (3 units)

- IRL 6075 Principles and Mechanisms of Intercultural Communication (3 units)
- IRL 6230 International Financial Mechanisms (3 units)
- IRL 6280 Comparative Foreign Policy (3 units)

**BACHELOR’S DEGREE PROGRAMS**

Please refer to the *Alliant Undergraduate Education* section for General Education Information and Transfer Requirements.

**Bachelor of Science in Business Administration (San Diego, Southwestern College, and Virtual)**

This program provides a strong foundation in the basic concepts of the business and corporate system. The program introduces students to a broad spectrum of situations in business and management with an emphasis on practical applications.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Prerequisites for the Major**

- Introduction to Business or Business Elective
- Microeconomics (or ECO3000 Principles of Economics at Alliant)
- Macroeconomics
- Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)
- Managerial Accounting
- Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

**Degree Completion Requirements 60 units**

**General Education 6 units**

- ENG 3303 Writing for the Professions
- Social Science Elective

**Major 33 units**

UPPER DIVISION COURSES

- BUS 3020 Production and Operations Management
- BUS 3030 e-Business
- BUS 4070 Business Values and Ethics
- BUS 4090 Strategic Management
- BUS 4990 Capstone
- FIN 3010 Principles of Finance
- IST 3020 Information and Technology Management
- MGT 3010 Overview of Management Practice
- MGT 4030 Cross-Cultural Management
- MKT 3010 Principles of Marketing
- SEN 4910 Senior Experience: Internship or Upper Division Business Elective (3 units)

**Unrestricted Electives 6 units**

- 2 Upper Division Courses

**Concentration (or Minor) 12 units**

**Bachelor of Science in International Business Administration (San Diego and Southwestern College)**

This program recognizes that the growing economic interdependence between nations has created an acute awareness of the need for international course offerings. The program addresses this growing worldwide demand for graduates with greater managerial capability in transnational business and economics.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion*

Requirements.

**Prerequisites for the Major**

- Introduction to Business or Business Elective
- Microeconomics (or ECON3000 Principles of Economics at Alliant)
- Macroeconomics
- Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)
- Managerial Accounting
- Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

**Degree Completion Requirements 60 units**

**General Education 6 units**

- ENG 3303 Writing for the Professions
- Social Science Elective

**Major 39 units**

UPPER DIVISION COURSES

- BUS 3030 e-Business
- BUS 4090 Strategic Management
- BUS 4990 Capstone
- FIN 3010 Principles of Finance
- FIN 4010 International Managerial Finance
- IBA 3000 International Business
- IBA 4020 International Economics and Trade
- IST 3020 Information and Technology Management
- MGT 3010 Overview of Management Practice
- MGT 4030 Cross-Cultural Management
- MKT 3010 Principles of Marketing
- MKT 4010 International Marketing
- SEN 4910 Senior Experience: Internship or Upper Division Business Elective
- One Upper Division Business Elective (3 units)

**Concentration (or Minor) 12 units**

**Accelerated Path to the MBA or MIBA**

Seniors who have at least a 3.0 GPA may take up to three graduate-level courses as undergraduates and have those courses applied toward the completion of the bachelor's degree. With a grade of B or better in the graduate courses, the credit may be also applied toward the MBA or MIBA at the

Marshall Goldsmith School of Management. This means that a student can start the MBA or MIBA already having earned up to 9 units of graduate credit.

**Bachelor of Science in International Business Administration – Alliant Mexico**

This program recognizes that the growing economic interdependence between nations has created an acute awareness of the need for international course offerings. The program addresses this growing worldwide demand for graduates with greater managerial capability in transnational business and economics.

**Degree Requirements 120 units**

**General Education 48 units**

See General Education requirements.

**Major 57 units**

LOWER DIVISION COURSES

- ACT 1010 Financial Accounting
- ACT 2010 Managerial Accounting
- BUS 1010 Introduction to Business Organizations
- BUS 2010 Business Mathematics
- BUS 2020 Business Communications

UPPER DIVISION COURSES

- BUS 3010 Business Law
- BUS 3020 Production and Operations Management
- BUS 3030 e-Business Applications
- BUS 4090 Strategic Management
- BUS 4990 Capstone
- FIN 3010 Principles of Finance
- FIN 4010 International Managerial Finance
- IBA 4010 International Business Operations
- IBA 4020 International Economics and Trade
- IST 3020 Information and Technology Management
- MGT 3010 Overview of Management Practice
- MGT 4030 Cross-Cultural Management
- MKT 3010 Principles of Marketing
- MKT 4010 International Marketing

**Unrestricted Elective 3 units**

- 1 Lower or Upper Division Course

**Concentration (or Minor) 12 units**

**Concentration Courses**

The following concentrations are available to students who are seeking an undergraduate Bachelor of Science degree. Students who do not wish to have a concentration will select 12 units of upper division courses in consultation with their academic advisor.

**Finance**

- FIN 4010 International Managerial Finance (Students enrolled in the International Business program select an upper division elective in consultation with their academic advisor.)
- FIN 4020 Corporate Finance
- FIN 4030 Investments
- FIN 4040 Money and Capital Markets

**Industrial/Organizational Psychology**

- PSY 3142 Introduction to Industrial and Organizational Psychology
- ORG 6320 Organizational Behavior\*
- ORG 8122 Personnel and Work Psychology\*
- ORG 8220 Human Resource Management\*

\*Senior business majors are eligible to enroll in graduate courses with instructor and graduate program director approval. In most cases, students with a 3.5 GPA or higher for the entire undergraduate career or for at least 15 units at Alliant will be allowed to enroll in specified graduate courses if there is space available and if the student has completed the prerequisites.

**Information Systems and Technology Management**

- IST 4020 Systems Analysis and Design
- IST 4030 Database Management Systems
- IST 4040 Decision Support Systems for Managers
- IST 4050 Global Information Systems

**International Relations**

- IRL 3000 Comparative Political Systems
- IRL 4015 International Law and Organizations



- IRL 4030 Politics of International Economics
- IRL 4150 Area Studies

**Management**

Choose four courses:

- ENT 4020 Management of Entrepreneurial Ventures
- MGT 4010 Dimensions of Leadership and Management
- MGT 4020 Organizations and Organizational Behavior
- MGT 4040 Human Resource Management
- MGT 4050 Total Quality Management

**Marketing**

- MKT 4010 International Marketing (Students enrolled in the International Business program select an upper division elective in consultation with their academic advisor.)
- MKT 4020 Marketing Research
- MKT 4030 Marketing Communications and Buyer Behavior
- MKT 4050 Services Marketing

**International Tourism and Hospitality Management**

- TOU 4010 International Tourism and Hospitality Management
- TOU 3020 International Tourism and Hospitality Marketing
- TOU 4030 International Tourism and Hospitality Economics
- THM 4040 Sustainable Planning and Development in International Tourism

**Sustainable Management**

- MGT 4050 Total Quality Management
- SUB 4500 Introduction to Sustainable Marketing
- SUB 4520 Sustainable Marketing
- TOU 4710 Ecotourism

**Bachelor of Arts in Communication: Concentration in Marketing Public Relations**

Twenty-first Century businesses and organizations are looking for professionals with a variety of skills that will give their companies the competitive edge necessary to thrive in both U. S. and world markets. The Degree Completion Program in Communication with a Concentration in Marketing Public Relations (MPR) Program has been strategically designed for students who want to become such highly sought after professionals in the multicultural and international world of work. The exciting coursework prepares students to become successful practitioners in the relatively new field of integrated marketing communication, a field that is revolutionizing the way businesses reach consumers by integrating the formerly competing disciplines of marketing, public relations, and advertising. Because of its inherent interdisciplinary nature, the program is made up of courses that are taught collaboratively by professors from across such disciplines as communication, psychology, marketing, public relations, and writing. Integrated capstone and internship components allow students to actually practice their skills through a series of applied experiences.

**Student Learning Outcomes**

- Define and describe the interdisciplinary theoretical foundation that underlies the practice of COM:MPR.
- Apply pertinent theories and principles in the conceptualization and design of COM:MPR programs and campaigns.
- Apply systemic and critical thinking skills to the analysis and design of COM:MPR programs and campaigns.
- Demonstrate a world view that reflects cultural appreciation and sensitivity and a sense of equity and social justice related to COM:MPR.
- Interpret and apply communication theories and principles in diverse organizational,

workplace, cultural and leadership situations.

- Demonstrate competence in consulting with and leading clients through the COM:MPR planning process from conceptualization to implementation.
- Demonstrate understanding of the impact of technology on communication related to MPR.
- Demonstrate creativity and innovation in conceptualizing, designing and implementing COM:MPR programs and campaigns.
- Design and implement pertinent COM:MPR written, spoken and visual strategies and tactics.
- Assess and evaluate the outcome(s) of an implemented COM: MPR campaign or program.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Degree Completion Requirements 60 units**

*Courses are three units unless otherwise indicated.*

**General Education 6 units**

ENG 3303 Writing for the Professions  
General Education Elective (Upper Division)

**Major 42 units**

- Upper Division Core 27 units
- COM 3001 Integrated Communication: A Public Relations Perspective
- COM 3000 Principles of Strategic Communication in Organizations
- COM 3103 Culture, Communication and Human Behavior
- PSY 3136 The Psychology of Persuasive Communication
- MKT 3010 Principles of Marketing
- COM 3100 Leadership and Group Dynamics
- COM 4000 Integrated Marketing Public Relations: Cases and Campaigns

COM 4001	Public Relations: Strategies and Tactics	
COM 4011	Research Methods in MPR	
Capstones		6 units
COM 4201	Part I: MPR Strategies and Tactics (2 units)	
COM 4202	Part II: Creative Planning and Organizational Consulting for MPR (2 units)	
COM 4203	Part III: Strategic Research and Development of MPR Program/Campaign (2 units)	
Electives in the Major		6 units
Choose two of the following courses:		
COM 3050	Publishing: Managing the Unmanageable (Required for Marketing Minors)	
COM 3150	Publishing: Billion Dollar Literary Vagabonds (Required for Marketing Minors)	
MKT 4010	International Marketing (Required for Publishing Minors)	
MKT 4020	Marketing Research (Required for Publishing Minors)	
Residency		3 units
COM 4910	MPR Residency	

**Minor 12 units**

A minor in Marketing or Publishing is required for this major.

**Marketing**

MKT 4010	International Marketing
MKT 4020	Marketing Research
MKT 4030	Marketing Communications and Buyer Behavior
MKT 4050	Services Marketing

**Publishing**

COM 3050	Publishing: Managing the Unmanageable
COM 3150	Publishing: Billion Dollar Literary Vagabonds
COM 4050	Publishing: Inquiring Minds/Enlightened Management
COM 4150	Publishing: Red Ink Stains

**Communication: Marketing and Public Relations Accelerated Path to the MBA**

1. Students in the undergraduate Communication: Marketing Public Relations (MPR) program at Alliant who hope to pursue a Master of Business Administration (MBA), with a Marketing concentration and who meet the minimum requirements set out here may be eligible for conditional acceptance into the MBA program with a concentration in Marketing once they reach the second semester of their junior year in the Bachelor of Arts Degree Completion Program in Communication. Minimum requirements include the following:

- Cumulative 3.3 GPA (All College Work)
  - Interview by MBA Program Faculty/Staff
2. Students who are conditionally admitted will need to meet the following requirements to be fully admitted.
- Completion of the BA in Communication: Marketing Public Relations
  - 3.3 GPA
  - Completion of the three graduate-level bridge courses

Students who are conditionally admitted to the Master of Business Administration, Marketing concentration will follow the curriculum outlined below in which they will substitute three graduate-level marketing concentration courses called “Bridge Courses” for the undergraduate minor courses normally required. These three graduate courses will satisfy requirements for both the bachelor’s and the master’s programs, thus giving the students a three-course head start on the masters of business administration degree by the time they complete their BA.

A minor consisting of four upper-division courses in Marketing or Publishing is required for this major. However, students who are completing the minor in marketing and who are conditionally admitted to the MBA program concentrating in Marketing will substitute the three graduate-level marketing concentration courses (Bridge Courses) for

three of the four required MPR marketing minor courses.

The minor in Publishing consists of four upper-division courses in publishing and also requires students to complete the two elective courses in MKT 4010 and MKT 4020. Students who are completing the minor in publishing and are conditionally admitted to the MBA program concentrating in Marketing may substitute the three Bridge Courses for the two elective courses in MKT 4010 and MKT 4020 and one other publishing minor course.

**Bachelor of Arts in International Relations**

*Note: The Bachelor of Arts in International Relations is offered as a degree completion program on the San Diego campus and as a four-year bachelor’s program at Alliant Mexico.*

The International Relations major stresses a global and multicultural understanding of a complex and interconnected world through close study of historical, political, economic, legal and cultural forces. A degree in International Relations can provide students the knowledge and training important in the international business community, government, diplomacy and private and non-governmental international organizations. It can also help prepare students for further graduate study in international relations, international law, political science, or policy studies.

**Student Learning Outcomes**

- Demonstrate an understanding of international relations concepts and ideas.
- Demonstrate competence in oral and written communication as it relates to international relations.
- Demonstrate analytical and critical thinking skills.
- Apply an understanding of international relations to explain and predict international events.

## Marshall Goldsmith School of Management – Business and Management

- Demonstrate appreciation for multiculturalism and global diversity.
- Demonstrate knowledge of international organizations, multilateral processes and the non-governmental sector that operate in international politics.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Degree Completion Requirements 60 units**

*Courses are three units unless otherwise indicated.*

### Prerequisites for the Major

Introduction to Political Science

**General Education 6 units**

ENG 3303 Writing for the Professions

Upper Division Unrestricted Elective

**Prerequisites for the Major 36 units**

**Upper Division Core 30 units**

IRL 3000 Comparative Political Systems

IRL 3001 Foundations of International Relations

IRL 3005 Contemporary International Ideologies

IRL 3010 Comparative Foreign Policy

IRL 3030 Patterns of Development, Cooperation and Conflict

IRL 3150 Research Methods for International Relations

IRL 4015 International Law and Organizations

IRL 4025 World Crises and Transformational Politics

IRL 4030 Politics of International Economics

IRL 4150 Area Studies

Electives in the Major 6 units

IRL 3020 Developmental Issues in Central America and Mexico

IRL 3050 Politics in Latin America

IRL 3250 Survey of U.S. Foreign Policy

IRL 4010 Cultural Geography

IRL 4020 International Human Rights

IRL 4035 Environmental Politics

IRL 4040 U.S./Asian Relations

IRL 4045 Security Strategies

IRL 4050 Terrorism, International Crime and International Criminal Tribunal

IRL 4055 U.S./Afro-Arab Relations

IRL 4060 U.S./Latin American Relations

Capstone and Internship 6 units

SEN 4900 Senior Project

SEN 4910 Senior Internship

**Minor 12 units**

International Relations majors may choose as a minor four upper-division courses from any of the majors offered at Alliant. A minor is required.

## International Relations Program – Alliant Mexico

**Degree Requirements 120 units**

Courses are three units unless otherwise indicated.

**General Education 48 units**

See General Education section.

**Major 45 units**

Lower Division Core 3 units

POL 2201 Introduction to Political Science

Upper Division Core 30 units

IRL 3000 Comparative Political Systems

IRL 3001 Foundations of International Relations

IRL 3005 Contemporary International Ideologies

IRL 3010 Comparative Foreign Policy

IRL 3030 Patterns of Development, Cooperation and Conflict

IRL 3150 Research Methods for International Relations

IRL 4015 International Law and Organizations

IRL 4025 World Crises and Transformational Politics

IRL 4030 Politics of International Economics

IRL 4150 Area Studies

Electives in the Major 6 units:

Choose any two available courses:

IRL 3050 Politics in Latin America

IRL 3100 Essence of Diplomacy

IRL 3200 Political Ideas in Latin America

IRL 4020 International Human Rights

IRL 4035 Environmental Politics

IRL 4050 Terrorism, International Crime and International Criminal Tribunal

IRL 4060 U.S./Latin American Relations

IRL 4800 Seminar Critical Issues in U.S. Foreign Policy

IRL 4810 Seminar: Critical Issues in Latin America

**Capstone and Internship 6 units**

SEN 4900 Senior Project

SEN 4910 Senior Internship

Unrestricted Electives 15 units

(15 units required, at least 6 of which must be upper division)

**Minor 12 units**

Mexico City campus offers a minor in Latin American Studies consisting of the following four courses:

LIT 4800 Latin American Author's Seminar

IRL 3050 Politics in Latin America

IRL 4060 U.S. Latin America Relations

IRL 4810 Critical Issues in Latin America

Students who do not wish to pursue the Latin American Studies minor may choose as a minor four upper-division courses from the majors available at the Mexico City campus. A minor is required.

### Accelerated Path to the Master's in International Relations

Students may take two graduate courses in International Relations when they are undergraduates. The course in which the higher grade is earned may be also counted in the MAIR program, leaving just 27 units of graduate work to complete the master's degree.

## ORGANIZATIONAL PSYCHOLOGY PROGRAMS (OP)

Employment opportunities are extensive for doctoral and master's degree graduates who can blend training in psychology and social sciences with business and organizational needs. Businesses and other organizations are increasingly turning to people with professional training in this field for designing, supervising, and evaluating programs in organizational development, human resources management, or for other consulting needs.

## Center for Innovation and Change (CIC)

Professionals in every occupation complain that they never learned practical skills in grad school. Not graduates of Alliant. In Los Angeles, MGSM sponsors the Center for Innovation and Change (CIC) so that MGSM students graduate with practical experience that puts them head and shoulders above graduates of other programs. The CIC is a pro-bono and low-cost consulting center that provides consulting services to respected organizations in the L.A. area, including the City of Hope National Medical Center, Goodwill Industries, and the City of Pasadena. CIC project teams are staffed and led by students and faculty. The CIC allows students to begin honing their consulting skills at a very early stage of their graduate careers. Participation in CIC projects is not required, but is recommended for students with no previous professional experience. More information on the CIC can be found on MGSM's website or by contacting Dr. Jonathan Troper, the director, at [jtroper@alliant.edu](mailto:jtroper@alliant.edu).

## Organizational Consulting Center (OCC)

The Organizational Psychology Program operates an Organizational Consulting Center (OCC) that provides consulting services to individuals, groups and organizations. It uses

the expertise of Alliant International University faculty, students and affiliates to enhance the effectiveness of business, government, and organizations and those who work within them. Teams of OCC consultants are available to provide professional services and consultations, design organizational systems and participate in collaborative interventions. Programs available vary from year to year and by campus. More information on the OCC can be found on MGSM's website or by contacting Dr. John Renner, the director, at [jrenner@alliant.edu](mailto:jrenner@alliant.edu).

## Admission to OP Programs

Entrance into Organizational Psychology graduate programs requires:

- A bachelor's degree with a GPA of 3.0 or better
- Grade of B or better in Introductory Statistics for the Social Sciences (required for admission to doctorate programs and recommended for MA programs)
- Grade of B or better in two undergraduate or graduate courses in the behavioral sciences or human resources
- Excellent references
- A strong interest in some aspect of our field (organizational change, job satisfaction, organization development, human resources, training and development, organizational communications, personnel assessment and selection, or leadership development)
- An interview with a faculty member, preferably in person, but telephone interviews can be arranged if necessary
- A GRE or Graduate Management Admission Test "GMAT" score is required as part of the application package beginning with the 2009-2010 Academic Year.

The MAOB degree requires a bachelor's degree, and three years of work experience. Any waivers of these requirements are at the discretion of the program director at the campus where application is made. Final decisions regarding equivalency are made by each campus based on course content rather than course title.

## Degree Programs

The doctoral and master's degree programs differ in emphasis across locations, but all stress the importance of combining organizational and social science training, especially directed to the human side of organizations. The Organizational Psychology programs offered differ by location and include:

### Doctoral Degrees

- PhD in Consulting Psychology
- PhD in Industrial/Organizational Psychology (PhD I/O)
- PhD in Leadership
- PhD in Organizational Psychology
- PsyD in Organizational Development
- Doctoral Respecialization in Industrial-Organizational Psychology (certificate program)

### Master's Degrees

- Master of Industrial/Organizational Psychology (MAIO)
- Master of Organizational Behavior (MAOB)
- Master of Organization Development (MAOD)
- Master of Organizational Psychology (MAOP)

These master's (MA) programs require about two years of full-time or part-time study.

Full-time doctoral (PhD) programs take four years of coursework to complete, although the majority of students need additional time for completion of their dissertations. The part-time, post-master's doctoral (PsyD) program in Organization Development takes about three years.

Doctoral students who have taken appropriate graduate coursework, or who have a closely related master's degree, may petition to receive credit for some of their previous graduate work according to the policies of each location and program.

### Joint/Dual Programs

Students enrolled in the PhD programs in I/O or Consulting Psychology or the MA in I/O psychology programs may also complete an MBA/MIBA as a part of their training or earn a concurrent degree in another program. Please contact the program director at Alliant International University – Organizational Psychology Program at the San Diego campus for further information.

Joint/Dual Programs offered:

- Dual Degree PhD Program in Clinical Psychology and Industrial/Organizational Psychology
- Joint MA in Organizational Behavior / Clinical or Forensic Psychology Doctoral Program
- Joint MBA/MIBA & PhD in Industrial/Organizational Psychology
- Joint MBA/MIBA & PhD in Consulting Psychology
- Dual MBA/MIBA & MA in Industrial/Organizational Psychology

### Course Workload

All programs are semester-based and students generally take 6-18 units per semester; the typical course load is 16 units. In addition, in the later phases of their programs they devote 8-40 hours each week to field placement assignments including practica or internships.

The curricula of all Organizational Psychology programs consist of both required and elective coursework. Detailed program descriptions are given in the campus sections that follow. The content of each course is listed by course number in the Course Description section of this catalog.

### Transfer Credits for Veterans

The University will evaluate previous education and training for all veterans and eligible persons, grant appropriate credit, shorten the training period proportionately and notify the VA and student accordingly.

The Alliant International University VA number is 31802102.

## Areas of Study and Training

### Concepts and Theories

In OP programs, students learn about organizational and individual behavior, group dynamics, human resources, motivation and training supplements, organizational change, development theories, and gain an understanding of the principles of work design.

### Applied Research Skills

Applied research courses provide students with a basic understanding of statistics and research methods, enabling them to contribute to the profession through applied research and creative program planning. Other courses address both particular content areas and various methods of investigation. Please see the program descriptions that follow in this section of the catalog for detailed information about the applied research activities offered at each location.

For doctoral program students, research training occurs through formal courses in research methodology and design, as well as through the process of designing and completing a supervised dissertation in the PhD programs or a doctoral project in the PsyD program. PhD students choose a dissertation topic and create original research studies under faculty supervision.

### Professional Skills

Both coursework and field experiences focus on the skills of professional psychology applied to business, government and nonprofit organizations. These courses socialize new students to the profession by introducing its history and the models, characteristics, settings, activities, and standards of present practice.

Through coursework and team projects, students learn consulting and intervention

techniques appropriate to organizations. Advanced courses and seminars allow students to investigate special interest areas, as well as to develop professional attitudes and an awareness and concern for professional ethics and issues.

Field experiences constitute an important part of most programs. Students in the doctoral programs participate in field placements or internships in business, non-profit and other organizational settings, during one or more years of the program.

### Personal Growth

Some programs require personal growth experiences as part of the graduate training.

## Program Faculty

Students in the OP programs enjoy the educational benefits of a specialized faculty who have expertise in organizational issues. Courses in theory, research, skill building, personnel management, global organizational issues and development are taught by faculty who are experts in each area and have extensive research and consulting expertise. Advising and academic mentoring are available for all students.

Additional courses (e.g., advanced seminars) are provided by well-known faculty and members of local business, governmental and educational communities who participate as speakers.

## Master's Degree Programs

Organizational Psychology programs at Alliant International University offer several types of full-time and part-time master's degrees in the organizational area. Part-time organizational master's programs for working professionals are available on most campuses. Classes in the part-time programs are offered evenings and, on some campuses, weekends. Completion of these programs will typically take from one and a half to three years,

depending on the program and the student's schedule. The maximum time limit for completing the master's degree is five years.

### **Credit for Previous Graduate Work**

Students with previous graduate work in Organizational Psychology or a closely related field may be eligible for waiver or transfer credit for some required or elective courses. Evaluation of previous graduate work and course credit waiver decisions are made in consultation with the San Francisco OP Program Director after the student enrolls in the Program. Students who enter the doctoral program with an earned master's degree in organizational psychology, organization development, or a related field may receive considerable credit for prior coursework completed, but will still need to take some courses to help them round out their professional development and assist them to prepare for the qualifying/comprehensive examination. Students seeking transfer credit for prior completed graduate-level coursework must provide full syllabi of the prior courses for which they wish to transfer credit together with evidence of satisfactory academic performance in the course (grade of B or higher or the Program Director's approval) from official transcripts. Transfer credits are approved when a course is evaluated to be substantively equivalent of a Marshall Goldsmith School of Management organizational psychology course offered in the doctoral program. Students who have completed a research based master's thesis may be able to receive credit for one or both second year required Research Seminars. A copy of the thesis must be submitted to the Program Director so that it can be evaluated by the Program faculty. Transfer credits must be applied for during the first semester of enrollment.

## **Doctoral Programs**

Doctoral programs in Organizational Psychology at Alliant International University begin with entry at the graduate level and lead to the PhD or PsyD through a sequence of courses, seminars and field experiences integrating theory, research, and practice.

In the first and second years, the programs focus on the theoretical and methodological foundations of the discipline. At this level students also receive training in the specific skills of their field, such as consultation, leadership, human resource management, or psychological/organizational assessment and development.

In the third and fourth years, students typically take advanced coursework and seminars in organizational studies; motivation; professional, legal and ethical issues; personnel and human resources development; and other topics. This training is combined with field placements or internships in organizational settings. Some programs offer half-time placements averaging 15-22 hours per week; others require a one-year full-time placement in the fourth year. Internships may be paid or unpaid, and may, from the employer's perspective, be considered a regular job. Placements expose participants to the day-to-day issues encountered by psychologists practicing in an organizational setting. Usually in their third year, PhD program students develop their dissertation topic and PsyD students develop an applied doctoral project.

Students in doctoral programs are required to pass comprehensive and/or competency exams and demonstrate mastery of research skills (see the Graduate Student Handbook for details).

### **Doctoral Requirements**

The doctorate is awarded to students who have completed an OP doctoral program, upon satisfactory evaluation by the faculty of the following requirements:

1. Completion and successful defense of a PhD dissertation or PsyD dissertation/project.
2. The equivalent of three to five academic years following admission depending on the program and any credit for previous graduate work. (See program requirements for details.)
3. Completion of campus-specific and program-specific course and unit requirements as specified in each location section.

Upon a student's successful completion of the doctoral program, the doctorate is conferred by the faculty and the Alliant International University Board of Trustees. The faculty maintains the traditional academic prerogative to grant degrees based, among other criteria, on their judgment regarding the candidate's ability to function effectively as a professional psychologist at the doctoral level.

### **Professional Training**

All students in the OP doctoral programs gain practical experience through field placements or internships available in a variety of settings including corporations, government agencies, non-profit organizations, and consulting firms. Some students may use their own work settings as a placement option, with the approval of the appropriate campus-based OP Program Director.

Organizational placements during the third and/or fourth years provide students with hands-on training in organizational systems; diagnosis of organizational problems; and the design, implementation and evaluation of intervention strategies. Faculty and/or on-site professionals provide field placement supervision. Students' field placement experiences are thoroughly integrated with academic coursework. While many students participate in two years of half-time (15-22 hours per week) placements, in some programs students obtain one-year full-time or half-time internships that take place throughout the United States or sometimes abroad. Internships may be paid or unpaid.

### PhD Dissertations

Candidates for the PhD degree in Organizational Psychology at Alliant International University are required to complete a dissertation, which is an original research project conceived and executed under the close supervision of faculty. Completion of this requirement demonstrates that the student has learned investigative techniques, has made a contribution to knowledge and has developed skills that will prove useful in assuming a professional role.

A dissertation committee, composed of a chairperson and two or more other members, helps each student to develop the dissertation proposal, reads and passes on the credibility of the final dissertation and administers and evaluates the student's oral examination at the end of the process. Specific instructions regarding the dissertation requirements are available at each campus location.

Each doctoral student is responsible for enlisting an OP core or research faculty member to serve as the dissertation committee chairperson. Students seeking a dissertation chairperson should be prepared with a research question and familiarity with previous research directly related to that topic. Other members of the committee consist of core faculty, or, as approved at the program/campus level, adjunct faculty or other doctoral-level professionals with special expertise in the dissertation subject area. All members of the dissertation committee must hold earned doctorates in Industrial/Organizational Psychology, Organizational Psychology, Organizational Behavior, or closely related fields. Use of non-core faculty members in PhD dissertation or PsyD project committee roles requires approval by the Program Director.

Some students finish their dissertations by the end of the final year of their coursework. Many, however, continue dissertation work beyond completion of their coursework. Extensions may be granted to students demonstrating sufficient need and continued progress toward completion of the dissertation. The maximum time limit for

completing the doctoral degree is 10 years. During each term of an extension, students are required to register for campus-specified doctoral extension units and pay the appropriate tuition. Detailed guidelines concerning dissertation extensions are available from each campus.

### PsyD Doctoral Projects

Students in Organizational Psychology PsyD programs complete a PsyD doctoral project. The PsyD project is a major applied undertaking that involves integrating theory and practice and culminates in a written dissertation. In contrast to the PhD dissertation, which is characterized by a focus on research and adding new knowledge to the field, the PsyD dissertation project is intended to evaluate effective practice in organizational consultation or other applied research areas.

### Doctoral Respecialization Program

Psychologists who are trained in another area of psychology may apply to respecialize in one of the Organizational Psychology doctoral granting areas at any campus that offers doctoral training. These programs are customized to the individual needs of the students, taking into account what has already been completed in the first area of doctoral specialization. Some candidates for respecialization choose to complete the degree requirements of one of our master's programs rather than a respecialization certificate. Persons interested in respecialization in Organizational Psychology should contact the campus-based OP Program Director for the campus(es) at which admission consideration is desired to discuss the specific training needs and respecialization options.

### Credit for Previous Graduate Work

Students with previous graduate work in Organizational Psychology or a closely related field may be eligible for waiver or transfer credit for some required or elective courses. Evaluation of previous graduate work and course credit waiver decisions are made in consultation with the San Francisco OP

Program Director after the student enrolls in the Program. Students who enter the doctoral program with an earned master's degree in organizational psychology, organization development, or a related field may receive considerable credit for prior coursework completed, but will still need to take some courses to help them round out their professional development and assist them to prepare for the qualifying/comprehensive examination. Students seeking transfer credit for prior completed graduate-level coursework must provide full syllabi of the prior courses for which they wish to transfer credit together with evidence of satisfactory academic performance in the course (grade of B or higher or the Program Director's approval) from official transcripts. Transfer credits are approved when a course is evaluated to be substantively equivalent of a Marshall Goldsmith School of Management organizational psychology course offered in the doctoral program. Students who have completed a research based master's thesis may be able to receive credit for one or both second year required Research Seminars. A copy of the thesis must be submitted to the Program Director so that it can be evaluated by the Program faculty. Transfer credits must be applied for during the first semester of enrollment. Students who have completed their masters degree at one of the MGSM graduate programs may have all of their course credits transferred. However, some additional coursework or other academic requirements may be necessary before becoming a doctoral candidate.

## ORGANIZATIONAL PSYCHOLOGY PROGRAMS

### Doctoral Degrees Offered

#### PhD in Industrial/Organizational Psychology (Los Angeles & San Diego)

The doctoral (PhD) program in Industrial/Organizational Psychology at the Los Angeles and San Diego campuses combines rigorous academic training in psychology and organizational theory with advanced education in organizational design and development, management consultation and human resources management. Academic studies are integrated with the equivalent of one year of full-time professional training placement in major corporations, business organizations, or public sector agencies. The philosophy underlying this program is the belief that the foundations of effective organizational change are science-based, especially the science of human behavior in work settings. The program is designed to address both sides of the consultant/client relationship. This relationship is critical to the success of the modern organization. Increasingly, companies use consultants, whether internal to the organization or external contractors, to advise and help line managers, HR managers and executives, to design and implement change projects.

Graduates are prepared for careers in a wide variety of practice areas including management consulting, organizational assessment and design, human resources development, organization development, diversity training and change management.

Students enter the PhD program in Industrial/Organizational Psychology with a bachelor's degree in psychology or a related field and take four to five years to complete the PhD. There are a limited number of openings for students who wish to enter on a part-time basis.

In a typical four-year program, the first two years provide substantive coursework in

general and organizational psychology, statistics, research design, and measurement. Students are also involved in research and independent study projects.

At the beginning of their third year, students demonstrate mastery of the stated competencies through comprehensive examinations. In their third and fourth years, students complete academic requirements for the PhD, develop and complete their dissertations and participate in supervised professional training placements in the business community or the public sector.

The PhD in Industrial/Organizational Psychology degree gives a wide variety of professional opportunities. Graduates of this program are prepared to conduct empirical research, develop and evaluate theories relevant to industrial and organizational settings, and apply advanced knowledge and skills in organizations. They assist businesses and organizations in individual and organizational assessments, organizational change, and human resource (HR) management including personnel selection, training programs, and gender/diversity issues. The program closely follows the guidelines for doctoral level training prepared by the Society for Industrial and Organizational Psychology (SIOP), the Division 14 of the American Psychological Association (APA). Students will develop competence through formal training, field placement experience and research.

Key features of the program are:

- Integration of academic training and field placement experience
- Opportunity to tailor the program by selecting appropriate electives or advanced seminars
- Introduction to research practices early in the program, facilitating the dissertation process

**Degree Requirements 119 units**

#### First Year

##### Fall Semester

- ORG 6005 Introduction to Professional Practice in I/O Psychology (2 units)
- ORG 6320 Organizational Behavior (3 units)
- ORG 7440 Business Principles (3 units)
- ORG 6170 Qualitative Research and Survey Methods (3 units)
- PSY 6021 Advanced Stats I (3 units) Must be taken concurrently with PSY 6700
- PSY 6700 Workshop in Data Management in SPSS (1 unit) Must be taken concurrently with PSY 6021

**Total Semester Units 15**

##### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*
- ORG 7330 Cultural Diversity in Organizations (3 units)
- PSY 8412 Social Psychology in Organizations (3 units)
- ORG 8220 Human Resource Management (3 units)
- ORG 6016 Principles of Research Design (3 units)
- ORG 6150 Professional Communication Skills (3 units)

**Total Semester Units 15**

#### Second Year

##### Fall Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*
- PSY 6022 Advanced Stats II (3 units)
- ORG 8120 Talent Staffing and Selection (3 units)
- BUS 6020 Strategic Management (3 units)
- ORG 7863 Research Project I (3 units)

**Total Semester Units 12**

##### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*
- ORG 7100 Consultation and Facilitation Skills (3 units)



## Marshall Goldsmith School of Management – Organizational Psychology

- ORG 7525 Organizational Change and Development (3 units)  
 ORG 7503 Leadership and Management Behavior (3 units)  
 ORG 7020 Psychological Measurement (3 units)  
 ORG 7864 Research Project II (3 units)

**Total Semester Units 15**

### Third Year

#### Fall Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*  
 ORG 8990 Dissertation Research Seminar I (3 units)  
 PSY 6412 Group Dynamics (3 units)  
 ORG 6330 Work Motivation and Productivity (3 units)  
 ORG 9411 Part-Time Field Placement in Organizational Psychology (1 Unit)

**Total Semester Units  
 9 units without Part-Time Field Placement  
 10 units with Part-Time Field Placement**  
*Spring Semester*

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*  
 ORG 7215 Training and Development (3 units)  
 MGSM Elective (3 units)\*\*  
 ORG 8991 Dissertation Research Seminar II (3 units)  
 ORG 9411 Part-Time Field Placement in Organizational Psychology (1 Unit)

**Total Semester Units  
 9 units without Part-Time Field Placement  
 10 units with Part-Time Field Placement**

### Fourth Year

#### Fall Semester

- ORG 9410 Full-Time Field Placement in Organizational Psychology (2 Units)  
 Or  
 ORG 9411 Part-Time Field Placement in Organizational Psychology (1 Unit)\*\*\*

\*\*\*For students who registered for ORG 9411: Part-Time Field Placement in Fall and Spring G3 semesters.

- ORG 9931: Doctoral Dissertation (4 units)  
 MGSM Elective (3 units)\*\*

**Total Semester Units:  
 8 units with Part-Time Field Placement  
 9 units with Full-Time Field Placement**  
*Spring Semester*

- ORG 9410: Full-Time Field Placement in Organizational Psychology (2 Units)  
 Or  
 ORG 9411: Part-Time Field Placement in Organizational Psychology (1 Unit)\*\*\*

\*\*\* For students who registered for ORG 9411: Part-Time Field Placement in Fall and Spring G3 semesters.

- PSY 7437: Ethical, Legal, and Professional Issues in Organizational Psychology (3 units)

- ORG 9932: Doctoral Dissertation (3 units)

**Total Semester Units:  
 8 units with Part-Time Field Placement  
 9 units with Full-Time Field Placement**  
**Total Program Units 92**

Note: \*San Diego PhD I/O Program only.

\*\*MGSM Elective - 2 Courses required (6 units):

*(The availability of these elective courses will vary from semester to semester and from campus to campus.)*

- ORG 7438 Advanced Multivariate Statistics (3 units)  
 ORG 8122 Personnel and Work Psychology (3 units)  
 ORG 8130 Human Performance/Human Factors (3 units)  
 ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)  
 ORG 8800 Advanced Seminar: Topics based on faculty specialties and student interest (3 units)  
 PSY 7112 History and Systems of Psychology (3 units)  
 PSY 7417 Adult and Career Development (3 units)  
 BUS 6150 Contributors to Strategic Management (3 units)

- BUS 6900 Capstone (with instructor's consent) (3 units)

- MKT 6000 Managerial Marketing (3 units)

Doctoral degree course requirements total 92 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum Requirements are subject to change.

It is expected that the PhD in Industrial/Organizational psychology will take a minimum of 4 years of full-time study plus any additional semesters to complete the dissertation.

## Joint MBA/MIBA and PhD in Industrial/Organizational Psychology (San Diego)

The San Diego Campus offers the option to pursue a Joint Master of Business Administration (MBA) or Master of International Business Administration (MIBA) and PhD in Industrial/Organizational Psychology degree for those students admitted to the PhD in Industrial/Organizational Psychology program. This is a joint program in both Business and Management and Organizational Psychology.

It is expected that the Joint Master of Business Administration (MBA)/ Master of International Business Administration (MIBA) and PhD in Industrial/Organizational Psychology degree will take four and one-half years (nine semesters) of full-time study. If students wish to hasten the completion of their program, they may opt for an accelerated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet with both their OP advisor and their Business and Management advisor at the end of each semester to plan their study load for the following semester.

### Additional Course Requirements for the MBA/MIBA Degree

In addition to fulfilling all requirements for the PhD in Industrial/Organizational Psychology, students must complete the following courses (27 units) from the MBA/MIBA program. Prior to registration, students must meet with their Business and Management advisor to determine whether they are eligible to waive any of the MBA/MIBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students' undergraduate record and previous work experience.

Coursework completed for the PhD in Industrial/Organizational Psychology will count towards the MBA/MIBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA/MIBA, they must complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.

### Degree Requirements 119 units

PhD in Industrial/Organizational Psychology Requirements 92 units

*(See PhD in I/O Psychology for course details.)*

### MBA Core Courses 27 Units

ACT 6010 Managerial Accounting (3 units)  
 BUS 7000 e-Business (3 units)  
 BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)  
 BUS 6900 Capstone (3 units)  
 ECO 6010 Managerial Economics (3 units)  
 FIN 6000 Managerial Finance (3 units)  
 MKT 6000 Managerial Marketing (3 units)  
 Elective Business and Management (3 units)  
 Elective Business and Management (3 units)

OR

### MIBA Core Courses 27 Units

ACT 6010 Managerial Accounting (3 units)  
 BUS 7000 e-Business (3 units)  
 BUS 6040 Cross- Cultural Management (3 units)  
 BUS 6900 Capstone (3 units)  
 FIN 6000 Managerial Finance (3 units)  
 IBA 6010 Legal Environment of International Business (3 units)  
 IBA 6030 International Economics and Trade (3 units)  
 MKT 6000 Managerial Marketing (3 units)  
 Elective Business and Management (3 units)

### Survey Courses 5 units\*

BUS 5010 Survey of Accounting (1 unit)  
 BUS 5020 Survey of Finance (1 unit)  
 BUS 5030 Survey of Marketing (1 unit)  
 BUS 5050 Survey of Economics (1 unit)  
 BUS 5060 Survey of the Legal Environment of Business (1 unit)

\*The survey courses may be waived if completed at the undergraduate level with a grade of B or higher or for those with extensive work experience.

The Joint MBA/MIBA and PhD in Industrial/Organizational Psychology course requirements total 119 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Dual Degree PhD Program in Clinical Psychology/Industrial/Organizational Psychology (San Diego)

Some professionals aspire to careers that allow for practice both as a licensed clinician and as an organizational researcher and consultant. To this end, the San Diego campus offers students the option of earning a dual PhD degree, in Clinical and Industrial/Organizational Psychology. Students in the dual program receive advanced training in both disciplines, allowing them to carve out special professional roles. The program is jointly administered by the California School of Professional Psychology (CSPP) and the Marshall Goldsmith School of Management (MGSM). Students enrolled in this program fulfill the program requirements of both disciplines, which generally results in a six-year course of study. The clinical portion of the joint-degree program reflects the curriculum of CSPP's APA-accredited PhD program in clinical psychology.

### Degree Requirements 160 units plus Clinical Internship

#### Credit for Previous Graduate Work

Students with previous graduate work in Organizational Psychology or a closely related field may be eligible for waiver or transfer credit for some required or elective courses. Evaluation of previous graduate work and course credit waiver decisions are made in consultation with the San Diego OP Program Director after the student enrolls in the Program. Students who enter the doctoral program with an earned master's degree in organizational psychology, organization development, or a related field may receive considerable credit for prior coursework completed, but will still need to take some courses to help them round out their professional development and assist them to prepare for the qualifying/comprehensive examination. Students seeking transfer credit for prior completed graduate-level coursework must provide full syllabi of the prior courses for which they wish to transfer credit together with evidence of satisfactory

academic performance in the course (grade of B or higher or the Program Director's approval) from official transcripts. Transfer credits are approved when a course is evaluated to be substantively equivalent of a Marshall Goldsmith School of Management organizational psychology course offered in the doctoral program. Students who have completed a research based master's thesis may be able to receive credit for one or both second year required Research Seminars. A copy of the thesis must be submitted to the Program Director so that it can be evaluated by the Program faculty. Transfer credits must be applied for during the first semester of enrollment. Students who have completed their masters degree at one of the MGSM graduate programs may have all of their course credits transferred. However, some additional coursework or other academic requirements may be necessary before becoming a doctoral candidate.

#### First Year

##### Fall Semester

- ORG 6005 Intro to Professional Practice in Organizational Psychology (2 units)
- ORG 6320 Organizational Behavior (3 units)
- PSY 6003 History & Systems / Program Meeting (0 units)
- PSY 6021 Advanced Statistics I (3 units)
- PSY 6520 Introduction of Psychotherapy (2 units)
- PSY 6521 Introduction to Psychotherapy Practicum (1 unit)
- PSY 6523 Advanced Psychopathology (3 units)
- PSY 6700 Workshop: Data Management in SPSS (1 unit)

**15 units**

##### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 6016 or PSY 6023 Principles of Research Design (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- PSY 6003 History & Systems / Program Meeting (0 units)
- PSY 6022 Advanced Statistics II (3 units)

- PSY 6501 Intellectual Assessment (3 units)
- PSY 6502 Practicum in Intelligence Testing (1 unit)
- PSY 6524 (Psychoanalytic) or PSY 6525 (Behavioral/Social) (3 units)

**16 units**

#### Second Year

##### Fall Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 7020 Psychological Measurement (4 units)
- ORG 7440 Business Principles (3 units)
- ORG 8122 Personnel and Work Psychology (3 units)
- PSY 6524 (Psychoanalytic) or PSY 6525 (Behavioral/Social) (3 units, both courses required)
- PSY 6140 Lifespan Developmental Psychology (3 units)

**16 units**

##### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 6330 Work Motivation and Productivity (3 units)
- ORG 7350 Organization Theory (3 units)
- ORG 8220 Human Resource Management (3 units)
- PSY 6105 Biological Bases of Behavior (3 units)
- PSY 7423 Individual Differences in Organizations (3 units)
- PSY 7501 Theory & Practice of Psychotherapy: Cognitive Behavioral Child and Adult (3 units)

**18 units**

Upon completion of all first-year and second year courses, students are eligible for the Master of Science (MS) in Psychology degree.

#### Third Year

##### Fall Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 7525 Organizational Change and Development (3 units)

- ORG 7863 Psychology Research Project I (3 units)
- PSY ##### Required Cultural Elective/ Refer to Handbook (3 units)
- PSY 7550 Practicum in Professional Psychology (5 units)
- PSY 7551 Practicum Consultation/Ethics (1.5 units)
- PSY 8412 Social Psychology of Organizations or PSY 6112 Social Bases of Behavior (3 units)

**18.5 units**

*Spring Semester*

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 7682 Survey-Guided Feedback (3 units)
- ORG 7864 I-O Psychology Research Project II (3 units)
- PSY 6503 Foundations of Assessment: Personality I/ Objective (3 units)
- PSY 7156 Psychopharmacology (2 units)
- PSY 7550 Practicum in Professional Psychology (5 units)
- PSY 7551 Practicum in Consultation and Ethics (1.5 units)

**17.5 units**

**Fourth Year**

*Fall Semester*

- ORG 8800 Advanced Seminar in Organizational Studies (3 units)
- ORG 8990 Research Seminar I or PSY 8990 Doctoral Dissertation Research and Design (3 units)
- PSY 7565 Advanced Ethics and Professional Issues (2 units)
- PSY ##### Therapy Elective: Select one: 7501, 7503, 7602, 7604 (3 units)

**14 units**

*Spring Semester*

- ORG 7503 Leadership and Management Behavior (3 units)
- ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)
- ORG 8990 Research Seminar II or PSY 8990 Doctoral Dissertation Research and Design (3 units)

- ORG 9410 Full-Time Field Placement in Organizational Psychology (Units vary by campus and program)
  - PSY 6412 Group Dynamics in Organizations (3 units)
- 16 units**

**Fifth Year**

*Fall Semester*

- ORG 8990 Research Seminar III or PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (3 units)
  - ORG ##### Organizational Psychology Elective (3 units)
  - PSY 8510 Supervision Seminar & Lab (2 units)
  - PSY 8551 Clinical Consultation Group/ co-req of PSY 9581 (1.5 units)
  - PSY 9581 Half-time Internship (6 units)
- 15.5 units**

*Spring Semester*

- ORG 8800 Advanced Seminar in Organizational Studies (3 units)
  - ORG 8990 Research Seminar IV or PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar (3 units)
  - PSY 7417 Adult and Career Development (3 units)
  - PSY 8551 Clinical Consultation Group/ co-req. of PSY 9581 (1.5 units)
  - PSY 9581 Half-time Internship (6 units)
- 16.5 units**

**Internship Requirements**

The PhD in Dual Clinical/Industrial/Organizational Psychology degree also requires the completion of a Clinical Internship and a Field Placement in Organizational Studies. The Field Placement in Organizational Studies (administered by MGSM-OP-SD) totals 700 supervised hours. The Clinical Internship (administered by CSPP-SD) requires a minimum of 1500 supervised hours. Students desiring APA-approved full-time internship positions should consider completing it during a sixth year.

Doctoral degree course requirements total 160 units, plus the Clinical internship. A

description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## PhD in Consulting Psychology (San Diego)

This is the program for those of you who want to study I/O Psychology with a specialization in consulting. Are you looking for a wonderfully rewarding career opportunity in business? Then imagine yourself as a psychologist with the skills to help both individuals and organizations be more effective. With this PhD from the Marshall Goldsmith School of Management, you will be making a positive difference in the lives of leaders and employees while working on the cultures, processes, values and competitiveness of organizations and groups.

In this program, you'll learn how to help an individual leader, manager, or employee achieve their individual or organizational goals. On the other hand, you might also focus on working with an entire team or an entire organization. Students and graduates from our program work as psychologists in the human resources or organizational effectiveness units in many different kinds of corporations, government departments and consulting firms. Their career opportunities are particularly good because of their flexibility.

Graduates of this program can not only do I/O projects--like employee selection, surveys, organizational development, team building, and organizational change--but they can also do one-on-one coaching, counseling, personality assessment, and conflict resolution. In addition, our graduates complete the specialized training and internships that will permit them to more easily seek licensure as a Psychologist after graduation than most other I/O programs. This is a winning combination. Why not become one of us?

The curriculum is designed to permit psychology licensure eligibility, and it is expected that graduates of the program will be licensable as psychologists when they complete their programs, post-graduate supervised experience, and other licensing requirements.

The PhD in Consulting Psychology program meets the Guidelines for Defining Doctoral Degree in Psychology of the Association of State and Provincial Psychology Boards/ National Register of Health Service Providers in Psychology. Therefore, graduates of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction there may be additional requirements that must be satisfied. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are expected to be eligible to apply for credentialing as a Health Service Provider in Psychology. However, there are additional requirements that must be satisfied prior to being listed in the National Register of Health Service Providers in Psychology®. For further information, consult the National Register's web site: [www.nationalregister.org](http://www.nationalregister.org).

### Credit for Previous Graduate Work

Students with previous graduate work in Organizational Psychology or a closely related field may be eligible for waiver or transfer credit for some required or elective courses. Evaluation of previous graduate work and course credit waiver decisions are made in consultation with the San Francisco OP Program Director after the student enrolls in the Program. Students who enter the doctoral program with an earned master's degree in organizational psychology, organization development, or a related field may receive considerable credit for prior coursework completed, but will still need to take some courses to help them round out their professional development and assist them to prepare for the qualifying/comprehensive examination. Students seeking transfer credit for prior completed graduate-level coursework must provide full syllabi of the prior courses for which they wish to transfer credit together with evidence of satisfactory academic performance in the course (grade of B or higher or the Program Director's approval) from official transcripts. Transfer credits are approved when a course is

evaluated to be substantively equivalent of a Marshall Goldsmith School of Management organizational psychology course offered in the doctoral program. Students who have completed a research based master's thesis may be able to receive credit for one or both second year required Research Seminars. A copy of the thesis must be submitted to the Program Director so that it can be evaluated by the Program faculty. Transfer credits must be applied for during the first semester of enrollment. Students who have completed their masters degree at one of the MGSM graduate programs may have all of their course credits transferred. However, some additional coursework or other academic requirements may be necessary before becoming a doctoral candidate.

### Degree Requirements 91 units

#### First Year

##### Fall Semester

- ORG 6320 Organizational Behavior (3 units)
- ORG 7440 Business Principles (3 units)
- PSY 6021 Advanced Statistics I (3 units)  
*\*Must be taken concurrently with PSY 6700*
- ORG 6170 Qualitative Research and Survey Methods (3 units)
- PSY 6433 Introduction to Professional Practice in Consulting Psychology (2 unit)
- PSY 6700 Workshop: Data Management in SPSS (1 unit) *\*Must be taken concurrently with PSY 6021*

##### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 6016 Principles of Research Design (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 7408 Conflict Management (3 units)
- ORG 8220 Human Resource Management (3 units)
- PSY 6105 Biological Aspects of Behavior (3 units)

## Second Year

### Fall Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- PSY 6022 Advanced Statistics II (3 units)
- PSY 6409 Pro-Seminar in Consulting Psychology (3 units)
- PSY 7465 Consulting Psychology Research Project I (3 units)
- MGSM or Psychology Elective (3 units)

### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 7020 Psychological Measurement (3 units)
- ORG 7100 Consultation and Facilitation Skills (3 units)
- ORG 7525 Organizational Change and Development (3 units)
- PSY 7435 Individual Assessment for Business and Career (3 units)
- PSY 7466 Consulting Psychology Research Project II (3 units)

## Third Year

### Fall Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 8990 Dissertation Research Seminar I (3 units)
- PSY 6101 Cognitive and Affective Bases of Behavior (2 units)
- PSY 6412 Group Dynamics in Organizations (3 units)
- PSY 7429 Individual and Executive Coaching (3 units)
- PSY 9421 Consulting Psychology Internship: Individual/Group (1 unit)

### Spring Semester

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)
- ORG 8990 Dissertation Research Seminar II (3 units)
- PSY 9421 Consulting Psychology Internship: Individual/Group (1 unit)

- PSY 7250 Counseling in an Organizational Setting (3 units)
- MGSM or Psychology Elective (3 units)

## Fourth Year

### Fall Semester

- ORG 9931 Doctoral Dissertation (4 units)
- PSY 7429 Individual and Executive Coaching (3 units)
- PSY 9422 Consulting Psychology Internship: Systemwide Interventions (1 unit)

### Spring Semester

- ORG 9932 Doctoral Dissertation (3 units)
- PSY 7437 Ethical, Legal, and Professional Issues in Organizational Psychology (3 units)
- PSY 9422 Consulting Psychology Internship: Systemwide Interventions (1 unit)

It is expected that the PhD in Consulting Psychology will take a minimum of four years of full-time study plus any additional semesters to complete the dissertation.

Any Organizational Psychology graduate course for which the student meets the prerequisites may be used as an elective.

Recommended Electives:

- ORG 7215 Training and Development (3 units)
- ORG 7438 Advanced Multivariate Statistics (3 units)
- ORG 8140 Performance Measurement, Appraisal, and Feedback (3 units)
- ORG 8120 Talent Staffing and Selection (3 units)
- ORG 8800 Advanced Seminar: Topics based on faculty specialties and student interest (3 units)
- PSY 7112 History and Systems of Psychology (3 units)
- BUS 6020 Strategic Management (3 units)

Notes:

- 1) Upon completion of all required first-year and second-year courses, the student is awarded a Master of Science (MS) in Consulting Psychology degree.

2) Taking courses out of the above sequence may result in delayed internships and/or delayed awarding of the MS degree.

3) Students seeking licensure should use their electives to take licensure-required courses offered by CSPP.

Doctoral degree course requirements total 91 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Joint MBA/MIBA and PhD in Consulting Psychology (San Diego)

The San Diego Campus offers the option to pursue a Joint Master of Business Administration (MBA)/ Master of International Business Administration (MIBA) and PhD in Consulting Psychology degree for those students admitted to the PhD in Consulting Psychology program. This is a joint program in both Business and Management and Organizational Psychology.

It is expected that the Joint Master of Business Administration (MBA)/ Master of International Business Administration (MIBA) and PhD in Consulting Psychology degree will take four and one-half years (nine semesters) of fulltime study. If students wish to hasten the completion of their program, they may opt for an accelerated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet with both their OP advisor and their Business and Management advisor at the end of each semester to plan their study load for the following semester.

### Additional Course Requirements for the MBA/MIBA Degree

In addition to fulfilling all requirements for the PhD in Consulting Psychology, students must complete the following courses (27 units) from the MBA/MIBA program. Prior to registration, students must meet with their Business and Management advisor to

determine whether they are eligible to waive any of the MBA/MIBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students' undergraduate record and previous work experience.

Coursework completed for the PhD in Consulting Psychology will count towards the MBA/MIBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA/MIBA, they must complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.

### **Degree Requirements 118 units**

PhD in Consulting Psychology Requirements  
91 units

*(See PhD in Consulting for course details.)*

### **MBA Core Courses 27 Units**

ACT 6010 Managerial Accounting (3 units)  
BUS 6020 Strategic Management (3 units)  
BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)  
BUS 6900 Capstone (3 units)  
ECO 6010 Managerial Economics (3 units)  
FIN 6000 Managerial Finance (3 units)  
MKT 6000 Managerial Marketing (3 units)  
Elective BMD (3 units)  
Elective BMD (3 units)

OR

### **MIBA Core Courses 27 Units**

ACT 6010 Managerial Accounting (3 units)  
BUS 6020 Strategic Management (3 units)  
BUS 6040 Cross- Cultural Management (3 units)  
BUS 6900 Capstone (3 units)  
FIN 6000 Managerial Finance (3 units)  
IBA 6010 Legal Environment of International Business (3 units)  
IBA 6030 International Economics and Trade (3 units)  
MKT 6000 Managerial Marketing (3 units)  
Elective BMD (3 units)

### **Survey Courses 5 units\***

BUS 5010 Survey of Accounting (1 unit)  
BUS 5020 Survey of Finance (1 unit)  
BUS 5030 Survey of Marketing (1 unit)  
BUS 5050 Survey of Economics (1 unit)  
BUS 5060 Survey of the Legal Environment of Business (1 unit)

\*The survey courses may be waived if completed at the undergraduate level with a grade of B or higher or for those with extensive work experience.

Joint MBA/MIBA and PhD in Consulting Psychology course requirements total 118 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## **PhD in Organizational Psychology (San Francisco)**

Coursework in the PhD program covers three primary areas of training: theory, research, and professional practice. In addition, courses focus on multi-cultural and international applications of behavioral science and management related knowledge and skills. Students in the doctoral program first complete 60 units of required coursework and electives in such areas as organizational theory, scientific foundations of organizational psychology, group development, consultation skills, organization assessment, leading/facilitating organization change, as well as research design, and statistical methods applications. After passing the qualifying/comprehensive examination, students continue with advanced coursework that includes some additional required coursework, professional field work training and completion of their dissertation research. Students' professional field work training is completed under the supervision of field based professionals and/or faculty, while their design, conduct, and write-up of a research-based dissertation occurs under the guidance of a faculty advisor.

Within the structure of the doctoral curriculum, students have some opportunities

to customize their education and training based on their professional career goals through elective coursework, professional field work training, and dissertation research. Students work closely with faculty and the Program Director to determine areas of specific professional and academic focus. Some coursework is common to all students especially during the first two years (the first three to three and half years, for part-time students) of the program to help students develop the foundational competencies required for future professional careers. Elective courses offered provide students with the opportunity to pursue specific areas of professional interest in more depth. Elective courses may also be taken from other Alliant International University graduate programs such as clinical, education, and business. Elective courses may be offered each semester and during the summer session. The field work experiences and the dissertation research also allow students flexibility to develop expertise and experience in specific areas of professional interest.

Students may attend the doctoral program either on a full-time or part-time basis. Full time students may complete the doctoral degree within 4-5 years. Part-time students commonly take 5-6 years to complete the Program although the pace of study for part-time students varies depending on their ability to manage the demands of other commitments on their time. The dissertation research is a creative task and, like all creative processes, the timing required will vary depending on the research approach and the nature and complexity of the research topic being investigated.

Our doctoral graduates enter a variety of professional careers. Some pursue careers as organizational, management, or human resources development consultants with large or specialized boutique consulting firms or take positions internal to private and public sector companies. Some develop their own organization and management consulting practices, and still others provide professional training and teach in higher education settings.

### Qualifying/Comprehensive Exam

All students pursuing the PhD degree are required to pass the qualifying/comprehensive exam. This exam is taken after successfully completing 60 units of coursework (typically at the end of the second year for full time students). This is an essay type exam that is comprised of three sub-tests: theory, research methods, and professional practice. The Professional Practice subtest also includes an oral presentation component. The Capstone class offered towards the end of the completion of 60 units of coursework is designed as a comprehensive and integrative review of past coursework and serves as a means for helping students prepare for the exam. A student must pass all 3 sub-tests before being advanced to doctoral candidacy. Students who pass 2 of 3 sub-tests are permitted to proceed on in the post-qualifying exam curriculum pending their successful retake of the failed subtest. The failed subtest must be retaken the next time the exam is scheduled. Exams are scheduled twice during the academic year in January and August. Students may be allowed to retake exam sub-tests up to three times with faculty consent. If a student fails to pass the exam after three attempts, he/she may be dismissed from the doctoral program, but in most cases, will be awarded the Masters in Organizational Psychology, by completing the 4-unit course ORG 7725 Organization Studies Applied Experience/Field Work Project.

### Credit for Previous Graduate Work

Students with previous graduate work in Organizational Psychology or a closely related field may be eligible for waiver or transfer credit for some required or elective courses. Evaluation of previous graduate work and course credit waiver decisions are made in consultation with the San Francisco OP Program Director after the student enrolls in the Program. Students who enter the doctoral program with an earned master's degree in organizational psychology, organization development, or a related field may receive considerable credit for prior coursework completed, but will still need to take some courses to help them round out their professional development and assist them to

prepare for the qualifying/comprehensive examination. Students seeking transfer credit for prior completed graduate-level coursework must provide full syllabi of the prior courses for which they wish to transfer credit together with evidence of satisfactory academic performance in the course (grade of B or higher or the Program Director's approval) from official transcripts. Transfer credits are approved when a course is evaluated to be substantively equivalent to a Marshall Goldsmith School of Management organizational psychology course offered in the doctoral program. Students who have completed a research based master's thesis may be able to receive credit for one or both second year required Research Seminars. A copy of the thesis must be submitted to the Program Director so that it can be evaluated by the Program faculty. Transfer credits must be applied for during the first semester of enrollment. Students who have completed their masters degree at one of the MGSM graduate programs may have all of their course credits transferred. However, some additional coursework or other academic requirements may be necessary before becoming a doctoral candidate.

### Dissertation Research

Doctoral students are required to complete a dissertation research project. This research project is conceptualized and executed independently by the student under faculty supervision and is expected to contribute to the existing body of knowledge in the field. Successful completion of this requirement demonstrates that the student has learned and is able to apply research based investigative methods/techniques, developed in-depth expertise in a specific body of knowledge within the field, and has made a contribution to that body of knowledge. Students begin developing their research ideas and design during the ORG 8990 Research Seminar sequence taken during the 2nd year of study for full time students. All students are required to present and defend their dissertation proposal within 3 semesters after passing the qualifying exam. If a student has already taken the 4 required units for ORG 8990 and has not passed the qualifying exam, or has taken the 10 required units of

ORG 8991 Research Seminar: Dissertation Proposal and has not defended their proposal successfully, they need to register for ORG 8993 Dissertation Supplement for 2 units. Students are allowed to register for ORG 8993 for two semesters only. ORG 8993 units do not apply toward the 120 units required for doctoral program completion. Students who have completed the 120 units of coursework, but have not yet completed their dissertation, are required to register for Dissertation Extension course units until the dissertation is completed.

A dissertation committee comprised of a chairperson and two other faculty members assist the student in developing their dissertation research, guide the student's conduct of the research, provide critique and feedback to assist in the final write-up of the research, and evaluate the completed work at an oral examination. Doctoral students are responsible for engaging a faculty member to serve as their chair and work with their chair to enlist other dissertation committee members. In most cases, the faculty member who instructs the Research Seminar that a student has signed up for becomes their chairperson.

Many students choose to complete their dissertation proposal and in some cases their research related data collection before initiating their internship & field work training requirement. A detailed Dissertation Manual



## Marshall Goldsmith School of Management – Organizational Psychology

describing the dissertation guidelines, process, and requirements is available on-line at the San Francisco OP website.

### Internship and Field Training

Students develop professional practice related skills in organizational psychology through a variety of professional training experiences throughout the doctoral program including class projects, in-class simulations, and through the internship/field work placement and supervision experience that occurs after completing 60 credits of coursework and passing the qualifying examination. The internship/field work program is designed to provide students with in-depth supervised professional experiences. Students take 15 units for their internship/fieldwork. In addition, they register for a 2-unit seminar course linked to the internship/field work each semester. Supervised internship/field experiences may occur across a variety of settings including with consulting firms, major corporations, government agencies and not-for-profit community organizations. Students already working full-time may arrange a supervised field project(s) at their current work setting at the discretion of the OP-SF Internship Faculty Coordinator and Program Director. In most cases, such field work projects will need to be substantively different than the students' regular work. Internship/field work placements provide students with hands-on training in applying what they have learned in prior coursework. These placements often provide students the opportunity to diagnose organizational problems, design and conduct various OD-type interventions. Thorough integration of students' professional training experiences with their academic work is assured by ongoing faculty supervision and participation in the internship/field work seminar. The doctoral curriculum is listed below. Note that courses and schedules may change.

### Degree Requirements 120 units

#### First Year

##### Fall Semester

ORG 6211 Personal and Professional Development (1 unit)

ORG 7350 Organization Theory (3 units)  
ORG 7607 Foundations of Organization Consulting & Development (3 units)  
PSY 6009 Psychometrics, Statistics and Research Design (3 units)  
PSY 6412 Group Dynamics in Organizations (3 units)

##### Spring Semester

ORG 6212 Personal and Professional Development (1 unit)  
ORG 6535 Paradigms of Inquiry in Organizational Studies (3 units)  
ORG 7425 Organizational Behavior: Foundational & International Perspectives (3 units)  
ORG 7516 Consulting Skills: Team and Group Interventions (3 units) (Prerequisite: ORG 7607 & PSY 6412)  
ORG 8412 Social Psychology of Organizations (3 units)  
PSY 6010 Psychometrics, Statistics and Research Design (3 units) (Prerequisite: PSY 6009 or equivalent)

Electives\*

#### Second Year

##### Fall Semester

ORG 6031 Qualitative Research Methods (3 units)  
ORG 7433 Organizational Assessment (3 units) (\*Prerequisite: ORG 7607)  
ORG 7527 Models of Organizational Culture and Change (3 units)  
ORG 7710 Organizational Ethics and Social Responsibility (3 units)  
ORG 8990 Research Seminar I (2 units)

Electives\*

##### Spring Semester

ORG 7330 Cultural Diversity in Organizations (3 units)  
ORG 7670 Coaching & Self Development (\*Prerequisite: ORG 7607)  
ORG 7528 Consulting Skills: System-wide Interventions (3 units) (\*Prerequisite: ORG 7607, ORG 7433)  
ORG 7730 Capstone: Synthesizing Multiple Perspectives (3 units)  
ORG 8990 Research Seminar II (2 units)

Electives\*

Third Year (All third and fourth year coursework requires successful completion of the qualifying/comprehensive examination)

#### Third Year

##### Fall Semester

ORG 8991 Research Seminar: Dissertation Proposal Development (5 units)  
ORG 9410 Full-Time Field Placement in Organizational Psychology (5 Units)  
ORG 9490 Organizational Studies Fieldwork Supervision Seminar (2 units)  
PSY 7437 Ethical and Legal Issues in Organizational Studies (3 units)

Electives\*

##### Spring Semester

ORG 8991 Research Seminar: Dissertation Research Proposal Development (5 units)  
ORG 7440 Business Principles (3 units)  
ORG 9410 Full-Time Field Placement in Organizational Psychology (5 Units)  
ORG 9490 Organizational Studies Fieldwork Supervision Seminar (2 units)

#### Fourth Year

##### Fall Semester

ORG 8992 Research Seminar: Dissertation Research (6 units)  
ORG 9410 Full-Time Field Placement in Organizational Psychology (5 Units)  
ORG 9490 Organizational Studies Fieldwork Supervision Seminar (2 units)

##### Spring Semester

ORG 8992 Research Seminar: Dissertation Research (7 units)

A description of each course is listed by course number in the Course Description section of the catalog.

### Other Requirements

**Writing Evaluation:** All new students are required to take a diagnostic writing exam during the week of orientation to assess their current writing skills. Students whose skills are identified as requiring improvement are required to take a two-unit seminar in

academic and professional writing during the first semester in the Program.

**Statistical Methods Evaluation:** All new PhD students' working knowledge of statistical methods will be evaluated by an exam also administered during orientation week prior to start of classes. Students whose skills need improvement are required to engage in a remedial course in this area during the first semester.

Students who have not taken and passed an undergraduate level social science statistics course are required to do so before final admission to the Program. Students who have had a non-social science undergraduate major may be required to take 2-3 psychology undergraduate level courses prior to admission.

**Electives:** Students are required to complete a minimum of 3 elective units during the first two years of study as part of the required 60 course units. Additional elective units taken during the first two years can be applied toward the total elective units. Ten additional elective units are required post-qualifying exam for a total of 13 elective units.

A plan for elective courses should be made in consultation with the Program Director and/or other faculty to ensure that this special course of study meets a student's professional goals. Electives are offered during all academic sessions, but elective topics are subject to change periodically.

**Qualifying/Comprehensive Examination:** This exam is taken by students after completing 60 course units. (See first and second year coursework listings.)

Students must pass the qualifying exam to be able to pursue the post-qualifying exam doctoral curriculum including dissertation research and internship/field work.

If a student fails to pass at least 2 of 3 subtests on the qualifying exam, they will not be permitted to pursue the post-qualifying exam curriculum.

Students who do not pass a minimum 2 of 3 subtests need to register for ORG 8993 Research Seminar Supplement for 2 units a semester up to a total of 4 units. ORG 8993 units do not apply toward the 120 units required for doctoral program completion.

**Practice Skills Evaluation:** Practice related competencies are evaluated during the internship/field work experience by multiple methods. Students receive evaluations from their field site and faculty supervisors based on their demonstration of identified competencies. In addition, students are required to present and discuss their work effectively to fellow students and faculty in a colloquium type format.

The complete doctoral curriculum is 120 units. Note that curriculum requirements are subject to change.

## **Organizational Psychology Doctoral Respecialization Program (Los Angeles, San Diego, San Francisco)**

The Doctoral Respecialization Program in Organizational Psychology is designed for students who have already earned a doctorate degree from an accredited educational institution in another area of psychology, sociology, education, business or a related field, and who wish to re-specialize their professional practice in organizational psychology. This highly applied Program focuses on providing the unique knowledge and skills required to transfer the application of already acquired advanced level behavioral science education/training to professional practice organizational settings. It This certificate program is comprised of 12 full day Saturday sessions scheduled every other week spanning 6 months. A 3-month supervised field work experience comprises the final segment of this specialized training program. CE credits may be granted to participants who want them. Program faculty includes current MGSM faculty and adjunct faculty. The Program content is designed based on the key professional practice competencies

defined by the Society for Industrial/Organizational Psychology (SIOP Divisions 13 & 14, APA).

This Program prepares professionals to:

- Make the transition to doing consulting with organizations
- Increase their own effectiveness as leaders or managers in organizations where they already work

Program content may be modified periodically to reflect emergent issues in the practice of Industrial/Organizational Psychology. Common topics covered are outlined below.

Models of organization performances and role of psychologists working in organizational settings

The consulting process: Key issues, desired outcomes, ethical dilemmas of practice

Individual interventions: Leadership assessment and executive coaching

Team and group interventions: Teambuilding, team assessment, and team development.

System-wide Intervention: Working at the enterprise level.

Human Resources Management – Talent Management Practices

Human Resources Management: Motivation , performance management, and rewards

Diversity and inclusion

Special issues in organization psychology and professional practice

For more detailed information on Program content and cost, please contact our admissions department.

## PsyD in Organization Development (PsyD OD) (Fresno & Sacramento)

The Fresno and Sacramento campuses offer a doctoral (PsyD) program in Organization Development (OD). This PsyD degree program, the only one of its kind in the United States, prepares people for careers as consultants, leaders/managers, or other organizational change agents. Graduates are also prepared to be faculty in local community college districts and other academic institutions in the area of organizational training and consultation, a high need-high growth field.

The program addresses the need for increasingly complex and multifaceted organizational and management skills that encompass several disciplines. The first year focuses on the individual as a scholar-practitioner (organizational skills and foundation); the second year focuses on themes and cultures of organizations with professional training placements; the third year focuses on practice in the global community with orientation toward completion of the PsyD project and professional issues seminars.

This three-year, part-time post-master's program has been developed with the needs of the adult learner in mind and is accessible to adults with multiple responsibilities. The intensive weekend executive format course schedule (Friday evening, Saturday, and Sunday) makes it possible for students to attend from the greater San Joaquin Valley, Sacramento, and more distant communities.

Students in the program will:

- Acquire new knowledge and skills for managing change processes in complex organizations
- Examine and assess existing organizational instruments, processes, and designs
- Design interventions at the system, group and individual levels, addressing such areas as work strategies and structures, staffing issues and job design, performance appraisal and feedback, compensation and

rewards, staff training and leadership development

- Gain knowledge of organizational theory and interventions and explore international and global business and management relationships
- Develop competencies for OD consultation and design and implementation of applied research projects
- Receive training in professional practice by participating in field placements supervised by faculty, organizational consultants, corporate executives and agency administrators

This 75-unit post-master's executive format program includes courses held one weekend a month and includes some video conferencing and online courses. Students may transfer in a maximum of 9 units from their master's degrees that are appropriate to the program, with approval from the Program Director.

### Degree Requirements 75 units

#### First Year

- ORG 6016 Principles of Research Design (3 units)
- ORG 7523 Introduction to Organization Development (2 units)
- ORG 7525 Organizational Change and Development (3 units)
- ORG 7710 Organizational Ethics and Social Responsibility (3 units)
- ORG 8505 The Individual in Organizations (2 units)
- ORG 8525 History and Systems of Organizational Studies (3 units)
- ORG 8800 Advanced Seminar in Organizational Studies: Comprehensive Exam I (2 units)
- ORG 9410 Full-Time Field Placement in Organizational Psychology (1 unit)
- ORG 9921 Advanced PsyD Dissertation project (3 units)

#### Second Year

- ORG 6535 Paradigms of Inquiry in Organizational Studies (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)

- ORG 8220 Human Resource Management (3 units)
- ORG 8515 International Organizational Development (3 units)
- ORG 8800 Advanced Seminar: Distinguished Visiting Faculty (2 units)
- ORG 9410 Full-Time Field Placement in Organizational Psychology (2 Units)
- ORG 9921 Advanced PsyD Dissertation Project (1 unit)
- PSY 7417 Adult and Career Development (3 units)
- ORG 8800 Advanced Seminar in Organizational Studies: Comprehensive Exam - 2 (2 units)

#### Third Year

- ORG 7235 Process Consultation (2 units)
- ORG 7408 Conflict Management and Skills Development (3 units)
- ORG 7503 Leadership and Management Behavior (3 units)
- ORG 7540 Managing Transitions: Individual and Organizational (2 units)
- ORG 7610 Organizational Consulting Skills Development (3 units)
- ORG 7670 Coaching and Self-Development (3 units)
- ORG 9410 Full-Time Field Placement in Organizational Psychology (1 Unit)
- ORG 9922 Advanced PsyD Dissertation Project (2 units)
- PSY 6412 Group Dynamics in Organizations (3 units)

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## ORGANIZATIONAL PSYCHOLOGY PROGRAMS

### Master's Degrees Offered

#### Master of Arts in Industrial/Organizational Psychology (MAIO) (Los Angeles & San Diego)

This program is for psychology or other undergraduate majors who want an in-depth initial preparation in the Industrial-Organizational Psychology profession. Many students who enter this program may have limited work experience and seek a significant foundation for a career as an internal consultant in mid-to-large size organizations or entry-level positions in consulting firms. This program is also a good option for students who think they may want to continue on to the doctoral degree at Alliant International University in the future but are not yet ready for doctoral-length training.

This is a 48-unit, full-time program that can be completed in two years. Three to five courses are taken each term, offered in daytime, executive, evening, and/or condensed formats (varies per campus). This program is appropriate for those who have completed their undergraduate education and are interested in a master's level career in human resources or organizational development. It is also appropriate for those already employed in human resource management and organizational development who need graduate level education in order to reach their potential in the field. An advantage to students in the MAIO program at either campus is the opportunity to take some courses in their program at the other campus.

**Degree Requirements 48 units**

#### First Year

##### Fall Semester

ORG 6005 Intro to Professional Practice in Organizational Psychology (2 units)

ORG 6320 Organizational Behavior (3 units)  
 ORG 7440 Business Principles (3 units)  
 PSY 6021 Advanced Statistics I (3 units)  
 PSY 6700 Workshop: Data Management SPSS (1 unit)

**Total Semester Units 12**

##### Spring Semester

ORG 7330 Cultural Diversity in Organizations (3 units)  
 ORG 8220 Human Resource Management (3 units)  
 ORG 6003\*Organizational Psychology Professional Practice Meeting (0 units)

MGSM Elective (3 units) \*\*

**Total Semester Units 9**

#### Second Year

##### Fall Semester

ORG 6170 Qualitative Research and Survey Methods (3 units)  
 ORG 6330 Work Motivation and Productivity (3 units)  
 ORG 8120 Talent Staffing and Selection (3 units)  
 ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*\*

MGSM Elective (3 units) \*\*

**Total Semester Units 12**

##### Spring Semester

ORG 7100 Consultation and Facilitation Skills (3 units)  
 ORG 7200 Practicum in Organizational Studies (240 hours required) (3 units)  
 PSY 7437 Ethical, Legal and Professional Issues in I/O Psychology (3 units)  
 ORG 7215 Training and Development (3 units)  
 ORG 7525 Organizational Change and Development (3 units)  
 ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*

**Total Semester Units 15**

Note: MGSM electives for Masters students include all MGSM electives for PhD students plus all PhD courses for which the student has completed prerequisites.

\*San Diego I/O Program only.

\*\* MGSM electives for Masters students include all MGSM electives for PhD students plus all PhD courses for which the student has completed prerequisites.

These courses can include: ORG 6150, ORG 6330, ORG 8130, ORG 8140, PSY 7417, PSY 7112, PSY 8412, ORG 8800.

Students in the San Diego MAIO Program develop an oral presentation of a summary of applied experience obtained during practicum (internship), demonstrating integration of theory and practice.

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

#### Accelerated Master of Arts in Organization Development (MAOD) (Los Angeles and San Francisco)

As today's business environment becomes increasingly complex and competitive, organizations are striving to discover more effective ways to increase their performance. A truly sustainable competitive advantage lies in continuously increasing an organization's capabilities. This has been the core competence of the field of organization development for over four decades--whether the focus is on developing individual competencies, increasing team effectiveness, and/or realigning culture, management structures, systems, and practices to improve enterprise wide performance.

Experienced organization development practitioners know that the optimal way to gain proficiency with the complex array of skills required for effective practice comes from experience and learning from more experienced practitioners. This highly applied masters program leverages how professional practice competencies are acquired and applies it to the academic preparation and

## Marshall Goldsmith School of Management – Organizational Psychology

training of OD professionals. A 12-month progressive mastery supervised field work training component serves as the core educational component. Students progress through three phases of supervised field work in which they assume increasing responsibility for client facing and interventionist work. This supervised field work experience is augmented by a course curriculum that is delivered in a “just-in-time” strategy to increase relevance and optimize applied learning.

This 38 unit MAOD program is designed for working adults. It is delivered in an “accelerated format” on a year round basis and can be completed in 15-16 months. Coursework is scheduled primarily on weekends and week nights. Our MAOD students have 3-5 years of work experience and include early career human resource professionals, organization and management consultants who want to increase their professional practice competencies, as well as entrepreneurs, business leaders, and managers who desire to assist their organizations to perform more effectively and become better places to work. This program is also an excellent educational option for those working in fields like information technology, clinical psychology, social work, human services and business operations who are seeking a career shift, or simply want to increase their effectiveness in their current roles.

### **Degree Requirements 38 units**

#### **Phase I. Shadowing**

- ORG 7607 Foundations of Organization Development & Consulting (3 units)
- PSY 6412 Group Dynamics in Organizations (2 units)
- ORG 7525 Organization Change & Development (3 units)
- ORG 7440 Business Principles (3 units)
- ORG 7725 Organization Studies Applied Field Work Professional Practice Seminar (2 units)
- ORG 9410 Field Placement Supervision (1 unit)

#### **Phase II Partnering**

- ORG 7670 Coaching & Self Development (3 units)
- ORG 7516 Consulting Skills: Group/Team Interventions (3 units)
- BUS 6020 Strategic Management (3 units)
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 7725 Organization Studies Applied Field Work Professional Practice Seminar (2 units)
- ORG 9410 Field Placement Supervision (1 unit)

#### **Phase III. Lead Role/Solo Work**

- ORG 7528 Consulting Skills: System-wide Interventions (3 units)
- ORG 7017 Applied Research Methods (3 units)
- ORG 7725 Organization Studies Applied Field Work Professional Practice Seminar (2 units)
- ORG 9410 Field Placement Supervision (1 unit)

## **Seamless Master of Arts in Industrial/Organizational Psychology (San Diego)**

The seamless master’s option offers qualified students advanced placement into the MAIO program at the end of the junior year of the bachelor’s completion program. Students who do wish to follow this option will be interviewed by the MGSM-OP San Diego program faculty before full admission is granted. The program also offers opportunities for taking additional courses at the master’s level.

### **Degree Requirements 48 units**

#### **First Year**

##### *Fall Semester*

- ORG 6005 Intro to Professional Practice in Organizational Psychology (2 units)
- ORG 6320 Organizational Behavior (3 units)
- ORG 7440 Business Principles (3 units)
- PSY 6021 Advanced Statistics I (3 units)
- PSY 6700 Workshop: Data Management SPSS (1 unit)

##### *Spring Semester*

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*
- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 7525 Organizational Change and Development (3 units)
- ORG 8220 Human Resource Management (3 units)
- XXXX MGSM Elective (3 units)\*\*

#### **Second Year**

##### *Fall Semester*

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*
- ORG 6170 Qualitative Research & Survey Methods (3 units)
- ORG 6330 Work Motivation and Productivity (3 units)
- ORG 8120 Talent Staffing and Selection (3 units)
- PSY 7437 Ethical and Legal Issues in Organizational Studies (3 units)

##### *Spring Semester*

- ORG 6003 Organizational Psychology Professional Practice Meeting (0 units)\*
- ORG 7100 Consultation and Facilitation Skills (3 units)
- ORG 7200 Practicum in Organizational Studies (3 units)
- ORG 7215 Training and Development (3 units)
- ORG 8800 Advanced Seminar in Organizational Studies: (3 units)
- XXXX\*\* MGSM Elective (3 units)

MA in Industrial/Organizational Psychology course requirements total 48 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Dual MBA/MIBA and MA in Industrial/Organizational Psychology (San Diego)

The San Diego Campus offers the option to pursue a Dual Master of Business Administration (MBA)/ Master of International Business Administration (MIBA) and Master of Arts in Industrial/Organizational Psychology degree to those students admitted to the MA in Industrial/Organizational Psychology program. This is a joint program in both Business and Management and Organizational Psychology.

Dual MBA/MIBA and MA in Industrial/Organizational Psychology course requirements total 75 units. It is expected that the dual program will take two and one-half years (five semesters) of full-time studies. If students wish to hasten the completion of their program, they may opt for an accelerated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet with both their OP advisor and their Business and Management advisor at the end of each semester to plan their study load for the following semester.

### Additional Course Requirements for the MBA/MIBA Degree

In addition to fulfilling all requirements for the MA in Industrial/Organizational Psychology, students must complete the following courses (27 units) from the MBA/MIBA program. Prior to registration, students must meet with their BUSINESS AND MANAGEMENT ADVISOR advisor to determine whether they are eligible to waive any of the MBA/MIBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students' undergraduate record and previous work experience.

Coursework completed for the MA in I-O Psychology will count towards the MBA/MIBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA/MIBA, they must

complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.\*

### Degree Requirements 75 units

MA in Industrial/Organizational Psychology Requirements 48 units

(See MA in I/O Psychology for course details.)

### MBA Core Courses 27 Units

ACT 6010 Managerial Accounting (3 units)  
 BUS 6020 Strategic Management (3 units)  
 BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)  
 BUS 6900 Capstone (3 units)  
 ECO 6010 Managerial Economics (3 units)  
 FIN 6000 Managerial Finance (3 units)  
 MKT 6000 Managerial Marketing (3 units)  
 Elective BMD (3 units)  
 Elective BMD (3 units)

OR

### MIBA Core Courses 27 Units

ACT 6010 Managerial Accounting (3 units)  
 BUS 6020 Strategic Management (3 units)  
 BUS 6040 Cross- Cultural Management (3 units)  
 BUS 6900 Capstone (3 units)  
 FIN 6000 Managerial Finance (3 units)  
 IBA 6010 Legal Environment of International Business (3 units)  
 IBA 6030 International Economics and Trade (3 units)  
 MKT 6000 Managerial Marketing (3 units)  
 Elective BMD (3 units)

### Survey Courses 5 units\*\*

BUS 5010 Survey of Accounting (1 unit)  
 BUS 5020 Survey of Finance (1 unit)  
 BUS 5030 Survey of Marketing (1 unit)  
 BUS 5050 Survey of Economics (1 unit)  
 BUS 5060 Survey of the Legal Environment of Business (1 unit)

\*\*The survey courses may be waived if completed at the undergraduate level with a grade of B or higher or for those with extensive work experience.

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Master of Arts in Organizational Behavior (MAOB) (Fresno & Sacramento)

The program is designed to meet the educational needs of managers, organizational consultants, human resource specialists, business owners, and other career-minded professionals by providing a practical curriculum related to management issues involving people and organizational processes. Students are trained in participatory management practices, leadership, team building, organizational change and development, employee motivation, and organizational consultation. The curriculum also addresses issues related to employee satisfaction, commitment, and productivity. Graduates are prepared to anticipate and manage change in a variety of organizations, including public, private, and volunteer organizations. OP's faculty are working professionals who bring expertise and their applied work experiences into the classroom.

The graduate program in Organizational Behavior is a 15-month program. Courses are offered once a month in an intensive weekend format on Friday evening, Saturday, and Sunday.

The MAOB is a scholar-practitioner degree, designed for the working professional, manager, human resources person, trainer, or organizational consultant who wants to acquire new skills and knowledge related to management and organizational behavior. A joint MAOB/clinical or forensic psychology doctorate is also available for students who are current clinical and forensic psychology students. For more information, please contact the campus admissions office.

The curriculum of the OP-Fresno MAOB program acquaints students with the current literature and research on management and organizational behavior. The program is reflective of the issues and problems that business leaders face on a daily basis. MAOB students are not required to take statistics courses or write a research thesis.

**Degree Requirements                      34 units**

**First Year**

- ORG 6017 Research Methods (3 units)
- ORG 6320 Introduction to Organizational Behavior (2 units)
- ORG 6515 Models of Organizational Change and Development (3 units)
- ORG 7506 Conflict Management (3 units)
- ORG 7507 Workplace Ethics (3 units)
- ORG 7509 Leadership Skills Development (3 units)
- ORG 7350 Organization Theory (3 units)
- ORG 8548 Ethnocultural Issues in the Workplace (3 units)
- ORG 8800 Advanced Seminar in Organizational Studies: Distinguished Visiting Faculty (1 units)

**Second Year**

- ORG 7425 Organizational Behavior: Fundamentals and International Perspectives (4 units)
- ORG 7512 Transitions in Organizations (2 units)
- ORG 7730 Advanced Seminar: Capstone (2 units)
- ORG 7825 MAOB Consultation Group (2 units)

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

**Joint MAOB/Clinical or Forensic Psychology Doctoral Program (Fresno & Sacramento)**

Students may concurrently pursue a Master's of Organizational Behavior (MAOB) degree in the Marshall Goldsmith School of Management with either a Clinical Psychology doctoral degree at the California School of Professional Psychology or with a Forensic Psychology doctoral degree in the Center for Forensic Studies.

The MAOB degree provides students in the Forensic or Clinical Psychology programs an opportunity to gain knowledge of organizations if they are interested in pursuing administrative positions or doing organizational work as part of their future career goals.

The MAOB 30-unit program consists of 24 units of core Organizational Psychology curriculum and 6 elective units which can be transferred from their Clinical or Forensic Psychology curriculums. Coursework is scheduled over a 15-month period and meets in an executive weekend format on Friday evening, Saturday and Sunday.

The MAOB degree can be completed in 12 to 15 months, after which students can matriculate into the PsyD in Organization Development program or other graduate studies. For more information, please contact the Fresno Admissions Office.

**Master of Arts in Organizational Psychology (MAOP) (San Francisco)**

The Masters of Arts in Organizational Psychology (MAOP) degree provides in-depth education and training in the applied theory, research and practice of organization psychology, organization behavior, and organization development consulting. It is designed as a highly applied and professional practice oriented educational program for students who desire to work as internal or external organization consultants, human resources business partners, project team leaders, or managers. It is also designed for students who are already working in human resources areas and who desire to deepen and strengthen their professional competencies. In addition, it is an excellent option for students who have earned other graduate degrees in business, social work, counseling psychology, management, or engineering and who are either considering a career change or simply want to supplement their current professional work with competencies related to facilitating organization change, team development, executive coaching, or other related professional practice areas. Graduates from this Program have gone on to professional careers as internally based organization development consultants, training and development consultants, human resources consultants in companies spanning a variety of industries, as well as securing positions with large, medium, and small organization/management consulting firms.

This is a 48-unit program that can be completed in two years on a full-time basis, or three to four years on a part-time basis. Courses are offered in the late afternoons and evenings to accommodate working adults. In addition, some classes combine more intensive weekend sessions with weekly scheduled classes. The curriculum includes a full semester applied field work project under faculty supervision.

This program is also a good option for students who think they may want to continue on to the doctoral degree at Alliant International University in the future, but are not yet ready to commit to doctoral-length training.

Note: The curriculum below as outlined applies to full time students. Part-time students may take courses in a somewhat different combination and sequence.

**Degree Requirements 48 units**

**First Year**

*Fall Semester*

- ORG 6211 Personal and Professional Development (1 unit)
- ORG 7350 Organization Theory (3 units)
- ORG 7607 Foundations of Organization Consulting and Development (3 units)
- PSY 6009 Psychometrics, Statistics and Research Design (3 units – Prerequisite: undergraduate course in social science statistics)
- PSY 6412 Group Dynamics in Organizations (3 units)

*Spring Semester*

- ORG 6212 Personal and Professional Development (1 unit)
- ORG 7516 Consulting Skills: Team and Group Interventions (3 units) (Prerequisite: ORG 7607 & PSY 6412)
- ORG 7670 Coaching and Self Development (3 units) (\*Prerequisite: ORG 7607)
- ORG 7425 Organizational Behavior: Foundational and International Perspectives (3 units)

**Second Year**

*Fall Semester*

- ORG 6031 Qualitative Research Methods (3 units)
- ORG 7433 Organizational Assessment (3 units) (\*Prerequisite ORG 7607)
- ORG 7527 Models of Organizational Culture and Change (3 units)
- ORG 7710 Organizational Ethics and Social Responsibility (3 units)

*Spring Semester*

- ORG 7330 Cultural Diversity in Organizations (3 units)
- ORG 7528 Consulting Skills: System-wide Interventions (3 units) (\*Prerequisites: Org 7607, ORG 7516—recommended ORG 7433)
- ORG 7440 Business Principles (3 units)
- ORG 7725 Organizational Studies Applied Experience and Supervision (4 units)

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

**Other Requirements**

**Writing Evaluation:** New students are given diagnostic writing exam during the orientation week prior to start of first semester of classes. Students whose skills are evaluated as in need of improvement are encouraged to take a 2-unit seminar in academic and professional writing during their first semester in the Program. Note: This two unit seminar does not count toward the 48-units required for degree completion.

**Statistics Evaluation:** All entering MAOP students are required to take a statistics exam administered by the University prior to beginning classes, unless they have received transfer credit for a graduate level statistics course. This exam is also offered during the week of orientation prior to the start of classes. If exam results indicate a student’s skills need improvement in this area, he/she is required to take a brief remedial course during the first academic semester.

**OP PROGRAMS AT THE SAN DIEGO LOCATION**

**Field Placements**

A key feature of all doctoral and master’s degree programs offered at OP San Diego is the integration of courses, seminars, research, and professional training with the students’ field experience. All doctoral students participate in four half-time internships/field placements in the last two years of their program. The students in the MA in Industrial/Organizational Psychology program complete a semester of field placement during the last year of their program.

**Credit for Previous Graduate Work and Individualized Studies**

The curricula for students entering OP San Diego programs with accepted credit for previous graduate work will be modified appropriately. Applicants must provide syllabi of the previous graduate courses for which they wish to transfer credit before they begin the program. Accepted courses must be judged to be the substantive equivalent of OP courses.

All students enter the programs with their own individual academic and professional backgrounds and needs for full-time or extended (moderated) programs. Thus, the exact curriculum of the programs regarding content, sequence, and pace of study may vary.

Contact the OP San Diego Program Director or your academic advisor for information specific to your own situation.

**Organizational Electives**

The curricula of all OP San Diego programs consist of both required and elective coursework. With the approval of their advisor or the OP San Diego Program Director, advanced students can choose the elective courses indicated in their program-specific degree requirements (see below) from a number of courses available to doctoral students, including Advanced Seminars in



Organizational Studies (ASOS) and selected clinical courses.

### Comprehensive Exams in Doctoral Programs

All doctoral students pursuing a PhD degree at OP San Diego are required to pass the Graduate Record Examination (GRE) Psychology Subject Test, a Writing Proficiency Examination, and a Special Field Examination in the field of I/O Psychology. Students in the Dual PhD in Clinical and I/O Psychology must satisfy the requirements for doctoral competencies examinations set forth by the California School of Professional Psychology, in lieu of the GRE.

Preparation for the exams may be acquired through previous coursework, courses taken at Alliant International University or other institutions, or independent study and self-guided reading. The Writing Proficiency Examination is taken during the first year. It is essential that all doctoral students take the required GRE or competencies examinations within the first two years of their study. Enrollment for students not passing these examinations by the end of their second year is limited to 10 units per semester until the examinations are passed. The Special Field Examination is given in the third year of studies.

### OP PROGRAMS AT THE SAN FRANCISCO LOCATION

The Organizational Psychology programs at the San Francisco campus of the Marshall Goldsmith School of Management include a doctoral (PhD) program in Organizational Psychology and master's degree programs in Organizational Psychology (MAOP) and Organization Development (MAOD). A Doctoral Re-specialization Certificate Program is also offered for those who have already earned a doctorate in other areas of

psychology, sociology, education, or a related field. Students take courses in the scientific foundations of organizational psychology, theories of organizational behavior, conduct of organization development interventions, research methods, professional practice and research ethics, and the art and practice of consulting with diverse organizations. Students learn how to intervene and assist individuals, teams, and organizations to improve their overall effectiveness across a variety of settings including cross-cultural and international.

The academic philosophy underlying our graduate programs is the belief that effective practitioners need to have a strong foundation in theory and social science research to draw upon in their professional work. Our graduates are prepared for professional careers in organization/management consulting, organization development practice, human resources consulting, market research, management and other leadership positions in organizations in which they apply behavioral science knowledge and skills. In addition, some of our graduates pursue faculty positions at institutions of higher education and professional training. SF Program faculty are both scholars and practitioners who bring their diverse training and broad-based professional experience to classroom teaching and their individual mentoring of students. Our core faculty members come from diverse fields including organizational psychology, applied sociology, and management.

Classes are scheduled in the late afternoons, evenings, and weekends to accommodate student work schedules or other commitments. Students can also attend all programs on a full-time or part-time basis. While undergraduate degrees in psychology, other social sciences, or business are preferred, students are admitted to all programs from a variety of different areas of undergraduate study, although sometimes

completion of prerequisite coursework is required prior to enrollment.

The following are general academic performance standards and faculty expectations of students across all three graduate degree programs. While students are not expected to enter the Program with these competencies, they are expected to develop proficiency in them as part of their graduate learning experience.

- Demonstrates ability to analyze and critically examine theoretical frameworks, models, and constructs by articulating identified strengths and limitations, as well as implications for applied work.
- Demonstrates the ability to synthesize and integrate different theoretical frameworks, models and constructs, as well as integrate content across coursework.
- Ability to articulate one's own voice and assert positions and viewpoints based in appropriate literature rationale and support.
- Shows ability to integrate constructive feedback received in order to make ongoing and progressive improvements and/or take corrective actions.
- Demonstrates ability to express ideas, build logical and persuasive arguments, and offer critical analyses verbally and in written form (APA style adherence).
- Demonstrates self awareness and awareness of self in relation to others including ability to articulate personal assumptions, preconceptions, values, and emotions as well as understand how these influence interactions with others

## MGSM INTERDISCIPLINARY PROGRAMS

A GRE or Graduate Management Admission Test “GMAT” score is required as part of the application package beginning with the 2009-2010 Academic Year (except for the PhD in Leadership).

### PhD in Leadership (San Diego)

The PhD in Leadership program combines elements of all three programs within the Marshall Goldsmith School of Management: Organizational Psychology, International Relations, and Business/Management.

Overwhelming evidence supports the contention that leadership can be taught. It is possible to explore, identify, and enhance one’s leadership strengths, preparing for leadership opportunities and demands. The Leadership PhD, unites theory, research, and application, and educates citizens of the world who are philosophically and technically prepared to live, lead, and solve problems in varied sectors.

The program builds on the unique strengths of the Marshall Goldsmith School of Management:

- The international heritage and top reputation of our legacy institutions United States International University and the California Schools of Professional Psychology;
- An MGSM-branded edition of Ken Shelton’s *Leadership Excellence* magazine, featuring articles by MGSM faculty and students alongside the writing of Warren Bennis and comparable authorities;
- And, most of all, MGSM’s connection with Marshall Goldsmith and students’ exposure

to the Thought Leaders affiliated with Mr. Goldsmith.

Program alumni include a Lieutenant Governor of California, numerous educational leaders, and top military officers. The program has attracted many international participants.

Through a broad, multidisciplinary course of studies, the Leadership PhD Program provides a thorough grounding in established leadership theory and practice, whilst allowing for consideration of the latest thought and the current climates in the worldwide leadership arena. The Program emphasizes the latest communications technologies and their use for leading within and across the varied sectors of our society (public, private, non-profit and educational, and media). Attention is given to cross-cultural and cross-border issues, for example, the movement of industries near the US-Mexico border under modern free trade agreements.

The PhD in Leadership will enhance the competencies and the capacities of leaders; leaders who are skilled in both the hard and soft leadership and management skills, and who possess the future-oriented vision to lead effectively in the 21st Century.

In this challenging program of study, key elements of organizational psychology, politics and business are included as the bases upon which leadership is established and the more common contexts in which leadership takes place. Leadership in extra-organizational contexts, the leadership of ideas, and leading social change movements are also considered.

Equal attention is given personal values and behaviors, immediate and ongoing enhancement of conceptual and applied skills as a leader, increased insight into the many dimensions of leadership, and the formulation of a personal philosophy of leadership.

A series of advanced seminars in leadership deal with areas of inquiry that are crucial to the development of leadership: The leader with a commitment to the future and to a vision; the leader as a motivator and a conveyor of ideas; the leader evidencing tenacity to see any problem through, even in extremely adverse circumstances; the leader dealing with stress; the leader as conflict manager; the leader as counselor, coach, conciliator; the leader as architect, with others, of a planned future; the leader as manager; and the leader’s family and other close personal relationships. Leadership is dealt with as both art and science, and as the dynamic union of vision and technical facility. Management is dealt with as the means by which leadership vision is translated into action and sustained through to success.

Within the program, students may elect to specialize in one of four areas: Organizational Leadership, Educational Leadership, Policy Leadership, or Strategic Business Leadership.

Students will develop a dissertation topic under guidance from MGSM faculty. Coursework will further prepare students for dissertation-writing by providing in-depth instruction in qualitative and quantitative research techniques. A comprehensive exam and the appointment of a degree committee will precede the dissertation proposal defense. The committee, under the supervision of the Program Director, will pass or fail the dissertation document and subsequently pass/fail a final oral defense.

This program targets experienced leaders. Applicants must have demonstrated leadership ability in the career world.

The PhD in Leadership Program includes two tracks:

**Track A** incorporates executive-format, on-site weekend courses. This track uses a cohort model, and is compatible with

fulltime employment, being designed to be in harmony with the very busy lives of professionals who are fully engaged.

**Track B** runs on a more traditional model, with day and evening classes on weekdays and weekends. Either way, the courses in the PhD in Leadership Program provide a face-to-face forum in which leaders can engage in intensive interaction and the exchange of ideas, experiences, and visions.

**Degree Requirements 90 units**

**First Year**

*Fall Semester*

- IBA 6020 Transnational Strategic Management (3 units)
- BUS 6130 Mgmt. Design and Mgmt. of Organizational Transition (3 units)
- ORG 6023 Computer Statistics Laboratory
- ORG 7440 Business Principles (3 units)
- PSY 6021 Advanced Statistics I (3 units)

*Spring Semester*

- ORG 6016 Principles of Research Design (3 units)
- ORG 7350 Organization Theory (3 units)
- ORG 8220 Human Resource Management (3 units)
- PSY 6022 Advanced Statistics II (3 units)

*Summer Semester*

- LDR 9600 Masters in Leadership (1 unit)
- LDR 8800 Advanced Seminar in Leadership (3 units)
- BUS 8020 Strategic Information (3 units)
- ORG 7525 Organizational Change and Development (3 units)
- Specialization Course (3 units)

**Second Year**

*Fall Semester*

- BUS 6060 Cross-Cultural Management (3 units)
- LDR 8800 Advanced Seminar in Leadership (3 units)
- LDR 7863 Leadership Research Project I (3 units)

- LDR 9600 Masters in Leadership (1 unit)
- ORG 7682 Survey-Guided Feedback (3 units)

*Spring Semester*

- LDR 7864 Leadership Research Project II (3 units)
- ORG 6330 Work Motivation and Productivity (3 units)
- ORG 7503 Leadership and Management Behavior (3 units)
- Specialization Course (3 units)

*Summer Semester*

- BUS 9950 Dissertation Research Design (3 units)
- LDR 9600 Masters in Leadership (1 unit)
- BUS 6020 Strategic Management (3 units)
- ORG 7630 Team Building and Design (3 units)

**Third Year**

*Fall Semester*

- BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)
- BUS 9960 Dissertation Research Implementation (3 units)
- LDR 9600 Masters in Leadership (1 unit)
- Specialization Course (3 units)

*Spring Semester*

- BUS 9970 Dissertation Completion and Defense (3 units)
- LDR 8800 Advanced Seminar in Leadership (3 units)
- LDR 9600 Masters in Leadership (1 unit)

It is expected that the PhD in Leadership will take a minimum of three years of full-time study plus any additional semesters needed to complete the dissertation. Doctoral degree course requirements total 90 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

**Joint MBA/MIBA and PhD in Industrial/Organizational Psychology (San Diego)**

The San Diego Campus offers the option to pursue a Joint Master of Business Administration (MBA) or Master of International Business Administration (MIBA) and PhD in Industrial/Organizational Psychology degree for those students admitted to the PhD in Industrial/Organizational Psychology program. This is a joint program in both Business and Management and Organizational Psychology.

It is expected that the Joint Master of Business Administration (MBA)/ Master of International Business Administration (MIBA) and PhD in Industrial/Organizational Psychology degree will take four and one-half years (nine semesters) of full-time study. If students wish to hasten the completion of their program, they may opt for an accelerated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet with both their Organizational Psychology advisor and their Business and Management advisor at the end of each semester to plan their study load for the following semester.

**Additional Course Requirements for the MBA/MIBA Degree**

In addition to fulfilling all requirements for the PhD in Industrial/Organizational Psychology, students must complete the following courses (27 units) from the MBA/MIBA program. Prior to registration, students must meet with their Business and Management advisor to determine whether they are eligible to waive any of the MBA/MIBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students' undergraduate record and previous work experience.

Coursework completed for the PhD in Industrial/Organizational Psychology will count toward the MBA/MIBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA/MIBA, they must complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.

**Degree Requirements 119 units**

PhD in Industrial/Organizational Psychology Requirements 92 units

*(See PhD in I/O Psychology for course details.)*

**MBA Core Courses 27 Units**

- ACT 6010 Managerial Accounting (3 units)
- BUS 7000 e-Business (3 units)
- BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)
- BUS 6900 Capstone (3 units)
- ECO 6010 Managerial Economics (3 units)
- FIN 6000 Managerial Finance (3 units)
- MKT 6000 Managerial Marketing (3 units)
- Elective BMD (3 units)
- Elective BMD (3 units)

OR

**MIBA Core Courses 27 Units**

- ACT 6010 Managerial Accounting (3 units)
- BUS 7000 e-Business (3 units)
- BUS 6040 Cross- Cultural Management (3 units)
- BUS 6900 Capstone (3 units)
- FIN 6000 Managerial Finance (3 units)
- IBA 6010 Legal Environment of International Business (3 units)
- IBA 6030 International Economics and Trade (3 units)
- MKT 6000 Managerial Marketing (3 units)
- Elective BMD (3 units)

**Survey Courses 5 units\***

- BUS 5010 Survey of Accounting (1 unit)
- BUS 5020 Survey of Finance (1 unit)
- BUS 5030 Survey of Marketing (1 unit)

- BUS 5050 Survey of Economics (1 unit)
- BUS 5060 Survey of the Legal Environment of Business (1 unit)

\*The survey courses may be waived if completed at the undergraduate level with a grade of B or higher or for those with extensive work experience.

The Joint MBA/MIBA and PhD in Industrial/Organizational Psychology course requirements total 119 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

**Joint MBA/MIBA and PhD in Consulting Psychology (San Diego)**

The San Diego Campus offers the option to pursue a Joint Master of Business Administration (MBA)/ Master of International Business Administration (MIBA) and PhD in Consulting Psychology degree for those students admitted to the PhD in Consulting Psychology program. This is a joint program in both Business and Management and Organizational Psychology.

It is expected that the Joint Master of Business Administration (MBA)/ Master of International Business Administration (MIBA) and PhD in Consulting Psychology degree will take four and one-half years (nine semesters) of fulltime study. If students wish to hasten the completion of their program, they may opt for an accelerated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet with both their OP advisor and their Business and Management advisor at the end of each semester to plan their study load for the following semester.

**Additional Course Requirements for the MBA/MIBA Degree**

In addition to fulfilling all requirements for the PhD in Consulting Psychology, students must complete the following courses (27

units) from the MBA/MIBA program. Prior to registration, students must meet with their Business and Management advisor to determine whether they are eligible to waive any of the MBA/MIBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students' undergraduate record and previous work experience.

Coursework completed for the PhD in Consulting Psychology will count toward the MBA/MIBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA/MIBA, they must complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.

**Degree Requirements 118 units**

PhD in Consulting Psychology Requirements 91 units

*(See PhD in Consulting for course details.)*

**MBA Core Courses 27 Units**

- ACT 6010 Managerial Accounting (3 units)
- BUS 6020 Strategic Management (3 units)
- BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)
- BUS 6900 Capstone (3 units)
- ECO 6010 Managerial Economics (3 units)
- FIN 6000 Managerial Finance (3 units)
- MKT 6000 Managerial Marketing (3 units)
- Elective BMD (3 units)
- Elective BMD (3 units)

OR

**MIBA Core Courses 27 Units**

- ACT 6010 Managerial Accounting (3 units)
- BUS 6020 Strategic Management (3 units)
- BUS 6040 Cross- Cultural Management (3 units)
- BUS 6900 Capstone (3 units)
- FIN 6000 Managerial Finance (3 units)
- IBA 6010 Legal Environment of International Business (3 units)

## Marshall Goldsmith School of Management – Organizational Psychology

IBA 6030 International Economics and Trade (3 units)  
MKT 6000 Managerial Marketing (3 units)  
Elective BMD (3 units)

### Survey Courses 5 units\*

BUS 5010 Survey of Accounting (1 unit)  
BUS 5020 Survey of Finance (1 unit)  
BUS 5030 Survey of Marketing (1 unit)  
BUS 5050 Survey of Economics (1 unit)  
BUS 5060 Survey of the Legal Environment of Business (1 unit)

\*The survey courses may be waived if completed at the undergraduate level with a grade of B or higher or for those with extensive work experience.

Joint MBA/MIBA and PhD in Consulting Psychology course requirements total 118 units. A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

## Dual MBA/MIBA and MA in Industrial/Organizational Psychology (San Diego)

The San Diego Campus offers the option to pursue a Dual Master of Business Administration (MBA)/ Master of International Business Administration (MIBA) and Master of Arts in Industrial/Organizational Psychology degree to those students admitted to the MA in Industrial/Organizational Psychology program. This is a joint program in both Business and Management and Organizational Psychology.

Dual MBA/MIBA and MA in Industrial/Organizational Psychology course requirements total 75 units. It is expected that the dual program will take two and one-half years (five semesters) of full-time studies. If students wish to hasten the completion of their program, they may opt for an accelerated status and take courses over summer sessions or petition to overload during one or more semesters. Throughout the duration of the program, students will be required to meet

with both their OP advisor and their Business and Management advisor at the end of each semester to plan their study load for the following semester.

### Additional Course Requirements for the MBA/MIBA Degree

In addition to fulfilling all requirements for the MA in Industrial/Organizational Psychology, students must complete the following courses (27 units) from the MBA/MIBA program. Prior to registration, students must meet with their BMD advisor to determine whether they are eligible to waive any of the MBA/MIBA prerequisite courses BUS 5010, BUS 5020, BUS 5030, BUS 5050, and BUS 5060 (5 units) based on an evaluation of the students' undergraduate record and previous work experience.

Coursework completed for the MA in I/O Psychology will count toward the MBA/MIBA concentration in Integrated Studies. If students wish to complete a different concentration for the MBA/MIBA, they must complete four additional concentration courses (12 units) in the areas of Finance, Information and Technology Management, Marketing, Strategic Management, or Sustainable Business.

### Degree Requirements 75 units

MA in Industrial/Organizational Psychology Requirements 48 units

(See MA in I-O Psychology for course details.)

### MBA Core Courses 27 Units

ACT 6010 Managerial Accounting (3 units)  
BUS 6020 Strategic Management (3 units)  
BUS 6040 Business Values, Ethics, and Societal Strategy (3 units)  
BUS 6900 Capstone (3 units)  
ECO 6010 Managerial Economics (3 units)  
FIN 6000 Managerial Finance (3 units)  
MKT 6000 Managerial Marketing (3 units)  
Elective BMD (3 units)  
Elective BMD (3 units)

OR

### MIBA Core Courses 27 Units

ACT 6010 Managerial Accounting (3 units)  
BUS 6020 Strategic Management (3 units)  
BUS 6040 Cross-Cultural Management (3 units)  
BUS 6900 Capstone (3 units)  
FIN 6000 Managerial Finance (3 units)  
IBA 6010 Legal Environment of International Business (3 units)  
IBA 6030 International Economics and Trade (3 units)  
MKT 6000 Managerial Marketing (3 units)  
Elective BMD (3 units)

### Survey Courses 5 units\*

BUS 5010 Survey of Accounting (1 unit)  
BUS 5020 Survey of Finance (1 unit)  
BUS 5030 Survey of Marketing (1 unit)  
BUS 5050 Survey of Economics (1 unit)  
BUS 5060 Survey of the Legal Environment of Business (1 unit)

\*The survey courses may be waived if completed at the undergraduate level with a grade of B or higher or for those with extensive work experience.

A description of each course is listed by course number in the Course Description section of the catalog. Curriculum requirements are subject to change.

# California School of Forensic Studies

## **CALIFORNIA SCHOOL OF FORENSIC STUDIES (CSFS)**

**Eric W. Hickey, PhD, Dean**  
**Phone: 559-253-2226**  
**E-mail: ehickey@alliant.edu**

The California School of Forensic Studies, one of six Schools and Centers within Alliant International University, specializes in training professionals to become well-rounded practitioners who possess broad-based knowledge of both psychology and the law, and who are able to apply their skills in a variety of legal questions forensic settings and practice issues.

These settings can include working in the criminal justice system providing direct services, such as in correctional facilities and agencies, or mental hospitals that house forensic clients. It also includes conducting relevant research, consultation to attorneys, conducting court ordered evaluations, serving as an expert witness and assisting with jury selection in civil and criminal settings.

The California School of Forensic Studies offers a series of degree choices. Three Doctoral degrees and one Terminal Master's degree are available. The specific programs and degree requirements are described in detail below.

In addition to rigorous academic training students in the Forensic Clinical PhD and Forensic PsyD programs are expected to acquire experience in assessment and treatment through field training in a variety of settings. Forensic Psychology, Policy and Justice PhD students are expected to obtain experience in research and policy

development through placement with agencies in the community. All students are expected to become acquainted with and stay abreast of the current research in their chosen field.

## **Forensic Psychology Programs: Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco**

The California School of Forensic Studies offers the opportunity for specialty study within areas of Forensic Psychology. Emphasis areas may vary by program location as a reflection of faculty expertise and interest.

The programs offered by the California School of Forensic Studies are year-round programs consisting of two full semesters (Fall and Spring) and two shorter terms (Winter and Summer). Students should expect a year-round educational and professional training experience.

Forensic psychology is a rapidly growing field. In California alone, the California Department of Corrections and Rehabilitation has the largest staff of any state department; it is one of the largest employers of forensic psychologists in the country. Crime has increased in many of our communities, and the complexity of the issues in many criminal cases, as well as in family law and civil cases, is increasing the need for experts who understand the legal questions at hand as well as the psychological issues involved. These experts are trained forensic psychologists.

## **Which Program is Right for You?**

The California School of Forensic Studies offers several degree options: an online only Master of Arts in Criminal Justice Administration and Leadership; the Forensic Psychology PsyD; the Forensic Psychology Clinical PhD; and the Forensic Psychology, Policy, and Justice PhD.

## **PsyD in Forensic Psychology (Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco)**

The Forensic Psychology PsyD emphasizes the application of clinical and forensic psychological theory and practice in varied settings. These settings may include prison systems, jails, juvenile halls, courts, private practice, hospitals and police departments. The distinction between the Forensic Psychology PhD and the Forensic Psychology PsyD is one of career emphasis. The PsyD is a shorter – four year – program (when attending full time) as a result of reduced emphasis on research and policy. The PsyD program prepares students to work as professional, licensed psychologists in forensic settings rather than emphasizing administration. However, research skills are obtained and may comprise a facet of one's forensic practice. PsyD students will receive training and practical experience working with clients in forensic settings described above.

## PhD in Forensic Psychology, Clinical (Fresno)

The Forensic Psychology, Clinical PhD is a five year program with a research emphasis, but with additional focus on obtaining clinical licensure and professional practice. In the Forensic Clinical PhD program, students are trained as forensic clinicians, where the focus is on working with forensic populations. Coursework emphasizes an integration between forensic clinical psychology, forensic research, criminology and law.

## PhD in Forensic Psychology, Policy, and Justice (Fresno)

The Forensic Psychology, Policy, and Justice PhD is a four-year program that emphasizes psycho-legal research, training, and theoretical applications of forensic psychology in academic, organizational, and policy-making settings. Psychological and behavioral assumptions underlie all laws and public policy. The goal of the program is to train students to identify, evaluate, and test these behavioral assumptions and to subsequently offer empirically based policy recommendations. It draws from a number of different fields within psychology including biological, clinical, cognitive, and social that may be applied to issues as diverse as child custody, competency, eyewitness identification, expert testimony, and forensic evaluation efficacy, to name just a few. The Policy and Justice PhD program in Forensic Psychology, offered at this time only in Fresno, prepares students for careers in academics, business, government, and a variety of mental health and criminal and civil justice systems. In addition, the program is dedicated to producing scholars who will conduct research in both academic and government institutions, examine policy initiatives, and provide advocacy, lobbying and mediation skills to special interest organizations, profit/nonprofit corporations and governmental agencies. Thus, graduates of the program are prepared to play meaningful and significant roles in all aspects of the psychology, policy, and law interface.

## DOCTORAL PROGRAM INFORMATION

The policies and procedures herein apply strictly to California School of Forensic Studies students. In cases where CSFS policies differ from those outlined in any Alliant International University catalog, handbook, or brochure, the policies and procedures herein will supersede any general Alliant International University policies or procedures.

Students must refer to Alliant International University guidelines – generally found in the Alliant catalog – for any policies or procedures not specifically addressed herein.

### Professional Conduct

The California School of Forensic Studies holds its students to the highest of standards regarding ethical and professional conduct. These standards may be in addition to or may exceed those detailed elsewhere in the Alliant Catalog or Graduate Student Handbook. The faculty maintains the traditional academic prerogative to grant degrees based on their judgment regarding the candidate's ability to function professionally and ethically as a psychologist. Likewise, the faculty maintains the prerogative to determine that a student may not be a good match for the California School of Forensic Studies. Students demonstrating unethical or unprofessional conduct, or tendencies toward such conduct, will have their behavior documented in their record and may be dismissed from the program.

### Admission Terms

Students are generally admitted to the California School of Forensic Studies doctoral programs for the Fall Semester. *Students are urged to explore their financial aid options prior to planning for admission; the number of per-term units may have an impact on aid availability.*

### Graduate Program Prerequisites

Applicants to the California School of Forensic Studies' doctoral programs who hold a degree in a field other than Psychology, must have completed courses in Introductory Psychology, Statistics and Abnormal Psychology. Other courses may be required to meet conditional admissions requirements on a case by case basis. Applicants who hold a degree other than in Criminology, Criminal Justice or Administration of Justice must have completed a course representing an overview of the field.

### Graduate Record Examination (GRE)

Applicants to the California School of Forensic Studies' doctoral programs may require GRE General Test scores in order to be considered for admission. The CSFS does not currently have a minimum requirement but may use the scores as partial indicators of scholastic ability for those who wish to submit their scores. Subject Test scores are not required at this time.

### Scientific Writing Proficiency

Students may be required, prior to or at any time during their graduate education, to sit for a writing proficiency examination. Should a student not meet specific standards of scientific writing, as determined by the quality of completed coursework or by examination, the student will be required to complete a one-unit course on technical writing for the social sciences.

### Academic Standing

Students in the California School of Forensic Studies are required to maintain exemplary academic standing; students must maintain a minimum G.P.A. of 3.0 at all times. Students may receive one grade of C in an academic course without requiring remediation as long as the student's G.P.A. does not go below 3.0.

A grade of C minus or lower in any academic course will require the student to retake the course the next time it is offered. Two consecutive grades of C or lower for a given academic course or two grades of C or lower

within a single semester will require that the student be placed on academic probation and that he or she participate in an individual academic remediation plan. Failure to meet the goals of the remediation plan or to bring his/her GPA up to a minimum of 3.0 within one semester will result in the student's dismissal from the program.

Serious concern received during a student's practicum placement will automatically require an individual remediation plan. The remediation plan will include the requirement of additional practicum training, during which time the student will demonstrate the clinical skills expected at that level of training. Other recommendations may be made to assist in remediation of the specific problem area. Failure to meet the goals of the remediation plan based on practicum performance may result in the student's dismissal from the program.

*Grades of Incomplete versus In Progress:* Students may receive a grade of Incomplete for a course when severe extenuating circumstances make it impossible for the student to complete the course requirements on time. Students must arrange in advance of the course conclusion for an Incomplete grade with the course instructor and with the Program Director. Students do not re-register in the course; however, the coursework must be completed no later than the end of the following term. Grades of Incomplete that are not removed by the end of the next term will be converted automatically to an "F" grade.

A grade of *In Progress (IP)* is reserved for cases in which the requirements, usually relating to practicum hours, theses and dissertations, were not expected to be met by the end of the given term. For example: a practicum that is not scheduled to terminate prior to the end of the term will receive an IP at the end of the term. The IP will be converted to a letter grade once the requirements have been met (within the approved timeframe). The IP carries the understanding that the work to date has been satisfactory unless otherwise documented.

### **Transferring to Another Campus / Program within the CSFS**

Transfers to another campus or program within the California School of Forensic Studies will be considered on a case-by-case basis only for those students in good academic, ethical and professional standing. Students must petition for such a transfer and the transfer must be approved by the Program Director for the program or campus from which you wish to transfer *and* the program/campus to you wish to transfer.

### **Comprehensive Exams**

All Forensic Psychology Doctoral students will be required to pass comprehensive competency-based examinations prior to advancing to their third year. Students will be required to pass their comprehensive examinations prior to advancement to doctoral candidacy and prior to applying for internship. Students may sit for the exam a maximum of three times. Failure to pass the examination on the third attempt will result in the student's immediate dismissal from the program.

### **Therapy Requirement**

Students in the Forensic PsyD Program and the PhD Forensic Clinical Program are required to complete thirty (30) hours of therapy with a licensed PhD or PsyD prior to their internship year.

### **Competencies**

By the time our doctoral students reach graduation, they should demonstrate a mastery of knowledge-based, research-based and practice-based competencies appropriate to their educational speciality.

#### **I. Knowledge-based competencies:**

Students are expected to have knowledge of the basic concepts and principles of the substantive content areas appropriate to their chosen speciality and to have the ability to evaluate these concepts and principles.

#### **II. Research-based competencies:**

The capstone of the PhD degree is an independent scholarly work representing an original contribution to knowledge. Students are expected to develop sufficient knowledge and the empirical skills needed to conceive and carry out independent scholarly investigation.

The PsyD program incorporates similar foundations of research and statistical competency and trains students to be discriminating consumers of research. All students must demonstrate an understanding of scientific inference, the knowledge and skills necessary for the formulation of hypotheses, the systematic gathering of data, and the selection of suitable quantitative methods for the analysis of data. Research competency includes knowledge of the techniques and methods of inquiry available to the professional psychologist. The dissertation is the highest competency-based product reflecting the development and application of these skills.

#### **III. Practice-based competencies:**

Students are expected to become practitioners who demonstrate commitment to the intellectual and scholarly enterprise of psychology. They are expected to have knowledge about human behavior (normal and abnormal human development) including intrapersonal, interpersonal, small group and community or organizational behavior. Students are expected to demonstrate specific skills related to their specialty areas such as psychological diagnosis and assessment, intervention procedures and strategies, consultation, supervision and program development and evaluation. Beyond effective functioning in settings reflecting their chosen professional specialty, they must be able to demonstrate the application of their skills to a range of problems with sensitivity to multi-cultural and international issues.

Each student is required to develop competencies in working cooperatively with a range of groups including professionals, paraprofessionals and community groups or businesses which may vary in ethnic,



socioeconomic, or other demographic dimensions. In addition, students develop skills that help them provide consultation and supervision to human service personnel.

Finally, graduates must demonstrate an understanding of and commitment to ethical standards of psychology as defined by the APA. They must be able to apply this orientation to their interpersonal transactions, specific problems in practice, teaching, and research. Graduates must manifest mature self-awareness, including demonstrated sensitivity to their own motivations and impact on others, especially clients and colleagues. In addition, they must demonstrate capacity for and commitment to self-review, continuing education and professional development.

### Credit for Previous Graduate Work

For applicants to the CSFS Forensic Programs, a maximum of 30 units of graduate level transfer credit may be allowed. The units must have been earned as part of a graduate degree curriculum in psychology, criminology, law, or other related field; however, completion of the degree is not required for transferring units. These credits must have been completed with a grade of "B" or better, meet program-specific requirements for both content and number of contact hours, and must be earned from an accredited institution. No transfer credit will be allowed for courses that were taken more than seven years prior to admission.

Transfer credits may be denied for courses the California School of Forensic Studies considers central to our curriculum. Some of the courses that are **NOT** eligible for transfer credit:

- FOR 6425 Introduction to Forensic Psychology
- FOR 6500 Ethical and Legal Issues in Professional Practice
- FOR xxxx Any Psychological Assessment course
- FOR xxxx Any Clinical Practicum

- FOR xxxx Any Dissertation Proposal Development or Dissertation course
- Any course over seven years old

All other courses for potential transfer credit will be considered on a case-by-case review basis. Due to the interdisciplinary nature of the program, as well as the specialized focus of much of the curriculum, the review will focus on how well this interdisciplinary character was developed in the course(s) proposed for transfer credit. The degree to which the course content or field of study has changed substantively since the course was originally taken will also factor into the decision to allow transfer credit. Transfer credit cannot be considered without appropriate course descriptions and syllabi.

Transfer credits allowed in the Forensic Psychology Program may reduce the number of units a student must complete in order to obtain the degree. Regardless of the number of transfer units allowed, a student must complete all requirements remaining in the program for which transfer credit was not allowed. Prior work and clinical training experiences cannot be transferred as the program requires the integrated experience of classroom and field training as a core facet of the doctoral experience.

### Deadlines for Transfer Credit Submission

All requests for transfer credit and supporting materials must be submitted **as soon as possible upon admission** into the program. Any delay in providing transfer credit requests or the supporting documentation may have a profound negative impact on your enrollment, your curriculum sequence and your tuition. The burden for timely submission is on the student.

Requests or supporting materials received by the Academic Advisor's Office after the add/drop deadline of the student's first semester of enrollment **WILL NOT** be considered for transfer credit.

### Waivers for Required Courses

Students who are able to demonstrate a high degree of competence in a specific course subject and a mastery of any related tools may apply to waive the course requirement. Applications for waiver will be considered on a case by case basis by the Program Director and course faculty and will require proof of competency/mastery. The units for any waived course are not earned units toward one's course of study at the CSFS and must be made up by taking electives or other courses.

### Optional Non-terminal Master's Degree

All Forensic Psychology doctoral students have the option to apply for a Master of Arts Degree in Forensic Psychology upon satisfactory completion specified coursework, comprehensive examinations and a Master's Thesis (campus specific requirement). See course information section for detailed requirements.

### Advancement to Doctoral Candidacy

Students will be considered for Advancement to Candidacy after meeting the following requirements:

- Completion of first two years of coursework (for 4-year programs) or three years of coursework (for 5-year programs) with a GPA of 3.0 or higher
- Passing comprehensive examinations
- Preliminary oral defense of dissertation
- Demonstration of professional competency in practica
- No negative SERC (ethics committee) findings

## Dissertation Defense Deadlines

Students are strongly encouraged to perform their preliminary dissertation defenses as early as possible in the semester in which they are due. All PsyD and PhD- Clinical track students are required to pass their preliminary dissertation defense prior to applying for internships. Internships applications are generally due very early in November. The absolute deadline for passing the preliminary defense is November 1.

Students are also encouraged to be mindful of the quantity of other students attempting to set preliminary defense dates. Waiting until the last minute is ill-advised and could negatively impact your chances for an internship.

In addition, the California School of Forensic Studies mandates that students not be allowed to start their internships until a date is set for their final dissertation defense. Should any student not complete their final dissertation defense by the start of their internship then they must register for Dissertation Extension each semester until complete.

## Licensure

Many forensic careers do not require licensure. Forensic psychologists who work in the legal and public policy arenas, for instance, or who apply research to solving problems in the justice system may not need clinical licensure. However, many students who enter the program may wish to seek clinical licensure after graduating from the program. All students who, upon graduation, plan to offer direct service to the public for a fee must be licensed by the state in which they practice. The PsyD and Clinical Track PhD programs are designed to meet many of the course requirements required for licensure in the State of California, among others. Students are responsible for ascertaining and meeting state licensing requirements.

All psychologists who offer direct services to the public for a fee must be licensed or certified by the state in which they practice. Each state has its own requirements for licensure. Therefore, it is essential that all

California School of Forensic Studies PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in the applicable states for information on state requirements (e.g., coursework, practicum and internship hours, supervision, nature of the doctoral project or dissertation). Students should plan ahead to ensure they meet all state requirements. In general, the CSFS doctorate enables a graduate to apply for admission to state psychology licensing or certification examinations once the graduate has completed any postdoctoral experiential requirements that individual states may impose.

Candidates for licensure as a psychologist are required to sit for an objective written examination. Individual state boards may also require an oral and/or essay examination for licensing. Many states (including California) require continuing education work as a criterion for re-licensure. Applicants for licensure in the state of California must hold an earned doctoral degree in psychology (or related field) from a regionally accredited or state-approved institution. They also must have completed 3,000 hours of supervised professional experience (of which 1,500 must be postdoctoral).

For further information on licensure in California or other states contact:

### Association of State and Provincial Psychology Boards

P.O. Box 241245  
Montgomery, AL 36124-1245  
(334) 832-4580, [asppb@asppb.org](mailto:asppb@asppb.org)

### California Board of Psychology

1422 Howe Avenue, Suite 22  
Sacramento, CA 95825-3200

### Office of Professional Affairs American Psychological Association

750 First Street NE  
Washington, DC 20002-4242

## DOCTORAL PROGRAMS: COURSE INFORMATION

### Course Requirements

*Courses must be taken in-sequence, except electives and specialty topics without prerequisites, unless specific approval is granted by the Forensic Psychology Program Director.*

All doctoral students are required to take a core curriculum that includes the following courses:

- Introduction to Forensic Psychology
- Legal Research
- Psychopathology
- Research Design and Data Analysis
- Advanced Statistical Analysis
- Biological Bases of Behavior
- Cognitive-affective Bases of Behavior
- Professional Ethics
- Developmental Bases of Behavior
- Advanced Social Psychology
- Psychological Assessment I, II and III

Each program also has additional specialized coursework and electives, as outlined by the program requirements listed below.

### Course Prerequisites

Please see course descriptions for information pertaining to course prerequisites.

### Practicum Requirements

PsyD and PhD Clinical students are required to participate in a minimum of 1,200 hours of supervised clinical practicum (field placement for LA, San Diego, and Irvine) training. Students are strongly encouraged to exceed the minimum standard as much as possible. For more information, please contact the Office of Professional Training or Field Training Office on your campus.

Third year clinical practica for Fresno students will occur at the Psychological Services Center.

## Practicum Prerequisites

With the exception of the Fresno programs\*, the California School of Forensic Studies requires that all doctoral students complete their first year of course work with a GPA of 3.0 or higher and no negative SERC findings prior to placement in a practicum (field work) setting. The first year of course work must include at least the following courses, as required by most practicum sites and the Office of Professional Training:

- Treatment I: Introduction to Therapy
- Ethical and Legal Issues in Professional Practice
- Psychopathology
- Psychological Assessment I: Cognitive and Intellectual Functioning
- Psychological Assessment II: Socio-emotional and Personality Testing
- Introduction to Forensic Psychology

\*Fresno students must have completed or be concurrently enrolled in the above listed courses, and have completed their first semester of coursework with a GPA of 3.0 or higher, in order to be eligible for practicum placement during their second semester.

## Electives and Specialty Topics

Although the topics of electives vary from year to year, the following is a list of just some of the electives previously offered that exemplify the variety of training students may receive.

- Criminal Profiling
- US Court Systems
- Sex Crimes and Paraphilia
- Expert Witness Testimony
- When Law and Religion Collide
- Serial Offenders
- Terrorism
- Mental Health and Public Policy
- Justice Administration and Management

**Specialty Topics** focus on assessment, evaluation and/or therapeutic intervention with specific populations or individuals within

various forensic areas. Please note that certain Specialty Topic courses may require prerequisites. *Current topics that qualify for Specialty Topic units:*

- Correctional Psychology
- Victimology
- Forensic Mediation and Dispute Resolution
- Treating Adult Offenders
- Abuse and Trauma Treatment
- Treating Adolescent Offenders
- Child Sexual Abuse
- Police Psychology
- PTSD and Complex Trauma
- Crisis Intervention
- Sex Offenders and Rehabilitation
- Psychopharmacology
- Disaster Psychology
- Advanced Neuropsychology
- Legal Competencies and Assessment
- The Developmentally Delayed Offender
- Introduction to Family Court and Custody Evaluations
- Custody Evaluations II
- Juvenile Dependency (child maltreatment) Court Evaluations

**Fresno PsyD students** are required to take a minimum of three (3) units from the above list.

**LA, Irvine, SD, Sacramento, SF students** are required to take a minimum of five (5) units from the above list

**Any Specialty Topic course may be taken as elective units for any student.**

## Master's Thesis / Non-Terminal Master's Degree

**\*\*This policy is under revision on the L.A., San Diego, Irvine, Sacramento, and San Francisco campuses.**

All PhD students will be required to complete a Master's Thesis prior to advancing to their third year, scheduling preliminary dissertation defense, or applying for internship.

All Forensic Psychology doctoral students have the option to apply for a Master of Arts Degree in Forensic Psychology upon completion of the following courses **AND** satisfactory completion of a Master's Thesis.

1. Completion of 60 units of coursework at Alliant International University (9 units may be met by transfer credit)

2. Completion of the following courses (maximum of 9 units may be met by transfer credit)

FOR 6425 Introduction to Forensic Psychology

FOR 6500 Ethical and Legal Issues in Professional Practice

FOR 6510 Research I: Design and Statistics

FOR 6600 Psychopathology

FOR 6520 Research II: Data Analysis and Advanced Statistics

FOR 7965 Master's Thesis Research\*\*

FOR 7970 Master's Thesis Research\*\*

3. Completion of the four following courses, **according to degree program:**

### a. PhD-CLINICAL

FOR 6320 Treatment I: Introduction to Psychotherapy

FOR 6530 Research III: Legal Research and Forensic Psychology

FOR 6705 Psychological Assessment I: Cognitive & Intellectual

FOR 6710 Psychological Assessment II: Socio-emotional & Personality

**b. PhD-POLICY & JUSTICE**

FOR 6452 Psychology, Public Policy and Law

FOR 6530 Research III: Legal Research and Forensic Psychology

FOR 7250 Current Research in Forensic Psychology and Law

FOR 7530 Advanced Research Methods

**c. PsyD**

FOR 6320 Treatment I: Introduction to Psychotherapy

FOR 6620 Treatment II: Cognitive and Behavioral Therapies

FOR 6705 Psychological Assessment I: Cognitive & Intellectual

FOR 6710 Psychological Assessment II: Socio-emotional & Personality

\*\*\* *Psy.D. students may complete the Master's Thesis research through Independent Study under a faculty advisor or they may enroll in the Master's Thesis courses after satisfying the prerequisite requirements. Units related to the Master's Thesis for PsyD students are over and above those required to complete the doctoral program.*

## PsyD in Forensic Psychology (4-year program) – Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco

This course outline pertains to the 4-year program and provides a *general* outline of the course sequence on other campuses; however, the precise sequence of courses may vary slightly depending upon campus. Students on all campuses will be provided a sequence to follow prior to or upon enrollment.

**Courses must be taken in sequence.**

*Courses are three units unless otherwise indicated.*

**First Year**

- FOR 6320 Treatment I: Introduction to Psychotherapy
- FOR 6425 Introduction to Forensic Psychology
- FOR 6500 Ethical and Legal Issues in Professional Practice
- FOR 6510 Research I: Design & Statistics
- FOR 6520 Research II: Data Analysis/Advanced Statistics
- FOR 6530 Research III: Legal Research
- FOR 6600 Psychopathology
- FOR 6605 Psy.D. Practicum I (2 units; Fresno only)
- FOR 8200 Specialty Topics (1 unit; not Fresno)
- FOR 8410 Forensic Electives (2 units; not Fresno)
- FOR 6620 Treatment II: Cognitive and Behavioral Therapies (2 units)
- FOR 6670 Developmental Bases of Behavior
- FOR 6705 Psychological Assessment I: Cognitive & Intellectual Testing
- FOR 6710 Psychological Assessment II: Socio-emotional & Personality Testing
- FOR 7380 History and Systems of Psychology

**Second Year**

- FOR 7120 Psychological Assessment IV: Projective Approaches to Personality
- FOR 7220 Biological Bases of Behavior
- FOR 7420 Treatment III: Psychodynamic and Interpersonal Therapies (2 units)
- FOR 7551 Treatment IV: Theory and Practice of Group Psychotherapy
- FOR 7605 Psy.D. Practicum II (Fall)
- FOR 7610 Psy.D. Practicum II (Spring)
- FOR 7702 Psychological Assessment III: Forensic Evaluation
- FOR 7905 Dissertation Proposal Development I (2 units)
- FOR 7910 Dissertation II (2 units)
- FOR 8200 Specialty Topics in Forensic Psychology (1 units)
- FOR 8230 Cognitive Affective Bases of Behavior
- FOR 8500 Advanced Theories of Personality (2 units)

**Third Year**

- FOR 7100 Psychological Consultation (2 units)
- FOR 7560 Advanced Social Psychology (2 units)
- FOR 8110 Test Construction and Development
- FOR 8200 Specialty Topics in Forensic Psychology (2 units)
- FOR 8305 Treatment V: Multicultural Perspectives
- FOR 8410 Electives (2 units)
- FOR 8605 Psy.D. Practicum III (Fall)\*
- FOR 8610 Psy.D. Practicum III (Spring)\*
- FFOR 8703 Treatment IV: Substance Abuse

**Fourth Year**

- FOR 9705 Pre-Doctoral Internship (11 units)
- FOR 9710 Pre-Doctoral Internship (11 units)
- FOR 9715 Pre-Doctoral Internship (8 units)

## Psy.D. in Forensic Psychology (5-year program) – Los Angeles, Sacramento, and San Francisco

The 5-year program was developed in an effort to allow students to move at a less accelerated pace during their first few terms. Students should be aware that practicum placements usually involve daytime hours and internship placements are full-time commitments; thus **the program is not a “part-time” program** as it will require an increasing time commitment during the last three years.

*Students are urged to explore their financial aid options prior to enrollment in the 5-year program as the reduced number of per-term units may have an impact on aid availability.*

The following provides a *general* outline of the course sequence for the 5-year program; however, the precise sequence of courses may vary slightly depending upon campus. Students will be given a sequence to follow prior to or upon enrollment. **Courses must be taken in sequence.**

### First Year

- FOR 6320 Treatment I: Introduction to Psychotherapy
- FOR 6425 Introduction to Forensic Psychology
- FOR 6500 Ethical and Legal Issues in Professional Practice
- FOR 6600 Psychopathology
- FOR 6620 Treatment II: Cognitive and Behavioral Therapies (2 units)
- FOR 6705 Psychological Assessment I: Cognitive & Intellectual Testing
- FOR 6710 Psychological Assessment II: Socio-emotional & Personality Testing
- FOR 7702 Psychological Assessment III: Forensic Evaluation
- FOR 7220 Biological Bases of Behavior

### Second Year

- FOR 6510 Research I: Design & Statistics
- FOR 6520 Research II: Data Analysis/Advanced Statistics

- FOR 6530 Research III: Legal Research
- FOR 6670 Developmental Bases of Behavior
- FOR 7380 History and Systems of Psychology
- FOR 7420 Treatment III: Psychodynamic and Interpersonal Therapies (2 units)
- FOR 7551 Treatment IV: Theory and Practice of Group Psychotherapy
- FOR 8200 Specialty Topics in Forensic Psychology (2 units)
- FOR 8410 Elective (2 units)

### Third Year

- FOR 7605 PsyD Practicum II (Fall)
- FOR 7610 PsyD Practicum II (Spring)
- FOR 7120 Psychological Assessment IV: Projective Approaches to Personality
- FOR 7905 Dissertation Proposal Development I (2 units)
- FOR 7910 Dissertation II (2 units)
- FOR 8200 Specialty Topics in Forensic Psychology (2 units)
- FOR 8230 Cognitive Affective Bases of Behavior
- FOR 8500 Advanced Theories of Personality (2 units)
- FOR 8703 Treatment IV: Substance Abuse

### Fourth Year

- FOR 7100 Psychological Consultation (2 units)
- FOR 7560 Advanced Social Psychology (2 units)
- FOR 8110 Test Construction and Development
- FOR 8200 Specialty Topics (2 units)
- FOR 8305 Treatment V: Multicultural Perspectives
- FOR 8410 Electives (1 units)
- FOR 8605 PsyD Practicum III (Fall)
- FOR 8610 PsyD Practicum III (Spring)

### Fifth Year

- FOR 9705 Pre-Doctoral Internship (11 units)
- FOR 9710 Pre-Doctoral Internship (11 units)
- FOR 9715 Pre-Doctoral Internship (8 units)

## PhD in Forensic Psychology, Policy, and Justice – Fresno

Exact course sequence is subject to change. Students on all campuses will be provided a sequence to follow prior to or upon enrollment. **Courses must be taken in sequence.**

*Courses are three units unless otherwise indicated.*

### First Year

- FOR 6425 Intro to Forensic Psychology
- FOR 6430 Foundations in Research Methodology
- FOR 6452 Psychology, Public Policy and Law
- FOR 6500 Ethical and Legal Issues in Professional Practice
- FOR 6510 Research I: Design & Statistics
- FOR 6520 Research II: Data Analysis/Advanced Statistics
- FOR 6530 Research III: Legal Research and Forensic Psychology
- FOR 7250 Current Research in Forensic Psychology and Law
- FOR 7380 History & Systems of Psychology
- FOR 6670 Developmental Bases of Behavior

### Second Year

- FOR 6600 Psychopathology
- FOR 7220 Biological Bases of Behavior
- FOR 7530 Research V: Advanced Research Methods
- FOR 7540 Research VI: Multivariate Statistics
- FOR 7615 Practicum I: Research and Consultation
- FOR 7620 Practicum I: Research and Consultation
- FOR 7965 Masters Thesis Research (2 units)
- FOR 7970 Master’s Thesis Research (2 units)
- FOR 8110 Test Construction and Development
- FOR 8230 Cognitive Affective Bases of Behavior
- FOR 8410 Electives (2 units)

**Third Year**

- FOR 7200 Research Publishing Seminar I (1 unit)
- FOR 7230 Research Publishing Seminar II (1 unit)
- FOR 7451 Policy Analysis
- FOR 7560 Advanced Social Psychology (2 units)
- FOR 8251 Juvenile Delinquency and Forensic Psychology (2 units)
- FOR 8410 Electives ( 6 units)
- FOR 8680 Legal Issues in Mental Health
- FOR 8705 Practicum II: Advanced Research and Consultation (Fall)
- FOR 8710 Practicum II: Advanced Research and Consultation (Spring)
- FOR 9910 Dissertation Development
- FOR 9915 Dissertation Research I

**Fourth Year**

- FOR 6540 Research IV: Program Evaluation
- FOR 7100 Psychological Consultation (2 units)
- FOR 8100 Trial Consulting
- FOR 8130 Grant Writing
- FOR 8307 Victimology (2 units)
- FOR 8410 Elective (3 units)
- FOR 8550 Research VII: Psychology, Case Law and Legislation
- FOR 8800 Practicum III: Advanced Research and Consultation (Fall)
- FOR 8850 Practicum III: Advanced Research and Consultation (Spring)
- FOR 9918 Dissertation Research II OR Additional Electives
- FOR 9920 Dissertation Completion and Defense

**PhD in Forensic Psychology, Clinical – Fresno**

Exact course sequence is subject to change. Students on all campuses will be provided a sequence to follow prior to or upon enrollment. **Courses must be taken in sequence.**

*Courses are three units unless otherwise indicated.*

**First Year**

- FOR 6320 Treatment I: Introduction to Psychotherapy
- FOR 6425 Into to Forensic Psychology
- FOR 6500 Ethical and Legal Issues in Professional Practice
- FOR 6510 Research I: Design and Statistics
- FOR 6520 Research II: Data Analysis/Advanced Stats
- FOR 6530 Research III: Legal Research and Forensic Psychology
- FOR 6600 Psychopathology
- FOR 6606 Practicum and Training Integration I (1 unit)
- FOR 6620 Treatment II: Cognitive and Behavioral Therapies\* (2 units)
- FOR 6635 PhD-Clinical Practicum I (1 unit)
- FOR 6705 Psychological Assessment I-Cognitive and Intellectual
- FOR 6710 Psychological Assessment II- Socioemotional and Personality

**Second Year**

- FOR 6670 Developmental Bases of Behavior
- FOR 7420 Treatment III: Psychodynamic and Interpersonal Therapies\*(2 units)
- FOR 7530 Research V: Advanced Research Methods
- FOR 7540 Research VI: Multivariate Statistics
- FOR 7606 Practicum and Training Integration II (1 unit)
- FOR 7612 Practicum and Training Integration II (1 unit)
- FOR 7625 PhD-Clinical Practicum II (Fall)
- FOR 7635 PhD-Clinical Practicum II (Spring)
- FOR 7120 Psychological Assessment IV: Projective Approaches to Personality
- FOR 7702 Psychological Assessment III-Forensic Evaluation
- FOR 7965 Masters Thesis Research (2 units)
- FOR 7970 Master's Thesis Research (2 units)

**Third Year**

- FOR 6452 Psychology, Public Policy and Law
- FOR 7380 History and Systems of Psychology
- FOR 7560 Advanced Social Psychology (2 units)
- FOR 7220 Biological Bases of Behavior
- FOR 8300 Dissertation Research I (1 unit)
- FOR 8310 Dissertation Research I (1 unit)
- FOR 8500 Advanced Theories of Personality (2 units)
- FOR 8606 Practicum and Training Integration III (1 unit)
- FOR 8611 Practicum and Training Integration III (1 unit)
- FOR 8680 Legal Issues in Mental Health
- FOR 8703 Treatment VI: Substance Abuse
- FOR 8720 PhD-Clinical Practicum III (Fall)
- FOR 8730 PhD-Clinical Practicum III (Spring)

**Fourth Year**

- FOR 7100 Psychological Consultation  
(2 units)
- FOR 8110 Test Construction and Development
- FOR 8230 Cognitive Affective Bases of  
Behavior
- FOR 8248 Forensic Mediation and Dispute  
Resolution OR FOR 6540: Research  
IV: Program Evaluation
- FOR 8251 Juvenile Delinquency & Forensic  
Psychology (2 units)
- FOR 8305 Treatment V: Multicultural  
Perspectives
- FOR 8307 Victimology (2 units)
- FOR 8320 Dissertation Research II (2 units)
- FOR 8920 PhD-Clinical Practicum IV (Fall)
- FOR 8930 PhD-Clinical Practicum IV (Spring)

**Fifth Year**

- FOR 9820 Fall Pre-Doctoral PhD-Clinical  
Internship (11 units)
- FOR 9830 Spring Pre-Doctoral PhD-Clinical  
Internship (11 units)
- FOR 9840 Summer Pre-Doctoral PhD-Clinical  
Internship (8 units)

\* PhD-Clinical Track students have the option of taking both FOR 6620 and 7420 or taking FOR 7551 Treatment IV: Theory and Practice of Group Therapy

**INSTITUTE ON VIOLENCE,  
ABUSE AND TRAUMA (IVAT)**

The Institute on Violence, Abuse and Trauma (IVAT) is a comprehensive international resource, training, and professional services center that focuses on violence—preventing it, responding to it, and addressing its impact—across a wide social spectrum. IVAT works with the Family Violence & Sexual Assault Institute, as well as with the schools and other institutes at Alliant, to provide educational training and promote violence-free living. IVAT deals with all aspects of violence, abuse and trauma, including family, child, teen, and elder maltreatment as well as sexual assault issues. It also edits journals, publishes books and manuals, and disseminates information through its vast network of researchers, practitioners, policy makers, advocates, and consumer/survivors. IVAT also offers professional clinical and forensic services, conducts program evaluation, and hosts annual international conferences and regional mini-conferences.

# Alliant Undergraduate Education

## ALLIANT UNDERGRADUATE EDUCATION

The goal of the undergraduate program is to provide bachelor's degree completion programs (four-year undergraduate programs in Mexico City) that stress understanding and appreciation of societal interdependence as well as the development of multicultural and global perspectives. While emphasizing the interdisciplinary nature of learning, the majors maintain the integrity and quality of the individual disciplines. Alliant's faculty are committed to facilitating the preparation of their students for enlightened engagement in an increasingly interdependent world.

The undergraduate programs at Alliant International University are offered by the individual schools. Alliant degree completion programs draw upon Alliant's core academic strengths, which include psychology and social sciences; education; business; international studies; liberal studies; and other closely related fields. Alliant offers an exciting approach to undergraduate study, one that blends classroom education with field-based, "real-world" learning opportunities. At Alliant this approach is known as a professional practice training approach since it draws from the well-proven professional school model of Alliant's graduate programs. In addition, the undergraduate programs are linked with the graduate schools by offering opportunities for students to advance seamlessly into professional degree programs for which they qualify.

Integral to an Alliant undergraduate education is student-centered learning with core competencies articulated for all graduates. While programs have stated learning outcomes specific to each program,

overarching competencies must be developed regardless of major. By the time students graduate from an undergraduate program at Alliant, they will be able to do the following.

- Think, write and speak critically and creatively through the effective use of both qualitative and quantitative skills.
- Solve problems through the use of both independent and cooperative research strategies.
- Utilize technology for extended learning.
- Apply both breadth and depth of knowledge and skills in their chosen disciplines.
- Demonstrate an understanding of and appreciation for the interdisciplinary nature of knowledge.
- Integrate theory and practice in their chosen disciplines.
- Function effectively as members of multicultural and global societies.
- Move into their chosen professions or continue on to graduate level study.

## BACHELOR'S DEGREE PROGRAMS

The University currently offers the following undergraduate degrees and majors. The majors are offered by the schools or department indicated.

### Majors

- Business Administration (BS) - **MGSM**
- Communication: Marketing Public Relations (BA) - **MGSM**
- International Business Administration (BS) - **MGSM**
- International Relations (BA) - **MGSM**

- Liberal Studies (General) and Liberal Studies (for Education) (BA) - **HSEO**
- Liberal Studies with an emphasis in Education (BA) - **HSEO** (offered at Alliant Mexico only)
- Psychology (BA) - **Department of Undergraduate Psychology**

### Minors

The following minors are available:

- Business Administration
- Communication: MPR
- Finance
- International Business Administration
- Information Systems & Technology Management
- International Relations
- International Tourism and Hospitality Management
- Latin American Studies (offered at Alliant Mexico only)
- Management
- Marketing
- Psychology
- Spanish (offered at Alliant Mexico only)
- Sustainable Management

### Minors

A flexible minor program in either of the two bachelor of science majors offered may be developed in consultation with an academic advisor. Minors are also available in any undergraduate major offered..



## General Education: Transfer Requirements (San Diego Campuses)

Students transferring to a degree completion program must have the following minimum number of transfer units to be eligible for admission:

45 units

Articulation and transfer credit evaluation will be based on the following:

- Underrgraduate GE Breadth Requirements;
- Intersegmental General Education Transfer Curriculum (IGETC) certificate;
- Associate of Arts Degrees.

## General Education: Alliant Mexico Requirements

Undergraduate programs at Alliant Mexico are comprised of general education and the majors. The 48-credit general education program for the four-year undergraduate students is a significant component of the baccalaureate program at Alliant Mexico.

The General Education course requirements listed below are for the Bachelor of Arts programs. Students in the Bachelor of Science programs at Alliant Mexico should consult with their academic advisor for any course substitutions that may apply.

*Courses are three units unless otherwise indicated.*

### General Education Requirements **48 units**

#### The First Year Experience **3 units**

HUM 1020 Interdisciplinary Explorations

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.

### Core Curriculum: Symbolic Systems and Intellectual Skills **45 units**

Written, Analytical, Critical Thinking Skills **6 units**

ENG 1106 Composition I

ENG 2206 Composition II

Quantitative and Technological Skills **9 units**

IST 1010 Explorations in the Virtual World

MTH 1109 College Algebra

MTH 2210 Introduction to Applied Statistics

Global and Multicultural Perspectives **11 units**

COM 1999 Public Speaking (2 units)

SOC 2201 Introduction to Sociology

Language Studies

Language Studies

Students must have credit for a foreign language or must take a two-course foreign language sequence of one language. Students at Alliant may meet the foreign language requirement in one of the following ways:

1. Successful completion of a two-course sequence of one foreign language at Alliant
2. Transfer credit from another college or university for an academic year of study in one foreign language other than English or the student's primary language(s)
3. Transfer credit by way of the Intersegmental General Education Transfer Curriculum (IGETC)
4. Successful completion of a CLEP test in a language other than the student's primary language(s). Currently, CLEP tests are offered in French, German and Spanish. No other testing options are currently offered.

Global Perspectives Through the Humanities **6 units**

HUM 1000 World Civilization

FAR 1000 Introduction to the Arts

Global Perspectives Through the Social Sciences **6 units**

PSY 1101 Introduction to Psychology

ECO 2000 Introduction to Economics

Global Perspectives Through the Natural Sciences **6 units**

ENV 2000 Introduction to Environmental Studies

NSC 2205 Human Physiology

Community Service **1 unit**

CMS 3700 Community Service

## Bachelor's Degree Offered by the Department of Undergraduate Psychology

## Bachelor of Arts in Psychology (San Diego and Southwestern College)

The Degree Completion Program in Psychology offers a common core of knowledge and application across psychological disciplines with five concentration areas: Clinical Psychology, Criminal Psychology, Industrial/Organizational Psychology, Marriage and Family, and Applied Developmental Educational Psychology (Fall 2009). These specializations are designed specifically to lead into corresponding graduate courses at Alliant International University. In fact, undergraduates as part of our seamless programs (if student is accepted by graduate program) will begin taking graduate courses as part of their bachelor's program, and qualified students may move seamlessly into selected graduate programs. An important component of the psychology program is its nine-unit capstone sequence where students gain considerable practical training, something not typical of most undergraduate programs.

### Student Learning Outcomes

- Demonstrate understanding and a capacity to apply key theoretical orientations and concepts used in psychology.
- Demonstrate the ability to devise and conduct meaningful, viable research

utilizing quantitative, qualitative, and mixed designs.

- Demonstrate orally and in writing the ability to discern, analyze, and evaluate information utilizing sound logic.
- Apply psychological theories and scientific principles learned in the classroom to real-world settings.
- Be familiar with the values, principles, and ethical standards upheld by psychologists in applied, real-world settings.
- Demonstrate technological literacy and synthesize information gained through using computer search engines, accessing university library websites, and running computer programs.
- Demonstrate the ability to communicate both written and orally with appropriate language for the intended audience.
- Recognize, understand, and respect the complexity of sociocultural and international diversity.
- Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
- Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

### **Degree Requirements** 120 units

#### **Prerequisites for the Major**

*Up to six units may be taken concurrent with the first semester at Alliant (except for the first two courses listed).*

Introduction to Psychology

Abnormal Psychology

Physiological Psychology or Human Sexuality

Introduction to Statistics

### **Transfer Requirements** 60 units

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

### **Degree Completion Requirements** 60 units

*Courses are three units unless otherwise indicated.*

#### **General Education** 6 units

ENG 3303 Writing for the Professions

PSY3105 History and Systems Psychology

#### **Major** 33 units

Common Core 21 units

PSY 3000 Introduction to Professional Practice and Applied Areas in Psychology

PSY 3003 Applied Statistics for the Behavioral Sciences

PSY 3005 Research Methods for Behavioral Sciences

PSY 3108 Social Psychology, Community and Culture

PSY 3110 Theories of Personality

PSY 3112 Developmental Psychology

PSY 4109 Tests and Measurements in the Behavioral Sciences

Concentrations 12 units

Choose one of the following concentrations:

Clinical Psychology

PSY 3126 Introduction to Clinical Psychology

PSY 4128 Introduction to Theories of Intervention

PSY 4110 Special Populations

or

PSY 6525 Theories of Personality, Pathology and Psychotherapy: Behavior/Social Learning\*

PSY 4140 Introduction to Counseling

Criminal Psychology

FOR 3100 Introduction to Forensic Psychology

FOR 3120 Basics in Law

FOR 3130 Forensic Social Psychology

FOR 3140 Juvenile Delinquency

FOR 3150 Introduction to Victimology

FOR 3160 Introduction to the Criminal Personality

FOR 3170 Cognitive Principles in Forensic Psychology

FOR 3180 Crime in Literary and Media Contexts

Industrial/Organizational Psychology

PSY 3142 Introduction to Industrial and Organizational Psychology

MGT 3010 Overview of Management

MGT 4020 Organizations and Organizational Behavior

Or

ORG 6320 Organizational Behavior\*

MGT 4040 Human Resource Management

Or

ORG 8220 Human Resource Management\*

Marriage and Family

PSY 3160 Introduction to Marriage and Family Therapy

PSY 4160 Systems Theory

PSY 4150 Courtship and Marriage

PSY 6317 Parent-Child Therapy\*

*\*Senior psychology majors are eligible to enroll in graduate courses with instructor and graduate program director approval. In most cases, students with a 3.5 GPA or higher for the entire undergraduate career or for at least 15 units at Alliant will be allowed to enroll in specified graduate courses if there is space available and if the student has completed the prerequisites.*

### **Capstone** 9 units

PSY 3910 Junior Internship

PSY 4900 Senior Project

PSY 4910 Senior Internship

### **Minor** 12 units

Psychology majors may choose from any of the minors offered through the Center for Undergraduate Education. In addition, they may choose to complete a second concentration in the psychology major. A minor (or second concentration) is required. Students who choose the Criminal Psychology concentration will not have a minor or second concentration.

### **Accelerated Path to the Master of Arts in Marital and Family Therapy**

1. Students in the undergraduate psychology program at Alliant who hope to pursue a Master of Arts in Marital and Family Therapy and who meet the minimum requirements set out here may be eligible

## Alliant Undergraduate Education

for conditional acceptance into the MA in MFT once they reach the second semester of their junior year in the Bachelor of Arts Degree Completion Program in Psychology. Minimum requirements include the following:

- Cumulative 3.3 GPA (All College Work)
  - Interview by MFT Program Faculty/Staff
2. Students who are conditionally admitted will need to meet the following requirements to be fully admitted.
- Completion of the BA in Psychology
  - 3.3 GPA

Students who are conditionally admitted to the MFT MA will follow the curriculum outlined below in which they will substitute three graduate-level courses (in bold) for the undergraduate courses normally required.

**These three graduate courses will satisfy requirements for both the bachelor's and the master's programs, thus giving the students a three-course head start on the master's degree by the time they complete their BA.**

### Accelerated Path to the Master of Arts in I/O Psychology

The seamless master's option offers qualified students advanced placement into the MAIO program at the end of the junior year of the bachelor's completion program. Students who do wish to follow this option will be interviewed by the MGSM-OP San Diego program faculty before full admission is granted. This program also offers opportunities for taking additional courses at the master's level.

## Bachelor's Degrees Offered by the Hufstедler School of Education (HSOE)

### Bachelor of Arts in Liberal Studies – General Track (San Diego and Southwestern College)

The Liberal Studies major is a two-year degree completion program which allows students to adapt their education to a variety of paths. Students can choose a concentration from any of the majors offered at Alliant, including business, communication, international relations, and psychology. All of these concentrations emphasize a strong professional practice approach which includes substantial practical, hands-on training in the types of internship opportunities more often found in graduate programs. In addition, with the guidance of a faculty adviser, students can design their own concentration to better meet their specific needs.

#### Student Learning Outcomes

- Write and speak effectively using appropriate rhetorical techniques and modes of discourse.
- Solve problems through critical and creative thinking.
- Produce projects requiring understanding of both qualitative and quantitative measures.
- Demonstrate a world view that reflects an appreciation and understanding of cultural differences, a growing development of intercultural sensitivity and a sense of equality and social justice.
- Identify instances where knowledge from different disciplines interconnects.
- Demonstrate competence in core, concentration and minor subject-matter areas.
- Use technology effectively for communication, learning and research.

**Degree Requirements 120 units**

#### Prerequisites for the Major

*Up to six units may be taken concurrent with the first semester at Alliant.*

Introduction to the Arts  
Introduction to Literature

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Degree Completion Requirements 60 units**

*Courses are three units unless otherwise indicated.*

**General Education 6 units**

All units must be upper division

ENG3303 Writing for the Professions

One upper-division humanities or social science course

**Major 36 units**

The student must take the core plus an approved six-course concentration.

**Upper Division Core 15 units**

COM3103 Culture, Communication and Human Behavior

FAR 4005 Integrated Art, Literature and Music

Choose one of the following:

LIT 3310 Seminal Works in British Literature

LIT 3315 Multicultural Perspectives on American Literature

LIT 4020 World Literature: Fiction, Poetry and Drama

LIT 4030 Fiction to Film on the World Stage

Choose one of the following:

ENG 3306 English Grammar with Applications

ENG 3307 Linguistics and Linguistic Applications

ENG 4020 English Language: Historical, Cultural and Social Perspectives

ENG 4000 Creative Writing Workshop: Poetry and Short Story

Choose one of the following:

PHIL 3306 Comparative Philosophy

PHIL 3310 Ethics and Value Theory

BUS4070 Business Ethics and Values

**Concentration 18 units**

An area of emphasis may be chosen from among any of the University's listed majors, which include Business Administration, International Business Administration, Communication: Marketing Public Relations, Criminal Justice, International Relations, Liberal Studies for Education, and Psychology. Students may also design their own program with the approval of appropriate faculty. A total of 18 upper-division units is required.

The Senior Experience 3 units  
SEN 4910 Senior Internship

**Unrestricted Electives 6 units**

**Minor 12 units**

Liberal Studies majors may choose as a minor four upper-division courses from any of the majors offered at Alliant. A minor is required.

**Bachelor of Arts in Liberal Studies for Education Track (San Diego and Southwestern College)**

The Bachelor of Arts in Liberal Studies for Education prepares students to eventually enter the teaching force as well-trained, effective professionals. The curriculum for the major is designed to match the content taught in elementary schools and provides students with the subject-matter background needed to pass the California Subject Matter Examination for Teachers-Multiple Subject (CSET), which anyone wanting to teach in a public elementary school in the state of California must pass. For those wanting to teach in a middle school setting, it offers the coursework necessary to meet the 32-unit subject-matter requirement for an Introductory Subject-Matter Authorization in either mathematics or English. However, this program is not a waiver program and does not qualify students to waive the CSET exam. Also, it does not qualify students to waive pedagogy courses offered at the graduate level. This program is, in fact, meant to be a feeder program for and a precursor to the Graduate School of Education Teacher Credential Program at Alliant.

In keeping with the professional practice model, students in the Liberal Studies for Education major will also take courses designed for professional development. These courses provides a mixture of theory and practical application. They will examine topics such as learning theory, methods of instruction, and teaching in culturally and linguistically diverse settings. Students will also participate in field placements and service learning projects. Throughout this process, students will be developing their own critical thinking, research and writing skills. These courses and field experiences will assure excellent preparation for students to study for their teaching credential once they have earned the bachelor's degree.

**Student Learning Outcomes**

- Write and speak effectively using appropriate rhetorical techniques and modes of discourse.
- Solve problems through critical and creative thinking.
- Produce projects requiring understanding of both qualitative and quantitative measures.
- Demonstrate a world view that reflects an appreciation and understanding of cultural differences, a growing development of intercultural sensitivity and a sense of equality and social justice.
- Identify instances where knowledge from different disciplines interconnects.
- Demonstrate competence in the liberal studies for education subject-matter areas.
- Use technology effectively for communication, learning and research.

**Degree Requirements 120 units**

**Prerequisite Requirements**

- Introduction to Literature
- Introduction to the Arts
- Mathematics Concentration
- College Algebra and Trigonometry or Pre-Calculus
- Psychology Concentration
- Introduction to Statistics

*For Spanish electives:  
Two years or an equivalent of second-year Spanish*

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Degree Completion Requirements 60 units**

**Major 60 units**

UPPER DIVISION CORE

**Introductory and Capstone Core 6 units**

EDU 3003 Introduction to Teaching in the Applied Liberal Arts

SEN 4910 Internship: A Capstone Experience

**Content Core 24 units**

ENG 3302 Written Composition for Educators or

ENG 3303 Writing for the Professions

ENG 3011 First and Second Language Acquisition

FAR 4005 Integrated Art, Literature and Music

GEO 3005 World Regional Geography

HIS 3304 History of California

LIT 3330 Multicultural Literature for Children and Adolescents

MTH 3305 Discrete Mathematics

NCS 4010 Earth and Space Science

**Concentration 15 units**

Students choosing to do a Multiple-Subjects Credential need to select an area of emphasis. They have several options. They can select five courses (15 units) from either the mathematics or English Introductory Subject-Matter Coursework lists. Students choosing to do a mathematics concentration can take any five courses on the mathematics list. However, students doing an English concentration must select three courses from the Literature Core list and two courses from the Language Core. Students who are not interested in doing a concentration in mathematics or English have the option of consulting with appropriate faculty and designing a concentration of five courses from any of the University's majors.

**Professional Development 9 units**

## Alliant Undergraduate Education

PSY 4125 Introduction to Physical and Emotional Development in Young Adolescents

PSY 3155 Culturally Diverse and Exceptional Children

Choose one of the following two courses:

MTH 4005 Mathematics Education

ENG 4025 English Education

### Electives

6 units

Any two undergraduate courses

OR

SPN 3004 Advanced Spanish I

SPN 3005 Advanced Spanish II

Students can do the Spanish courses at the campuses in San Diego or in Mexico City.

### Introductory Subject-Matter Authorization Coursework

Successful completion of 32 units of English or mathematics coursework will satisfy the content-area requirements for students wanting to teach these subjects to 7th and 8th grade middle-school students. Both the English and math Introductory Subject-Matter Authorizations have lower division prerequisite requirements which make up part of these 32 units.

### Mathematics

30 units

MTH 3305 Discrete Mathematics

MTH 3310 Geometry

MTH 3315 Linear Algebra

MTH 3320 Calculus I

MTH 3321 Calculus II

MTH 3325 Math and Technology

MTH 4010 Foundations in Mathematics

MTH 4020 History of Mathematics

MTH 4030 Probability and Statistics

MTH 4040 Mathematical Modeling

### English

30 units

Literature Core for Adolescent Learners

21 units

LIT 3330 Multicultural Literature for Children and Adolescents

LIT 3310 Seminal Works in British Literature

LIT 3315 Multicultural Perspectives on American Literature

LIT 4020 World Literature: Fiction, Poetry and Drama

LIT 4030 Fiction to Film on the World Stage

ENG 4000 Creative Writing Workshop: Poetry and Short Story

FAR 4010 Creative Drama

### Language Core

9 units

ENG 3306 English Grammar with Applications

ENG 3307 Linguistics and Linguistic Applications

ENG 4020 English Language: Historical, Cultural and Social Perspectives

### Bachelor of Arts in Liberal Studies for Education Seamless Path to Teacher Education Programs in the Hufstедler School of Education

Students who enroll in the Bachelor of Arts in Liberal Studies for Education Program at Alliant International University and who have met the following requirements by the end of the last semester of their senior year will be conditionally admitted into the Hufstедler School of Education's Teacher Education Program on the San Diego campus.

- A minimum GPA of 2.5
- A successfully completed interview with the Graduate School of Education

Upon completion of the following additional requirements, students will be fully admitted.

- Completion of the Bachelor of Arts in Liberal Studies from Alliant International University
- Submission of Two Letters of Recommendation
- Submission of a Personal Narrative

### Bachelor of Arts in Liberal Studies with an Emphasis in Education – Alliant Mexico

This special program leads to a bachelor's degree in Liberal Studies with an emphasis in

elementary education (grades K-6 ). Because it includes both the bachelor's degree and the education course, this major consists of 130 units. However, it is designed so that students may complete the entire program in slightly more than four years. This innovative teacher preparation program is designed specifically for the Mexico City campus.

### Degree Requirements

130 units

*Courses are three units unless otherwise indicated.*

General Education

60 units

General Education for this program is modified slightly with the addition of 12 units. The required courses are listed below.

HUM 1020 Interdisciplinary Seminar

ENG 1106 English Composition I

ENG 2206 English Composition II

IST 1010 Introduction to Information Systems

MTH 1109 College Algebra

MTH 2210 Introduction to Applied Statistics

COM 1999 Public Speaking (2 units)

COM 1500 Intercultural Communication

Language Studies Elective

Language Studies Elective

HUM 1000 World Civilizations

Humanities Elective

GEO 2100 World Regional Geography

IRL 2000 Foundations of International Relations

POL 2000 Introduction to Politics

HIS 3000 History of Latin America

LIT 1150 Introduction to Literature

Natural Science Elective

Natural Science Elective

Natural Science Elective

CMS 3700 Community Service (1 unit)

### Major

40 units

EDU 1001 Introduction to Elementary Education (1 unit)

EDU 2201 Early Field Experience (1 unit)

EDU 4100 Child Development

EDU 5300 Elementary/Secondary Instruction

EDU 5311	Content Area Curriculum: Elementary	
EDU 5321	Curriculum Concepts: Elementary	
EDU 5340	Multicultural Studies	
EDU 5350	Student Teaching (7 units)	
EDU 5355	Student Teaching (7 units)	
ENG 2505	Second Language Teaching Theory and Methods	
PSY 1101	Introduction to Psychology	
SOC 2201	Introduction to Sociology	
<b>Concentration/Minor</b>		<b>15 units</b>
ENG 4999	Special Topics	
ENG 3010	Second Language Assessment, Evaluation and Placement	
ENG 3307	Introduction to Linguistics	
ENG 4015	Technology in the Second Language Classroom	
ENG 4800	TESOL Seminar and Observation	
Electives		15 units
FAR 3000	Music of the World	
LIT 3330	Literature for Children and Adolescents	
PHE 3306	Physical Growth and Development	
PHL 3310	Ethics and Value Theory	
MTH 3301	Foundations of Mathematics	

### **Bachelor's Degrees Offered by the Marshall Goldsmith School of Management (MGSM)**

#### **Bachelor of Science in Business Administration (San Diego, Southwestern College, and Virtual)**

This program provides a strong foundation in the basic concepts of the business and corporate system. The program introduces students to a broad spectrum of situations in business and management with an emphasis on practical applications.

**Degree Requirements 120 units**  
**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Prerequisites for the Major**

Introduction to Business or Business Elective  
 Microeconomics (or ECO3000 Principles of Economics at Alliant)

Macroeconomics

Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)

Managerial Accounting

Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

**Degree Completion Requirements 60 units**

**General Education 6 units**

ENG 3303 Writing for the Professions

Social Science Elective

**Major 33 units**

UPPER DIVISION COURSES

BUS 3020 Production and Operations Management

BUS 3030 e-Business

BUS 4070 Business Values and Ethics

BUS 4090 Strategic Management

BUS 4990 Capstone

FIN 3010	Principles of Finance
IST 3020	Information and Technology Management
MGT 3010	Overview of Management Practice
MGT 4030	Cross-Cultural Management
MKT 3010	Principles of Marketing
SEN 4910	Senior Experience: Internship or Upper Division Business Elective (3 units)

**Unrestricted Electives 6 units**  
 2 Upper Division Courses

**Concentration (or Minor) 12 units**

#### **Bachelor of Science in International Business Administration (San Diego and Southwestern College)**

This program recognizes that the growing economic interdependence between nations has created an acute awareness of the need for international course offerings. The program addresses this growing worldwide demand for graduates with greater managerial capability in transnational business and economics.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Prerequisites for the Major**

Introduction to Business or Business Elective

Microeconomics (or ECON3000 Principles of Economics at Alliant)

Macroeconomics

Financial Accounting (or ACT3000 Financial and Managerial Accounting at Alliant)

Managerial Accounting

Business Law or Business Elective (or BUS3010 Business Law must be taken at Alliant)

**Degree Completion Requirements 60 units**

## Alliant Undergraduate Education

### General Education 6 units

ENG 3303 Writing for the Professions  
Social Science Elective

### Major 39 units

#### UPPER DIVISION COURSES

BUS 3030 e-Business  
BUS 4090 Strategic Management  
BUS 4990 Capstone  
FIN 3010 Principles of Finance  
FIN 4010 International Managerial Finance  
IBA 3000 International Business  
IBA 4020 International Economics and Trade  
IST 3020 Information and Technology Management  
MGT 3010 Overview of Management Practice  
MGT 4030 Cross-Cultural Management  
MKT 3010 Principles of Marketing  
MKT 4010 International Marketing  
SEN 4910 Senior Experience: Internship or Upper Division Business Elective  
One Upper Division Business Elective (3 units)

### Concentration (or Minor) 12 units

#### Accelerated Path to the MBA

Seniors who have at least a 3.0 GPA may take up to three graduate-level courses as undergraduates and have those courses applied toward the completion of the bachelor's degree. With a grade of B or better in the graduate courses, the credit may be also applied toward the MBA at the Marshall Goldsmith School of Management. This means that a student can start the MBA already having earned up to 9 units of graduate credit.

## Bachelor of Science in International Business Administration – Alliant Mexico

This program recognizes that the growing economic interdependence between nations has created an acute awareness of the need for international course offerings. The program addresses this growing worldwide demand for graduates with greater managerial capability in transnational business and economics.

### Degree Requirements 120 units

#### General Education 48 units

See General Education on page xxx.

#### Major 57 units

##### LOWER DIVISION COURSES

ACT 1010 Financial Accounting  
ACT 2010 Managerial Accounting  
BUS 1010 Introduction to Business Organizations  
BUS 2010 Business Mathematics  
BUS 2020 Business Communications

##### UPPER DIVISION COURSES

BUS 3010 Business Law  
BUS 3020 Production and Operations Management  
BUS 3030 e-Business Applications  
BUS 4090 Strategic Management  
BUS 4990 Capstone  
FIN 3010 Principles of Finance  
FIN 4010 International Managerial Finance  
IBA 4010 International Business Operations  
IBA 4020 International Economics and Trade  
IST 3020 Information and Technology Management  
MGT 3010 Overview of Management Practice  
MGT 4030 Cross-Cultural Management  
MKT 3010 Principles of Marketing  
MKT 4010 International Marketing

#### Unrestricted Elective 3 units

1 Lower or Upper Division Course

#### Concentration (or Minor) 12 units

See concentrations on page xxx.

#### Concentration Courses

The following concentrations are available to students who are seeking an undergraduate Bachelor of Science degree. Students who do not wish to have a concentration will select 12 units of upper division courses in consultation with their academic advisor.

#### Finance

FIN 4010 International Managerial Finance (Students enrolled in the International Business program select an upper division elective in consultation with their academic advisor.)

FIN 4020 Corporate Finance  
FIN 4030 Investments  
FIN 4040 Money and Capital Markets

#### Industrial/Organizational Psychology

PSY 3142 Introduction to Industrial and Organizational Psychology  
ORG 6320 Organizational Behavior\*  
ORG 8122 Personnel and Work Psychology\*  
ORG 8220 Human Resource Management\*

\*Senior business majors are eligible to enroll in graduate courses with instructor and graduate program director approval. In most cases, students with a 3.5 GPA or higher for the entire undergraduate career or for at least 15 units at Alliant will be allowed to enroll in specified graduate courses if there is space available and if the student has completed the prerequisites.

#### Information Systems and Technology Management

IST 4020 Systems Analysis and Design  
IST 4030 Database Management Systems  
IST 4040 Decision Support Systems for Managers  
IST 4050 Global Information Systems

#### International Relations

IRL 3000 Comparative Political Systems  
IRL 4015 International Law and Organizations  
IRL 4030 Politics of International Economics  
IRL 4150 Area Studies

#### Management

Choose four courses:

ENT 4020 Management of Entrepreneurial Ventures  
MGT 4010 Dimensions of Leadership and Management  
MGT 4020 Organizations and Organizational Behavior  
MGT 4040 Human Resource Management  
MGT 4050 Total Quality Management

#### Marketing

MKT 4010 International Marketing (Students enrolled in the International Business program select an upper division elective in consultation with their academic advisor.)

- MKT 4020 Marketing Research
- MKT 4030 Marketing Communications and Buyer Behavior
- MKT 4050 Services Marketing

**International Tourism and Hospitality Management**

- TOU 4010 International Tourism and Hospitality Management
- HRT 3020 International Tourism and Hospitality Marketing
- TOU 4030 International Tourism and Hospitality Economics
- THM 4040 Sustainable Planning and Development in International Tourism

**Sustainable Management**

- MGT 4050 Total Quality Management
- SUB 4500 Introduction to Sustainable Marketing
- SUB 4520 Sustainable Marketing
- HRT 4710 Ecotourism

**Bachelor of Arts in Communication: Concentration in Marketing Public Relations**

Twenty-first Century businesses and organizations are looking for professionals with a variety of skills that will give their companies the competitive edge necessary to thrive in both U. S. and world markets. The Degree Completion Program in Communication with a Concentration in Marketing Public Relations (MPR) Program has been strategically designed for students who want to become such highly sought after professionals in the multicultural and international world of work. The exciting coursework prepares students to become successful practitioners in the relatively new field of integrated marketing communication, a field that is revolutionizing the way businesses reach consumers by integrating the formerly competing disciplines of marketing, public relations, and advertising. Because of its inherent interdisciplinary nature, the program is made up of courses that are taught collaboratively by professors from across such disciplines as communication, psychology,

marketing, public relations, and writing. Integrated capstone and internship components allow students to actually practice their skills through a series of applied experiences.

**Student Learning Outcomes**

- Define and describe the interdisciplinary theoretical foundation that underlies the practice of COM:MPR.
- Apply pertinent theories and principles in the conceptualization and design of COM: MPR programs and campaigns.
- Apply systemic and critical thinking skills to the analysis and design of COM:MPR programs and campaigns.
- Demonstrate a world view that reflects cultural appreciation and sensitivity and a sense of equity and social justice related to COM:MPR.
- Interpret and apply communication theories and principles in diverse organizational, workplace, cultural and leadership situations.
- Demonstrate competence in consulting with and leading clients through the COM:MPR planning process from conceptualization to implementation.
- Demonstrate understanding of the impact of technology on communication related to MPR.
- Demonstrate creativity and innovation in conceptualizing, designing and implementing COM:MPR programs and campaigns.
- Design and implement pertinent COM:MPR written, spoken and visual strategies and tactics.
- Assess and evaluate the outcome(s) of an implemented COM: MPR campaign or program.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Degree Completion Requirements**

**60 units**

*Courses are three units unless otherwise indicated.*

**General Education**

**6 units**

- ENG 3303 Writing for the Professions
- General Education Elective (Upper Division)

**Major**

**42 units**

- Upper Division Core 27 units
- COM 3001 Integrated Communication: A Public Relations Perspective
- COM 3000 Principles of Strategic Communication in Organizations
- COM 3103 Culture, Communication and Human Behavior
- PSY 3136 The Psychology of Persuasive Communication
- MKT 3010 Principles of Marketing
- COM 3100 Leadership and Group Dynamics
- COM 4000 Integrated Marketing Public Relations: Cases and Campaigns
- COM 4001 Public Relations: Strategies and Tactics
- COM 4011 Research Methods in MPR
- Capstones 6 units
- COM 4201 Part I: MPR Strategies and Tactics (2 units)
- COM 4202 Part II: Creative Planning and Organizational Consulting for MPR (2 units)
- COM 4203 Part III: Strategic Research and Development of MPR Program/Campaign (2 units)

Electives in the Major **6 units**

Choose two of the following courses:

- COM 3050 Publishing: Managing the Unmanageable (Required for Marketing Minors)
- COM 3150 Publishing: Billion Dollar Literacy Vagabonds (Required for Marketing Minors)
- MKT 4010 International Marketing (Required for Publishing Minors)
- MKT 4020 Marketing Research (Required for Publishing Minors)

Residency **3 units**

- COM 4910 MPR Residency

**Minor**

**12 units**



## Alliant Undergraduate Education

A minor in Marketing or Publishing is required for this major.

### Marketing

MKT 4010 International Marketing

MKT 4020 Marketing Research

MKT 4030 Marketing Communications and Buyer Behavior

MKT 4050 Services Marketing

### Publishing

COM 3050 Publishing: Managing the Unmanageable

COM 3150 Publishing: Billion Dollar Literary Vagabonds

COM 4050 Publishing: Inquiring Minds/Enlightened Management

COM 4150 Publishing: Red Ink Stains

### Communication: Marketing and Public Relations Accelerated Path to the MBA

1. Students in the undergraduate Communication: Marketing Public Relations (MPR) program at Alliant who hope to pursue a Master of Business Administration (MBA), with a Marketing concentration and who meet the minimum requirements set out here may be eligible for conditional acceptance into the MBA program with a concentration in Marketing once they reach the second semester of their junior year in the Bachelor of Arts Degree Completion Program in Communication. Minimum requirements include the following:

- Cumulative 3.3 GPA (All College Work)
- Interview by MBA Program Faculty/Staff

2. Students who are conditionally admitted will need to meet the following requirements to be fully admitted.

- Completion of the BA in Communication: Marketing Public Relations
- 3.3 GPA
- Completion of the three graduate-level bridge courses

Students who are conditionally admitted to the Master of Business Administration, Marketing concentration will follow the curriculum outlined below in which they will substitute three graduate-level marketing

concentration courses called “Bridge Courses” for the undergraduate minor courses normally required. **These three graduate courses will satisfy requirements for both the bachelor’s and the master’s programs, thus giving the students a three-course head start on the masters of business administration degree by the time they complete their BA.**

A minor consisting of four upper-division courses in Marketing or Publishing is required for this major. However, students who are completing the minor in marketing and who are conditionally admitted to the MBA program concentrating in Marketing will substitute the three graduate-level marketing concentration courses (Bridge Courses) for three of the four required MPR marketing minor courses.

The minor in Publishing consists of four upper-division courses in publishing and also requires students to complete the two elective courses in MKT 4010 and MKT 4020. Students who are completing the minor in publishing and are conditionally admitted to the MBA program concentrating in Marketing may substitute the three Bridge Courses for the two elective courses in MKT 4010 and MKT 4020 and one other publishing minor course.

## Bachelor of Arts in International Relations

*Note: International Relations is offered as a degree completion program on the San Diego campus and as a four-year bachelor’s program at Alliant Mexico.*

The International Relations major stresses a global and multicultural understanding of a complex and interconnected world through close study of historical, political, economic, legal and cultural forces. A degree in International Relations can provide students the knowledge and training important in the international business community, government, diplomacy and private and non-governmental international organizations. It can also help prepare students for further graduate study in international relations, international law, political science, or policy studies.

### Student Learning Outcomes

- Demonstrate an understanding of international relations concepts and ideas.
- Demonstrate competence in oral and written communication as it relates to international relations.
- Demonstrate analytical and critical thinking skills.
- Apply an understanding of international relations to explain and predict international events.
- Demonstrate appreciation for multiculturalism and global diversity.
- Demonstrate a knowledge of international organizations, multilateral processes and the non-governmental sector that operate in international politics.

**Degree Requirements 120 units**

**Transfer Requirements 60 units**

*Students may enter Alliant with 45 units but will be required to take additional courses to those listed in the Degree Completion Requirements.*

**Degree Completion Requirements 60 units**

Courses are three units unless otherwise indicated.

**Prerequisites for the Major**

Introduction to Political Science

**General Education 6 units**

ENG 3303 Writing for the Professions

Upper Division Unrestricted Elective

**Prerequisites for the Major 36 units**

**Upper Division Core 30 units**

IRL 3000 Comparative Political Systems

IRL 3001 Foundations of International Relations

IRL 3005 Contemporary International Ideologies

IRL 3010 Comparative Foreign Policy

IRL 3030 Patterns of Development, Cooperation and Conflict

IRL 3150 Research Methods for International Relations

IRL 4015 International Law and Organizations

IRL 4025 World Crises and Transformational Politics

IRL 4030 Politics of International Economics

IRL 4150 Area Studies

Electives in the Major 6 units

IRL 3020 Developmental Issues in Central America and Mexico

IRL 3050 Politics in Latin America

IRL 3250 Survey of U.S. Foreign Policy

IRL 4010 Cultural Geography

IRL 4020 International Human Rights

IRL 4035 Environmental Politics

IRL 4040 U.S./Asian Relations

IRL 4045 Security Strategies

IRL 4050 Terrorism, International Crime and International Criminal Tribunal

IRL 4055 U.S./Afro-Arab Relations

IRL 4060 U.S./Latin American Relations

Capstone and Internship 6 units

SEN 4900 Senior Project

SEN 4910 Senior Internship

**Minor 12 units**

International Relations majors may choose as a minor four upper-division courses from any of the majors offered at Alliant. A minor is required.

**International Relations Program – Alliant Mexico**

**Degree Requirements 120 units**

Courses are three units unless otherwise indicated.

**General Education 48 units**

See General Education section.

**Major 45 units**

Lower Division Core 3 units

POL 2201 Introduction to Political Science

Upper Division Core 30 units

IRL 3000 Comparative Political Systems

IRL 3001 Foundations of International Relations

IRL 3005 Contemporary International Ideologies

IRL 3010 Comparative Foreign Policy

IRL 3030 Patterns of Development, Cooperation and Conflict

IRL 3150 Research Methods for International Relations

IRL 4015 International Law and Organizations

IRL 4025 World Crises and Transformational Politics

IRL 4030 Politics of International Economics

IRL 4150 Area Studies

Electives in the Major 6 units:

Choose any two available courses:

IRL 3050 Politics in Latin America

IRL 3100 Essence of Diplomacy

IRL 3200 Political Ideas in Latin America

IRL 4020 International Human Rights

IRL 4035 Environmental Politics

IRL 4050 Terrorism, International Crime and International Criminal Tribunal

IRL 4060 U.S./Latin American Relations

IRL 4800 Seminar Critical Issues in U.S. Foreign Policy

IRL 4810 Seminar: Critical Issues in Latin America

**Capstone and Internship 6 units**

SEN 4900 Senior Project

SEN 4910 Senior Internship

Unrestricted Electives 15 units

(15 units required, at least 6 of which must be upper division)

**Minor 12 units**

Mexico City campus offers a minor in Latin American Studies consisting of the following four courses:

LIT 4800 Latin American Author's Seminar

IRL 3050 Politics in Latin America

IRL 4060 U.S. Latin America Relations

IRL 4810 Critical Issues in Latin America

Students who do not wish to pursue the Latin American Studies minor may choose as a minor four upper-division courses from the majors available at the Mexico City campus. A minor is required.

**Accelerated Path to the Master's in International Relations**

Students may take two graduate courses in International Relations when they are undergraduates. The course in which the higher grade is earned may be also counted in the MAIR program, leaving just 27 units of graduate work to complete the master's degree.

# 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.

Course numbers are assigned in the following manner.

## Pre-Baccalaureate

0000-0999 Pre-baccalaureate developmental courses. Courses are not applicable to degree requirements.

## Undergraduate

### Lower Division

1000-2999 Lower division undergraduate courses that are general and introductory. They are intended to provide a foundation for advanced work.

### Upper Division

3000-4999 Upper division undergraduate courses that generally assume prior knowledge or experience in the subject, with content more advanced or specific than lower division courses.

## Graduate

### Prerequisite

5000-5999 Prerequisite courses for master's and doctoral programs.

### Master's and Credential

6000-7999 Graduate level courses open to holders of a baccalaureate degree subject to prerequisite or other requirements as stated in program or course requirements.

Courses for teaching credential candidates. May be taken by undergraduate or post baccalaureate students who have been accepted into the teacher education program.

### Doctoral

8000-9999 Graduate level courses open to holders of a baccalaureate degree subject to prerequisite or other requirements as stated in program or course descriptions.

## COURSE DESCRIPTIONS

**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.**

## Accounting

### ACT 1010 Financial Accounting (3 units)

Introduction to the objectives and fundamental concepts of accounting and its ethical implications; analyzing and recording financial transactions; the preparation and interpretation of the basic financial statements; analysis of the accounting treatment for assets, liabilities, and equity; the preparation and analysis of the statement of cash flows.

*Prerequisite: BUS 2010*

### ACT 2010 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, net present value and other capital expenditure assessment methods; application of job order and process costing systems; and 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.

*Prerequisite: ACT 1010*

### ACT 3010 Accounting Information Systems (3 units)

Introduction to the computer implementation of the basic elements of accounting transactions, statements, and analyses; standard accounting packages are used to walk students through the complete accounting cycle applying various accounting principles of data entry; formal preparation and presentation of accounting reports and financial statements.

*Prerequisite: Managerial Accounting*

**ACT 4020 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.

*Prerequisite: Managerial Accounting*

**ACT 4030 Intermediate Financial Accounting II** (3 units)

Continued discussion of theoretical foundations of financial reporting, including the standard setting process and the conceptual framework; the valuation and accounting treatment of long-term liabilities including pensions, leases, income tax presentation and equities including retained earnings, stock options and earnings per share; special topics include cash flow analysis, accounting changes and other reporting issues; the discussion of ethical considerations and other issues facing the accounting professional are integrated into the curriculum.

*Prerequisite: ACT 4020*

**ACT 4040 Cost Accounting** (3 units)

Examination of the expanding role of the cost accountant in the overall management of a global business organization and as an integral component in the multi-functional development of an effective and sustainable competitive strategy; the discussion and application of various cost allocation systems and estimation methods and their role in the decision-making process for both operational and strategic planning and performance measurement.

*Prerequisite: Managerial Accounting*

**ACT 4050 International Accounting** (3 units)

Interpretation, use, and analysis of accounting data for internal reporting; planning and control of business activities; managerial decision making in the context of international and multinational business, including the impact of accounting on service and manufacturing operations, foreign exchange and hyperinflation, Foreign Corrupt Practices Act, and international transfer pricing.

*Prerequisite: Managerial Accounting*

**ACT 4060 Taxation** (3 units)

Study of the application of the principles, laws, and practices of taxation; global implications of diverse tax treatments of various financial transactions within a multinational organization.

*Prerequisite: ACT 4030*

**ACT 4070 Auditing** (3 units)

Study of auditing principles, concepts and practices as applied primarily by businesses and investors.

*Prerequisite: ACT 4030*

**ACT 6010 Managerial Accounting** (3 units)

Financial statements, managerial uses of accounting data in decision making; cost analysis; systems to accumulate, summarize and distribute financial information; impact of federal taxes on the firm; emphasis on planning and control techniques through accounting data and information.

*Prerequisite: BUS 5010*

## Applications

**APP 4000 Enterprise Database Development** (3 units)

This course will teach students various advanced aspects of developing databases including the utilization of database outputs by different functional units in the enterprise.

*Prerequisite: IST 4030*

**APP 4010 Visual and Object Programming Environments** (3 units)

Students will be exposed to newer methodologies of building systems using visual programming tools and object-based development tools, such as a CASE tool. The course will enable students to compare the different approaches to visual and object programming using packaged software.

*Prerequisite: IST 4090*

**APP 4020 Knowledge Engineering and Expert Systems** (3 units)

This course teaches students to conceptualize a business area benefiting from an expert system application, conduct the knowledge engineering with experts in the area, model the human problem solving behavior and finally to implement the expert system using a packaged software.

*Prerequisite: Introduction to Information Systems*

**APP 4030 Information Systems Engineering** (3 units)

Concepts of a systems development methodology. Need for systems development methodology tools and techniques. Systems development life cycle. Tool and techniques for data modeling, process modeling and behavior modeling. Use of CASE tools. The information Engineering methodology: philosophy, tools and techniques; centrality of CASE tools in IE. Prototyping techniques. User participation in systems development: Rapid Application Development (RAD) (e.g. DSDM) and Joint Application Development (JAD) methods. Object Oriented systems analysis and design (OOAD): Object modeling using UML; Use case scenarios; properties of objects and classes; relationship diagrams; Object states and behavior using state transition diagrams and event diagrams; CASE tools in OOAD. Soft Systems Methodology. Project management tools and techniques.

*Prerequisites: IST 4020, IST 4030*

**APP 4999 Special Topics** (3 units)

This course covers topics that are of special interest in the marketplace of applications development area. The course will have part seminar format and part hands-on laboratory format.

*Prerequisite: IST 4080*

## Behavior Analysis

**ABA 6525 Introduction to Learning Theory and Behavior Analysis** (3 units)

This course reviews the basic principles of learning theory with a focus on: 1) definitions and characteristics of applied behavior analysis, 2) basic principles of behavior, and behavior change procedures.

**ABA 6535 Methods in Applied Behavior Analysis** (3 units)

This course reviews the basic principles of learning theory with a focus on: 1) measurement of behavior, 2) displaying and interpreting behavioral data, 3) selecting intervention outcomes and strategies.

**ABA 6545 Behavioral Assessment, Intervention Strategies, and Ethics in ABA** (3 units)

This course covers 1) functional behavior assessment, 2) differential reinforcement, 3) antecedent and consequent strategies, 4) group contingencies, and 5) applying specific interventions.

## Course Descriptions

### **ABA 6555 Behavior Change Procedures and Systems Support** (3 units)

This course covers 1) specific skills in teaching, 2) intervention methodologies, and 3) ethics in ABA.

### **ABA 7504 Childhood Disorders and ABA Interventions** (3 units)

This course covers a variety of childhood disorders and effective strategies to treat such disorders.

## Bright Green MBA Program Courses

This is a cohort program. Students will take all of these courses as a group. In the event that a student needs to take off a term, they will make up the courses offered in that term in a cohort that follows.

### **Strand I: Foundations of Sustainability**

#### **GRN 6210 Systems Thinking** (4 units)

This course examines systems thinking, which is an approach to problem solving that views “problems” as parts of an overall system, rather than reacting to present outcomes or events and potentially contributing to further development of the undesired issue or problem. This course teaches students how to apply systems thinking to a variety of practical problems, including crisis management. Outcomes include learning how to ask the right questions, how to formulate problems from multiple perspectives, how to anticipate and to analyze stakeholders, how to be aware of and challenge critical assumptions, and how to see problems and key issues systematically.

#### **GRN 6500 Sustainable Economic and Management Systems** (4 units)

This course reviews the principles and practice of sustainable business management and the economics that have led to the transformation of our most important business systems. Students will learn how the triple bottom line approach emphasizing people, prosperity, and environment can improve profits, reduce risks, and improve stakeholder engagement. The economic underpinning of management is explained, and the use of true cost accounting provides insight into the implications of sustainable management throughout the value chain. This class provides new approaches for management that can help students manage people and resources better, resolve conflicts, and identify and take advantage of new business opportunities as an entre- or intra-preneur. It is designed to help prepare professional practice skills that will lead to student success in their careers, as workers, managers and leaders.

#### **GRN 6510 Drivers of Sustainability** (4 units)

This course sets the foundation for identifying and evaluating issues for organizations emphasizing the environmental aspects of sustainability. The course surveys how organizations impact the environment through generation of wastes and pollutants, consumption of resources, and habitat destruction. Students learn how an organization’s ability to prevent or mitigate these impacts is affected by scientific and technological principles, legal and regulatory constraints, economic and financial criteria, and consideration of societal impacts. This course also considers the potential for new business opportunities throughout the value chain that may arise from better managing environmental issues. The course describes common environmental management strategies and techniques to reduce costs, risk and regulatory burdens. It also reviews key U.S. legal and regulatory frameworks and compares them with those of other countries, voluntary international environmental management protocols such as ISO 14000 and the European Eco-Management and Audit Scheme, and market based solutions to reduce or eliminate unwanted impacts.

### **Strand II: Shifting Mindsets**

#### **GRN 6520 Sustainable Marketing and Consumption** (4 units)

This course provides a background of the sustainable marketing orientation as it evolved from the societal, consumer and environmental marketing perspectives. The goal of this course is to help students develop responsible marketing objectives and create effective marketing strategies that consider economic benefits, environmental concerns, and social equity. Students will gain knowledge and background about green market segmentation, integrated marketing management, stakeholder involvement, and issues such as “green-washing,” “sustainable advantage,” “long-term sustainability,” “green branding,” and “corporate social responsibility.” Students will examine the potential application of sustainable marketing in various regions of the world with different economic, cultural, and developmental background.

#### **GRN 6030 Leadership and Change** (4 units)

This course addresses the need for organizations to create prosperous and sustainable organizations through inspired and well informed leadership coming from all levels of the organization and adapting to and generating change toward triple-bottom-line thinking. This course begins with an examination of key topics relating to people in organizations including, leadership, motivation, culture, and team dynamics. The course then moves on to examine how leadership can bring about change in terms of sustainability within the context of the social environment within the organization. Students focus on how leaders move organizational change forward by emphasizing all aspects of the triple bottom line, how leadership promotes collaborative sustainability efforts within and between organizations, and how organizations adopting sustainability can make themselves leaders in their fields. In addition, the course addresses how to respond to resistance to change, both inside and outside the organization, through a combination of a unwavering focus on core values and a combination of practical short and long range planning and encouraging emergent thinking and behavior.

#### **GRN 6105 Corporate Stakeholders and Social Responsibility** (4 units)

This course addresses the key and fundamental questions that arise when organizations recognize they are imbedded in a complex world with many stakeholders. The responsibility organizations have toward those stakeholders is examined from many levels including inside the organization, in the local community, and in the global community. Topics include social justice, environmental justice, prejudice, diversity, and conflict resolution. It also pays attention to how business can influence the process of globalization and, specifically, key global social issues such as poverty and inequality. This course focuses on actions that organizations can take to address these issues including social entrepreneurship, corporate social responsibility, and social businesses among others.

**Strand III: Making the Business Case**

**GRN 6005 Managerial Finance and Accounting**  
(4 units)

This course reviews accounting and finance as managerial tools including how they can be used to manage organizations more sustainably. Topics include the accounting process, financial statements, evaluation of financial performance, budgeting and forecasting, cost-volume-profit analysis, time-value of money, project evaluation, financial markets and instruments, internal controls, working capital management, capital structure, currency transactions, and ethics in accounting and finance. The use of accounting and financial tools for promoting sustainable development will also be discussed, including accounting for externalities and societal costs.

**GRN 6930 Sustainability Research, Accounting and Reporting** (4 units)

This course reviews the foundations and principles of sustainability research, true cost accounting, and evaluation of the sustainability of products and services and reporting sustainability issues to a range of stakeholders in an international environment. This requires careful and thoughtful use of a wide range of research tools and methods including model building, resource-constrained optimization (linear, integer, and other programming models) and modeling for decision theoretic situations. In addition, sustainability metrics, customer and market analysis, measurements of company performance, auditing, and developing product, service and company specific metrics and reports as well as effective use of data mining are covered.

**Strand IV: The Strategy of Sustainability**

**GRN 6050 Strategy and Sustainable development** (4 units)

This course discusses the important role that strategic management plays in sustainable development. Students will examine issues of environmental economics and how they inform sustainable business strategies. Topics include the strategic planning process, industry and competitive analysis, management capability and organizational structure, business and corporate strategies. Specific topics include the increasingly complex world of planning and sustainable development, product and process life cycle analysis, and impacts of organizations on society and the environment. The tools for design with nature and ecosystem analysis are introduced and used in case studies and problem solving exercises.

**GRN 6400 Entrepreneurship/Intrapreneurship and Innovation** (4 units)

This course examines how to move from the idea to successful launch of new ventures, both starting a new enterprise or following a passion within an established business. The course looks at new models of leadership that emphasize passion, authenticity and integrity as a necessary starting point to become a successful entrepreneur, or intrapreneur within an existing organization. The emphasis is on starting with desired outcomes in areas such as alternative energies, clean tech and social entrepreneurship. Student learn how to develop strategies that manage risk through establishing unique metrics and disciplined implementation. Students will engage in a personal assessment of their entrepreneurial skills that include perseverance, creativity, coping skills for high pressure. We work from a model of a more holistic, fully functioning entrepreneur, and Gladwell's idea of meaningful work through passion not genius. We will review all aspects of a successful business plans to ensure attaining green entrepreneurship. Guest speakers will share their experience in launching successful green ventures.

**GRN 6090 Sustainable Products, Services and Operations** (4 units)

This course reviews product design and production activities, service operations, and facility management and their impacts on the local and global environment. Students will learn design principles and practices, review common production technologies and processes, practice process mapping (flow diagramming), develop material balances, and review pollution prevention practices. Emphasis is placed on resource conservation, consumer satisfaction and health, integrated systems of material use and reuse in industrial ecology, and sustainability principles involved in facilities management, production and services. The course also reviews ergonomics and safety, improved productivity and health, and the opportunities and implications of substituting services for ownership. This course includes case studies, design projects, labs, and experiments. It is also designed to help students rediscover their creativity and ability to find new solutions to complex problems.

**GRN 6145 Sustainability in Action (Capstone)**  
(4 units)

The purpose of the integrative capstone course is to provide opportunities for students to apply the lessons learned in their Alliant Sustainability MBA Program to a real organization. Students will analyze and provide discrete services to organizations related to sustainability management including but not exclusive to, sustainability assessments, true cost accounting analysis, corporate social responsibility plans, stakeholder risk analysis, green marketing plan. Course instruction will center around a series of integrated modules that focus on the practical implementation of all aspects of the curriculum. Students will explore interconnections between the strategic foundation of their client project and the cultural, sustainable and core purpose and goals of their client's organization within a global business context.

**GRN 6950 Professional Practice** (2 units)

The Professional Practice Course is an ongoing series of seminars held throughout the two years of the MBA Program. The course provides practical, hands-on application in how to navigate organizational life and be an effective professional. All the instruction is designed in response to the most important and urgent needs of employees, managers and executives in all forms of organizations. Particular emphasis is placed on developing emotional intelligence, the ability to understand oneself and others, and practical intelligence, the ability to get things done.

**Business**

**BUS 1010 Introduction to Business Organizations** (3 units)

An overview of the interrelationships among the functions of the business firm and between the firm and its environment; topics include a study of managerial functions, marketing concepts, production systems, leadership practices and business ethics.

**BUS 2010 Business Mathematics** (3 units)

Fundamental mathematical operations in banking and borrowing; Financial ratio analysis; payrolls; retail; insurance; and elementary statistics.

## Course Descriptions

### **BUS 2020 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. The problem-solving approach is used to focus on proper grammar, punctuation, vocabulary and tone as well as the use of computer technology and software in the development of effective oral and written business communication skills.

*Prerequisite: Introduction to Business*

### **BUS 3010 Business Law** (3 units)

Study of the legal environment in which profit and not-for-profit organizations operate. Includes study of courts and procedure, criminal law, torts, contracts and formations, operation and termination of corporations, agency and partnership relationships.

*Prerequisite: Introduction to Business*

### **BUS 3020 Production and Operations Management** (3 units)

An introductory analysis of productive systems, operations planning and control. Topics include forecasting, inventories, scheduling, quality assurance and productivity.

*Prerequisite: BUS 2010*

### **BUS 3030 e-Business** (3 units)

The Age of Electronic Commerce presents several opportunities for setting up new businesses, as well as expanding and growing existing business offerings. E-commerce is an automated mechanism that can substantially increase customer contact and business transactions, while simultaneously reducing the cost of doing business. Participants in this course will learn concepts and trends to understand, analyze, design and develop an e-commerce business model. Students will be exposed to a variety of techniques for the rapid development and creation of web based applications. In addition to basic web programming concepts and technology, students will also be exposed to client server architectures, internet infrastructures, and consumer behavior on the internet.

*Prerequisites: Introduction to Business, Introduction to Information Systems*

### **BUS 4010 Small Business Entrepreneurship** (3 units)

Investigation into entrepreneurial behavior, the role of the entrepreneur in society; the conditions necessary for it to evolve; the development of a venture whether in terms of a startup, acquisition, or expansion of an existing business. The theory and practice of small business management.

*Prerequisites: MKT 3010, FIN 3010, and MGT 3010*

### **BUS 4020 Service Management** (3 units)

Introduces students to service industries. Presents the unique characteristics of service industries that requires different management skills. Focuses on the impact of service industry characteristics on traditional management functions of human resources, operations and marketing. Emphasis is on theory and application of service management principles.

*Prerequisite: Introduction to Business*

### **BUS 4070 Business Values and Ethics** (3 units)

Introduction to the basic categories and framework of philosophical ethics; examination of selected corporate policy statements on social and ethical responsibility with consideration of how to develop and implement such policy statements; consideration of ethical issues in selected professions.

*Prerequisite: Introduction to Business*

### **BUS 4090 Strategic Management** (3 units)

Development of skills in problem analysis and decision making in transnational corporate strategy and business policy. The integrating course of the undergraduate program which concentrates on the application of concepts through case studies and decision simulation exercises.

*Prerequisite: Senior standing*

### **BUS 4810 Seminar in Business** (3 units)

Seminar on practical applications of job seeking, career development, and community service in business.

### **BUS 4950 Senior Project** (3 units)

Independent study under the direction of a faculty advisor. Projects may include library or empirical research, analysis and written report on an appropriate business organization (private firm, not-for-profit organization, or government agency).

### **BUS 4990 Capstone** (3 units)

The capstone course provides senior-level business students with an opportunity to apply the theories and concepts learned throughout their programs of study. Participants will work individually and as members of small teams, to investigate a current business situation and to produce a comprehensive, professionally crafted demonstration project (i.e., a case study, case analysis, business plan, or portfolio). The capstone class project will allow students to demonstrate their capability to investigate and understand the in-depth intricacies of complex business issues. Students will create a technically astute situational analysis and accompanying set of recommendations appropriate for stakeholder consumption.

*Prerequisite: Senior standing*

### **BUS 5010 Survey of Accounting** (1 unit)

A survey of financial statements and financial statement analysis through an examination of accounting theory, concepts, and procedures.

### **BUS 5020 Survey of Finance** (1 unit)

A survey of financial ratios, analysis, managing current assets and liabilities, the firm's liquidity posture, the cost of long-term capital and the required rate of return on long-term assets and estimating cash flows on investment proposals.

*Prerequisite: BUS 5010*

### **BUS 5030 Survey of Marketing** (1 unit)

A survey of the marketing function in the business enterprise, market segmentation and target marketing and the key elements in marketing: product, place, price, and promotion.

### **BUS 5050 Survey of Economics** (1 unit)

An introduction to basic economic thinking as a valuable tool for understanding real world problems and issues; presents and develops economic theory of supply and demand to explain the behavior and interaction of firms, households, and the government.

### **BUS 5060 Survey of the Legal Environment of Business** (1 unit)

Consideration of factors causing change in the business environment; analysis of selected issues in the interface between business, the law, and other social institutions.

### **BUS 5070 Survey of Management Practice** (1 unit)

A survey of the development and evolution of management as theory and practice; emphasis on contemporary management in an international context.

**BUS 5080 Survey of Information Systems**

(1 unit)

A survey of data processing systems, management information systems, decision support systems, executive information systems, expert systems and distributed systems planning, hardware and software, management, maintenance, security, and evaluation.

**BUS 5090 Survey of Business Statistics** (1 unit)

Course provides a general overview of the fundamental theories of both descriptive and inferential statistics as they apply to business environments and managerial decision-making. Students will be well-grounded in the types of data and the selection of appropriate statistical tests. Topics will include probability, correlation, hypothesis testing, analysis of variance, time-series analysis and business forecasting. The course includes both in-class lectures and computer lab exercises.

**BUS 5100 Business Communications** (1 unit)

Introduces fundamental research, writing and speaking skills necessary for effectively communicating orally and in writing at the graduate level.

**BUS 6020 Strategic Management** (3 units)

An introductory course that provides an overview of the economic, cultural, psychological, sociological, technological and political aspects of the global environments confronting environment serving organizations; the concept of environmental turbulence; the nature of strategic and operational work; formulation of mission, goals, objectives, strategy; environment serving organization strategic aggressiveness and capability at different turbulence levels; and strategic diagnosis.

*Prerequisite: BUS 5070*

**BUS 6030 Leadership and Management of Change** (3 units)

A study of the dynamics of leadership and initiation and management of change in environment serving organizations. Included are: the nature and characteristics of transactional and transformational leadership; relationships of power, authority and responsibility to leadership effectiveness including conflict management, ethics, decision making, risk propensity and change introduction; dynamic relationship between environment, leadership style and change strategies; the nature of change; and the relationships between power and the roles of the change agent and the change manager.

*Prerequisite: BUS 5070*

**BUS 6040 Business Values, Ethics and Societal Strategy** (3 units)

A study of the legitimacy dimension of environment serving organization output. Included are: impact of societal issues on management of environment serving organizations; stakeholder identification and analysis; ethical issues in the relationship between organizations and the environment; social responsibility strategy; legitimacy strategy; and building a socially responsive environment serving organization.

**BUS 6050 Total Quality Management** (3 units)

An overview of the quantitative and qualitative theory, methodologies and strategies for introducing and sustaining total quality management (TQM) philosophy; and development of a TQM strategy for an existing organization.

*Prerequisite: BUS 5070*

**BUS 6060 Cross-Cultural Management**

(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 of culture; business and social cultures in organizations; national and ethnic cultures; value systems in different cultures; thinking patterns in different cultures; and alignment between environment, manager and culture of environment serving organizations.

*Prerequisite: BUS 5070*

**BUS 6080 Management of Service Organizations** (3 units)

Examines the special problems of designing, producing and delivering services (as opposed to physical goods) and explores the different management tasks faced in various types of service firms. The primary (though not exclusive) focus of the course is on operations management, including the relationship between marketing, human resources and operations. Emphasis is on strategic decisions of service organizations.

*Prerequisite: BUS 5070*

**BUS 6090 Quantitative Approaches to Management** (3 units)

Introduction to quantitative approaches in management. Examination of practical applications of mathematical optimization, characteristics of optimization problems and mathematical expression, the decision making process, relevance of mathematical programming transportation, trans shipment and assignment problems to real-life situations.

*Prerequisite: BUS 5090*

**BUS 6110 Competitive Strategy Formulation**

(3 units)

A study of strategy formulation for environment serving organizations that are serving history-driven environments. Included are: strategy formulation in history-driven environments; industry analysis; competitive analysis; situation analysis; strategy and competitive advantage; and implementing strategy.

*Prerequisite: BUS 5070*

**BUS 6120 Strategic Response to Turbulent Environments** (3 units)

A study of strategy formulation for environment serving organizations that are serving discontinuous transnational environments. Included are: strategy formulation in discontinuous transnational environments; competitive posture analysis; integration of societal and technology strategies for a total environment serving organization strategy; and strategic portfolio optimization.

*Prerequisite: BUS 6020*

**BUS 6130 Management Design and Management of Organizational Transformation** (3 units)

A study of the general management capability design required for different states of the environment and strategic transformation of environment serving organizations. Included are selection of general managers; diagnosis of organization culture; design of organization structure and systems; resistance to change for organizational transformation; design and implementation of strategies for managing change; the relationship between power and change; and the roles of the change agent and the change manager.

*Prerequisite: BUS 6020*

**BUS 6140 Management of Technological Creativity and Innovation** (3 units)

A study of the management of technological innovation as a key factor in the strategy of environment serving organizations. Included are: the nature of technology and innovation; the technological environment; technology strategies; technology substitution; technology transfer; societal responsibility and technology; the role of general management in technology management; the interface between technology and business strategies; environment serving organization capability for technological innovation; and management of innovation projects.

*Prerequisite: BUS 6020*



## Course Descriptions

### **BUS 6150 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.

*Prerequisite:* BUS 6020

### **BUS 6210 Business Statistics** (3 units)

The course provides an intensive application of probability theory to managerial decision-making within uncertain business environments and also provides extensive coverage of univariate statistics. Topics include hypothesis testing, analysis of variance, time-series analysis, business forecasting and multiple regression analysis. Students will be using the SPSS package in preparing and entering data and learning to run advanced multivariate statistics. Heavy emphasis is placed on the interpretation of results, both statistically and managerially. The course includes both in-class lectures and computer lab exercises.

*Prerequisite:* BUS 5090

### **BUS 6710 Strategic Management Internship** (3 units)

Formation of student project teams for comprehensive strategic management consulting assignments in environment serving organizations or for work in an appropriate strategic management assignment in an environment serving organization. Either alternative will be a full term assignment.

### **BUS 6800 Seminar in Business** (3 units)

Seminar on special topics in business.

### **BUS 6820 Business Internship** (3 units)

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of business management.

### **BUS 6900 Capstone** (3 units)

Through the use of a computer simulation game set in a dynamic and competitive global business environment, students will, within a group setting, incorporate their knowledge of the various business functions, including accounting, finance, production and operations, marketing, and strategic management to develop and implement a comprehensive strategic plan in an effort to outcompete other student-run companies. This is an opportunity for students to test their analytical and decision-making skills, to experience accountability for resulting performances and to further develop their skills as effective oral and written communicators of business information.

### **BUS 7000 e-Business** (3 units)

This course covers the technology, infrastructure, and trends in the electronic commerce and electronic business areas. Students will be exposed to basic hands-on skills for developing and designing storefronts in this area. Issues in the management, planning and design of electronic businesses will be discussed. The e-business topics include Web security issues, electronic payment issues, legal issues, trans-border data issues. In addition, the course will explore in-depth concepts of the implications of e-business such as impacts on consumer behavior, changed media for business transactions, new marketing techniques, global consumerism trends. The course will also focus on business models and business strategies for e-businesses and their relationship to on-ground businesses and brands.

### **BUS 8010 Theory of Strategic Behavior**

(3 units)

A study of the strategic behavior paradigm that provides the conceptual framework for strategic management doctoral research. Included are: the strategic behavior paradigm; observable varieties of strategic behavior; the role of power in strategic behavior; the role of leadership; the role of culture and organizational inertia; and the dynamics of change in strategic behavior.

*Prerequisites:* BUS 6020, BUS 6120, BUS 6130, BUS 6140, and BUS 8910

### **BUS 8020 Strategic Information** (3 units)

A study of the process of gathering, storing and interpreting strategic information about the environment. Included are: strategic information for history-driven environments; strategic information for discontinuous environments; storage of and access to environmental information for decision making; the movement of data/information from acquisition to action through scanning, mentality and power filters; and design of a strategic information system to support the sensing, deciding, implementing and controlling steps of strategic decision making.

*Prerequisite:* BUS 6020

### **BUS 8040 Strategic Management in Not-For-Profits** (3 units)

A study of the strategic management issues that are unique to government and other not-for-profit organizations. Included are: defining characteristics of different types of not-for-profit organizations; convergence of environmental demands on not-for-profit organizations and business firms; power in not-for-profit organizations; multiple stakeholder and stakeholder power; formulation of legitimacy strategy; and success measurement in not-for-profit organizations.

*Prerequisite:* BUS 6020

### **BUS 8910 Dissertation Process** (3 units)

Introduction to the sequence of steps that is most often followed during the successful identification and delineation of a research project that may be developed into a dissertation and the use of library resources for examining and evaluating existing dissertations in terms of the adequacy of the process used.

*Prerequisite:* Second year doctoral candidate

### **BUS 8930 Research Methods and Design** (3 units)

This course offers an introduction to the logic of research design and to descriptive and inferential statistics. Emphasis is placed on the conceptual understanding of the logical bases of measurement, research design, statistical inference and the correct interpretation of statistical tests; a skill not acquired from statistical packages.

Students are expected to calculate and interpret basic statistics. Course topics include a discussion of types of variables, measurable research questions in the context of dissertations, the nature of correlational, quasi-experimental and experimental research, scales of measurement, reliability, validity, measures of central tendency and variability, interactive, normative and ipsative measurement and hypothesis testing.

*Prerequisites:* BUS 6210 and BUS 8910

### **BUS 8940 Advanced Measurement and Statistics** (3 units)

This course offers an introduction to the logic of statistics commonly employed in dissertations. Emphasis is placed on the conceptual understanding of the logical bases of measurement, statistical methods and inference and the correct interpretation of statistical tests; a skill not acquired from statistical packages. Students are expected to calculate and interpret various statistics, including correlation, t-tests and chi-square tests. The course includes a critical discussion of both stepwise and simultaneous multiple regression.

### **BUS 9950 Dissertation Research Design** (5 units\*)

Individual and group work to perfect the final design of the research to be undertaken. The student also becomes intimately acquainted with the work of every other student, thus guaranteeing familiarity with a broad base of differing research areas. The requirements for this course are completed when both Chapters 1 (The Research Problem) and 2 (Review of the Literature, including Bibliography) and the final research design are formally accepted at the dissertation proposal defense as evidenced by the signatures of the chairperson and committee members..

*Prerequisite:* Pass Special Field Examination and complete all required courses.

\* Dissertation students are charged a flat tuition rate of \$3,000 per semester.

**BUS 9960 Dissertation Research Implementation** (5 units\*)

The completed writing (and committee approval) of Chapters 1 (The Research Problem) and 3 (Methodology) and the final version of any data collection instrument or form required for the study. During this course the student will normally enter the collected data into a data-processing computer program, with guidance from committee members or from the faculty member in charge of student-computer interfacing. The course is completed when the student has assembled the entire set of findings corresponding to the research questions and has written and obtained approval for Chapter 4 (Findings).

*Prerequisites:* BUS 9950 and pass dissertation proposal defense

\* Dissertation students are charged a flat tuition rate of \$2,700 per semester.

**BUS 9990 Dissertation Extension** (5 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 BUS 9990 until the dissertation is filed in the Library.

\* Dissertation students are charged a flat tuition rate of \$2,700 per semester.

**BUS 9970 Dissertation Completion and Defense** (5 units\*)

Completion of the Dissertation process. This consists of submitting and gaining approval for, Chapter 5 (generally consisting of Conclusions, Discussion, Implications, Applications and Recommendations). Successful completion of the oral examination; and conforming with any suggestions or directives given during the oral examination concerning modification, deletions, or additions to the printed material. Approval of the chairperson (or of the director of dissertation studies if so delegated) is required for submission of the dissertation to the dissertation reader, at which time credit is assigned for the course.

*Prerequisite:* BUS 9960

\* Dissertation students are charged a flat tuition rate of \$2,700 per semester.

**Criminal Justice****CJU 3000 Ethics and Professional Responsibility** (3 units)

Professionalism in criminal justice, including formal and informal control; political activity; discretion; conflict of interest; perpetrator and victim rights; nature and scope of misconduct; special risks and responsibilities; codes of ethics.

**CJU 4010 Basics in Law: Criminal and Civil Procedure** (3 units)

Specific emphasis on laws of arrest, search and seizure, interrogation and confession; pre- and post-trial considerations; post-conviction issues; prosecutor and defense strategies; sentencing.

**CJU 3030 Diversity Issues in Criminal Justice** (3 units)

Concepts and theories regarding race, age, religion, gender, sexual orientation, and justice; characteristics of victims and offenders; policing and community relations; and discrimination in justice administration.

**CJU 3020 Criminology and Social Deviance** (3 units)

Analysis of the sociological, psychological, political, and biological theories of crime causation; crime measurement; schools of criminology; crime typologies.

**CJU 4000 Juvenile Justice** (3 units)

Philosophy, theory, and processes of juveniles in the criminal justice system, as distinguished from adults, from apprehension through courts and detention; diversion programs; alternative sentencing; victim-offender reconciliation as an option.

**CJU 3010 Victimology** (3 units)

Includes survey of methodological approaches to understanding crime. Issues pertaining to reporting/underreporting of crime; victim assistance and compensation programs; victims' rights laws; victim advocacy.

**CJU 4030 Internet Crimes** (3 units)

The use of technology in crime and in the criminal justice system; the evolution of telecommunications and advances in computer science as applied to the criminal justice system; effective written and oral communications.

**CJU 4020 Gangs, Drugs, and Crime in the U.S.** (3 units)

The study of the interrelationship of drugs, gang membership and crime in the U.S. inside and outside the criminal justice system; current treatment and prevention strategies; political reaction and policymaking.

**CJU 4040 Criminal Justice Response to Family Violence** (3 units)

The study of family violence from an ecological point of view and as a major societal stressor that impacts multiple systems. Intimate partner violence, sibling violence, child abuse and neglect, animal abuse, and elder abuse. Strategies for criminal justice systems handling these cases. Detailed triage and prevention efforts.

**CJU 4050 Developmental Psychopathology** (3 units)

Utilization of a biopsychosocial perspective to explore normal and abnormal developmental processes in children and adults. Examination of how psychological disorders are currently conceptualized, assessed, and treated in clinical and forensic settings. The study of the influence of early exposure to trauma and later connection to the juvenile and criminal justice systems.

**CJU 4060 Children Exposed to Violence** (3 units)

The purpose of this course is to prepare students to recognize the effects of child maltreatment and apply interventions strategies for children and their families.

**CJU 4070 Courtroom Advocacy** (3 units)

Exploration of specialized "problem-solving" courts (e.g., drug, domestic violence, and mental health courts) and the factors contributing to this recent development, need and controversies surrounding these specialized courts. Survey of the various types of locally-established specialty courts. Analysis of the particularized features and functions of these institutions compared to other criminal courts, past and present. Examination of the potential legal and ethical issues presented by "problem-solving" courts along with other justice system implications, including the future of such institutions in this country.

**CJU 4900 Criminal Justice Mentorship** (3 units)

For those working in the field and who have been approved to waive the internship. Opportunity to partner with a classmate who is not currently in the field and provide him/her with new experiences and a deeper appreciation for the field by introducing their classmate to daily job experiences.

**CJU 4010 Criminal Justice Internship** (3 units)

Supervised field experience in community organizations and institutions. Hours in the field and academic assignments (conferences, readings, reports) jointly planned with work and faculty supervisor. 130-hour requirement. Grading is Credit/No Credit

## Course Descriptions

### **CJU 4920 CAPSTONE Criminal Justice Experience** (3 units)

Requires completion of all major requirements. A degree-culminating experience involving integrating scholarly knowledge relating to criminology with emphasis on critical thinking, decision-making, and communication skills. Activities may include conducting and presenting research findings; engaging in community speaking; volunteering in the community; and engaging in consultation.

## Cross-Cultural Studies

### **CCS 6210 Foundations in Multicultural and Global Education** (3 units)

This course combines the fields of Multicultural and Global Education as well as other diversity education paradigms to address the growing need to internationalize multicultural theory and practice in the 21st century.

### **CCS 6300 Cross-Cultural Curriculum Theory and Development** (3 units)

Examining the historical, sociopolitical, philosophical and pedagogical foundations in cross-cultural curriculum theory and development is the focus of this course. Students will broaden awareness, curriculum and implementation skills during this course.

### **CCS 6320 Cross-Cultural Instructional Technology Applications** (3 units)

This course is an introduction to the merging of cross-cultural and instructional technology education. PowerPoint, interactive journaling, internet assignments, cross-cultural software critiques, and homepage/website development are some of the computer-mediated communications scheduled for class exploration.

### **CCS 6501 Advanced Special Topics Seminar** (1-3 units)

Using cross-cultural perspectives students will examine the theoretical, pedagogical, philosophical, sociological, psychological and historical foundations of school culture for the 21st century. Teaching strategies for graduate level preparation include: Review of the literature, graduate level writing and literature critiques, educational inquiry methods, reflection journal, think-pair-share and experiential classroom activities.

### **CCS 6502 Advance Special Topics/Seminar: Online International Focus** (1-2 units)

Graduate student research/project presentations, faculty and guest speakers and book article discussions by faculty and student panels.

### **CCS 6550 Introduction to Cross-Cultural Qualitative and Quantitative Research Methods** (3 units: Part II)

Seeks to heighten understanding on the importance of qualitative and quantitative methods in educational research and the legal and ethical need to base practice on sound scientific findings. The ease of performing statistical analyses using PC, examples of cross-cultural educational research and understanding the results of factor analytic research and applied research will be explored.

### **CCS 6820 Educational Psychology: Cross-Cultural Identity Development** (3 units)

An introduction to cross-cultural educational psychology with a focus on cross-cultural identity development exploration, in order to elucidate the basic causes and complex dynamics of cultural identity and other forms of intra and intergroup conflict.

### **CCS 6890 Introduction to Educational Research Design** (3 units: Part I)

Is structured to provide an introductory knowledge of research terminology, qualitative and quantitative methodology, data collection techniques and research resources to more closely link research and practice as holistic education. Students will conduct a literature search and field base research in order to synthesize coursework, field experiences, and related research.

### **CCS 8210 Foundations in Multicultural and Global Education** (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.

### **CCS 8820 Educational Psychology: Cross-Cultural Identity Explorations** (3 units)

An introduction to cross-cultural educational psychology with a focus on cross-cultural identity development exploration, in order to elucidate the basic causes and complex dynamics of cultural identity and other forms of intra and inter-group conflict.

### **CCS 8300 Cross-Cultural Curriculum Theory and Development** (3 units)

Examining the historical, sociopolitical, philosophical and pedagogical foundations in cross-cultural curriculum theory and development is the focus of this course. Students will broaden awareness, curriculum and implementation skills during this course.

### **CCS 8550 Introduction to Cross-Cultural Applied Research Methods** (3 units)

This course is structured to provide a cross-cultural introductory knowledge base of qualitative research methods and terminologies. Specifically, it will focus on action and applied research. Data collection, organization, analyzing, and learning outcomes assessment techniques will be introduced. Students will participate in structuring and implementing focus group and one on one research interviews, annotated bibliographical literature reviews, and observation and reflective journal keeping. Students will conduct literature searches and field base research in order to synthesize coursework, field (professional and/or practicum) experiences and other related research.

### **CCS 8999 Special Topics in Cross-Cultural Studies** (6 units)

The Special Topics component allows students to participate in additional cross-cultural studies course electives, internship projects, conference presentations, writing for publication, cross-cultural symposia series, and other special interest assignments. This component is intended to hone students' specific interests within the field of cross-cultural studies and is guided by the student's academic cross-cultural studies advisor.

### **CCS 8500 Cross-Cultural Competency Assessment Exit Exam and Position Paper** (3 units)

The Cross-Cultural Competency Assessment component is the final course within the emphasis program. It serves as an indicator for what the student has learned throughout the emphasis area program. Students take a 60-item written exam that includes narrative, true/false, and multiple choice sections. In addition, students are required to write a culminating cross-cultural studies position paper (15-20 pages in length) and give an oral presentation of their written work.

## Community Service

### **CMS 3700 Community Service** (1 unit)

The community service learning requirement may be met either on or off campus. Requires a minimum of 60 hours of service and may be taken twice. Students must be actively involved in doing community service during the semester they are enrolled. Students who have not found a placement by the end of the third week of the term will be dropped from the course. (Grading is credit/no credit.)

*Prerequisite: Students may be sophomores.*

## Communication

### COM 1500 Intercultural Communication (3 units)

Study of cultural issues in their relation to communication, language, society, family, work, education, problem solving, religion, and world views.

### COM 1999 Public Speaking (2 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.

### COM 3000 Principles of Strategic Communication in Organizations (3 units)

Introduction to strategic communication used in organizing and in organizations and therefore provides the foundation for conceptualizing and developing MPR programs/campaigns. Its three modules will ensure that students gain an awareness of the key dynamics and principles of strategic communication in organizations, gain the communication skills to strategically organize and manage situations within the organization, and develop a comprehensive understanding of key organizing issues facing the MPR field today.

### COM 3001 Integrated Communications: A Public Relations Perspective (3 units)

Introduction to the role public relations plays in the field of integrated marketing communication. The first module engages students in a comprehensive survey of the evolution of IMC to give them insights into the combined art and science of marketing, public relations and communication. Modules two and three introduce the specific functions of *Integrated Marketing Public Relations* allowing students to sharpen their understanding of the strategic uses of public relations in marketing consumer products.

### COM 3010 The Power of Group Dynamics (3 units)

Theoretical processes of group communication. Emphasizes concepts of group formation, communication channels, team- building, and group decision-making.

*Prerequisites: COM 2000 and COM 3000 or permission of instructor*

### COM 3015 Cultural Systems in Organizational Communication (3 units)

Exploration of organizational communication dynamics from a systems perspective. It is anchored in the premise that the organization is a culture and will expect students to become knowledgeable about the general systems perspective, specifically as it relates to organizational communication dynamics; understand the organization as a cultural system; and develop expertise about the relationship between the organization's culture and the varied levels of communication that occurs within it.

*Prerequisite: COM 2000*

### COM 3050 Publishing: Managing the Unmanageable (3 Units)

Introduction to print, electronic, and web publishing. Examines campaigns, press releases, brochures (business-to-business and business-to-consumer), pitch and newsletters, news and public service announcements, in-house media, bias-free writing, advertorial, environmental, and crisis communications.

### COM 3150 Publishing: Billion Dollar Literary Vagabonds (3 Units)

Looks at all the fragments and specialized facets of the magazine publishing genre. Examines mass, specialized, hospitality, trade, and in-house magazine publishing in both print and web formats (including extended digital). Class will create and maintain for outside clients two fields of magazines: Hospitality magazine(s) and Trade and In-house magazine(s). Class will market, create, design, publish, and place client-driven magazines; create and maintain a magazine-publishing company; manage legacy magazines year-to-year.

### COM 3100 Leadership and Group Dynamics (3 units)

Development of the skills to lead/guide any MPR program/campaign to a successful completion. Taken in conjunction with SEN 4910, this course gives students the opportunity to examine the relationship between group dynamics and successful leadership, engages them in the exploration of salient characteristics of productive leadership, and helps them develop critical skills in productive leadership.

*Prerequisite: COM 3000*

### COM 3103 Culture, Communication and Human Behavior (3 units)

Exploration of worldview and the interconnectedness between culture, communication and human behavior. Its three modules are designed to move students through the process of becoming aware of the pervasiveness of culture and its impact on human existence and behavior, to ensure that they gain the necessary skills to develop culturally-sensitive MPR campaigns/programs, and to ultimately facilitate their becoming culturally-sensitive individuals.

### COM 4000 Marketing Public Relations Communications (MPRC): Cases and Campaigns (3 units)

Exploration and analysis of cases and campaigns that use public relations to support marketing. Using teamwork and classroom discussions, students will study how public relations employ strategic communication to manage product information that is used to encourage purchase and consumer loyalty.

*Prerequisites: COM 3000 and COM 3001*

### COM 4001 Public Relations: Strategies and Tactics (3 units)

Study of strategies and tactics used in all public relations applications and engagement in conceptualizing and designing public relations campaigns and programs. Through classroom discussions, teamwork, and other experiential activities, students will gain the skills necessary for developing and implementing creative and productive strategies and tactics for public relations programs and campaigns.

*Prerequisites: COM 3000 and COM 3001*

### COM 4005 Nonverbal Communication (3 units)

Examination of the characteristics, functions, and importance of nonverbal communication across cultures and in different organizational settings. Includes investigation of body movement, physical appearance and clothing, physical touch, space, paralanguage, and time.

### COM 4010 Language, Culture, and Society (3 units)

Examination of the relationship between linguistic, social and cultural factors in human communication. Focuses on dialects, regional and social variation, language change, speech communities, gender, and language conflict.

## Course Descriptions

### **COM 4011 Research Methods in MPR (3 units)**

Exploration of the range of qualitative and quantitative research methods used in this field of study. More specifically, the course provides an understanding of what MPR research is, what kind of information it can provide and how it is used by MPR practitioners. Students will be required to conduct the appropriate research for their capstone experience.

*Prerequisites:* COM 3000 and COM 3001

### **COM 4015 Workplace Communication:**

#### **A Multicultural Perspective (3 units)**

Advanced, problem-based course in which students apply their organizational communication background to explore the impact of diverse communication styles on the multicultural workplace environment. The course will focus on the complex communication dynamics across ethnicity, race, gender, and other groups in organizations in order to develop strategies for success in both written and spoken communication in diverse organizational settings. Students will work in teams to address the problems and issues presented in case studies, in-class simulations, and out-of-class fieldwork.

*Prerequisites:* COM 2000, COM 3000, and COM 3015

### **COM 4050 Publishing: Inquiring Minds / Enlightened Management (3 units)**

A course in newspaper, book, and journal publishing. Class will manage, market, and publish print and digital versions of Alliant International University's system-wide student newspaper (Envoy Division); establish and administer Journals Division for publishing in-house journals for the university and under contract for other entities; and delve into the diverse areas of book publishing.

### **COM 4150 Publishing: Red Ink Stains (3 Units)**

Examines publishing from the economic perspective. Includes concept and design macros (for both print and web), identity, economics and law, national and international publishing, damage control / crisis management, demographics, ethics, profit and non-profit, public service / pro bono, and parent company controlled. Explores income arenas including pyramid digital, print insert, cooperative risk/cooperative income, and e-option-extra.

### **COM 4200 Communication and Leadership (3 units)**

The study of the changing concepts of leadership, types and functions of leadership, and the leader as a person with special talents of communication. Investigates leadership in communication contexts at local, national and, international levels. Explores various contexts for leadership, including among women and across cultures. Uses case studies of selected leaders.

### **COM 4201 CAPSTONE Part I: MPR Strategies and Tactics (2 units)**

First part of the capstone experience, a three-part process in which students conceptualize and design an MPR campaign/program proposal for a client in the community. This course allows students to survey the types of strategies and tactics employed in MPR campaigns and programs. They will consequently gain hands-on knowledge of how to develop productive strategies and tactics for their client's MPR campaign/program proposal.

*Prerequisites:* COM 3000, COM 3001, COM 4000, and COM 4001

### **COM 4202 CAPSTONE Part II: Creative Planning and Organizational Consulting for MPR (2 units)**

Second part of the capstone experience. This course introduces students to the consultation process and to the different types of consultation strategies, emphasizing the interconnectedness between the planning and consultation processes. Students are required to initiate the conceptualization of an MPR campaign/program in consultation with their selected client from the community.

*Prerequisites:* COM 3000, COM 3001, COM 4000, COM 4001, and COM 4201

### **COM 4203 CAPSTONE Part III: Strategic Research and Development of MPR Program/Campaign (2 units)**

Final course in the capstone experience. This course engages students in the process of developing an MPR proposal for their client. In consultation with their client, students conduct appropriate research for an agreed-upon organizational problem/situation and conceptualize and design a campaign or program proposal to address it.

*Prerequisites:* COM 3000, COM 3001, COM 4000, COM 4001, and COM 4202

### **COM 4230 International Imperatives in Communication (3 units)**

Explores both verbal and nonverbal communication across cultures. Students investigate the power of communication in the international arena, considering the consequences of both successful international communication and communication breakdown in international settings.

### **COM 4910 MPR Residency (3 units)**

Implementation of approved proposal from capstone sequence. Students complete a residency in the organization for which the capstone proposal was conceptualized and designed. Students also have the option of completing the SEN 4910 Senior Experience Internship. (Grading is credit/no credit)

*Prerequisite:* Students must be seniors

## Economics

### **ECO 1010 Principles of Microeconomics (3 units)**

Introduction of economic theory and the principles of supply and demand, with a focus on the economic decision making of firms and individuals in markets.

### **ECO 1020 Principles of Macroeconomics (3 units)**

Introduction to the basic principles of income, employment, prices and international trade.

### **ECO 3000 Principles of Economics**

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.

### **ECO 6010 Managerial Economics (3 units)**

A study of the role of economics and the application of economic analysis in managerial decision making; includes study of economic forecasting, game theory, production theory and environmental and social economics.

*Prerequisite:* BUS 5050

## Educational Psychology: School Psychology Emphasis

### **EDP 8001/8002 Interventions with Children and Adolescents: (1) (2, 2 units)**

This two-course sequence will focus on the psychotherapeutic interventions from multi-theoretical perspectives that are used in working with children, adolescents, and their families.

### **EDP 8010 Organizational Psychology and Management in Systems: Consultation (2 units)**

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.

**EDP 8016 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, consultation and general professional private practice.

**EDP 8018 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.

**EDP 8023 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.

**EDP 8025 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.

**EDP 8027 Developmental Psychopathology: Etiology, Phenomenological and Perspectives** (2 units)

The objective of this course is to provide the student with an advance understanding of DSM-IV-TR: Diagnosis in the schools grounded within a developmental psychopathology framework.

**EDP 8028 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 minority children. Course work 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. Private practice professional roles will be emphasized.

**EDP 8030 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 multicultural children, adolescents, and their families and the implications of these data on the provision of a culturally-informed psycho-educational practice.

**EDP 8050 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 as well as the design and execution of the PsyD doctoral project.

**EDP 8051 Special Focus Area 1, Family: Multicultural Counseling** (3 units)

An advanced course on working with various types of families in private practice as related to educational psychological services.

**EDP 8052 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 adolescent stress, coping styles and resources, social support and resilience from a developmental psychopathology perspective.

**EDP 8053 Special Focus Area 3, Pediatrics Psychology** (3 units)

This course is an advanced course providing students with the opportunity to work with hospital staff, medical teams, social workers and all those involved in the treatment and education of children with severe medical illnesses.

**EDP 8054 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 context of family and social settings. Students will be trained in the observational methods used to develop more comprehensive assessments and to determine the level of intervention and type of intervention needed by the child and his/her family. Students will also be exposed to DC:0-3, a diagnostic system relevant to very young children.

**EDP 8055 Special Focus Area 5, Child Neuropsychology** (3 units)

The focus of this course is designed to provide an understanding of development and functional neuro-anatomy and the major neuro-psychological syndromes which impact children. Knowledge of neuro-psychology 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.

**EDP 8056 Special Focus Area 6, Provision of Services for Children and Adolescents in Alternative Placement** (3 units)

The objective of this course is to raise the awareness of the student with an overview of the issues associated with the provision of alternative services for children, adolescents and their families. Particular attention will be paid to the role(s) of the psychologist in the provision of integrated services for children, adolescents, and their families.

**EDP 9001 Internship—Doctoral Level** (2.5 units)**EDP 9002 Internship—Doctoral Level** (2.5 units)**EDP 9003 Internship—Doctoral Level** (2.5 units)**EDP 9004 Internship—Doctoral Level** (2.5 units)**EDP 9901 PsyD Project: Beginning Development** (2 units)**EDP 9902 PsyD Project: Intermediate Level** (2 units)**EDP 9903 PsyD Project: Final Phase** (2 units)**EDP 9931/9932 Professional Roles** (2, 2 units)

This course will orient the student and build upon the professional roles explored during the first trimester of professional roles of doctoral-level school psychologists. The second semester of this class focuses on issues related to professional psychology writing endeavors, teaching and instruction and issues related to laws and ethics in school child psychology.

## Course Descriptions

### Education

#### **EDU 1001 Introduction to Elementary Education** (1 unit)

The nature of the elementary classroom; minorities in the classroom; cultural diversity in the classroom; students with special needs including disabled and gifted students; structure of elementary school systems.

*(Alliant Mexico only)*

#### **EDU 2201 Early Field Experience** (1 unit)

Early field experiences in the lower and upper elementary grades as well as selected public services agencies focusing on building candidates' background in the nature of elementary classroom environment, especially as it concerns instruction in social sciences and the arts; these field experiences related to candidates' understanding of content areas to build curriculum knowledge.

*(Alliant Mexico only)*

#### **EDU 3003 Introduction to Teaching in the Applied Liberal Arts** (3 units)

For students considering teaching as a profession. Includes career opportunities, current issues in education, educational standards and ethics, effective learning environments. Includes field observation study and service learning projects.

#### **EDU 4100 Child Development** (3 units)

Provides an overview of basic processes in human development, with particular emphasis on the development of children from conception to adolescence. Topics include socialization and personality development, perception, cognition and information processing, intelligence and learning. The course covers contemporary theories on child development with a direct application to the learning environment and the teaching profession.

*(Alliant Mexico only)*

### Education: Teacher Credential Program

#### **EDU 6000 Educational Foundations** (1 unit)

Introduction to the basic principles of classroom teaching and learning. This course focuses on instructional planning and delivery and an introduction to classroom management to effectively address student needs, interests and abilities. Presents an historical overview and perspective of United States public education development including key issues in public school law.

#### **EDU 6001 Psycho-educational Development of Diverse Learner and Classroom Application** (2 units)

Course focuses on application of neuroscience cognition to learning and classroom management for instructional planning. Addresses needs, interests and abilities of diverse students. Explores the educational practices which work effectively with special populations and the influence of state regulations upon the classroom in order to meet the needs of diverse students.

#### **EDU 6003 Intern Teaching Pre-Service**

*(8 semester units or 12 CEUs)*

The California Commission on Teacher Credentialing requires evidence of 120 hours approved pre-service prior to recommendation for the CA Intern credential. EDU 6003 fulfills this requisite obligation. This pre-service program is designed as an interactive approach to relevant, real-life experiences in the California K-12 classroom, balancing face-to-face interactions, field experiences, and on-line learning. The program promotes strong classroom leaders who have depth of knowledge, experience with learning, and tools to enhance the process of learning. Topics include planning for instruction, management of classroom systems, assessment techniques data requirements for instruction, identification of special needs, working with English language learners, working with special needs populations, reading instruction strategies, and state standards for teaching and curriculum development. This class is intended as a foundation for the development of strong classroom leaders who can and will establish a high standard based environment supporting the learning of all students. (offered summer and winter intersession)

#### **EDU 6012 Applied Linguistics Seminar: Teaching Literacy** (3 units)

Research-based methodology for teaching reading and language arts in culturally and linguistically diverse classrooms. Instructional strategies to ensure that all students have equal access to the core curriculum. The course covers listening, speaking, reading, spelling, phonics, assessment of literacy and oral language proficiency, evaluation, writing process and other relevant reading and language arts skills based on California state-mandated curriculum frameworks.

#### **EDU 6022 Curriculum and Instruction in Diverse Classrooms: Language Arts** (1 unit)

Provides an intensive study of methods, skills, strategies and materials for teaching language arts. Addresses the needs and strengths of a diverse population and the design of an integrated and comprehensive language arts program.

#### **EDU 6032 Curriculum and Instruction in Diverse Classrooms: Mathematics** (1 unit)

This course focuses on the development of lessons and instructional strategies for the content area of math to meet the needs of diverse learners in the classroom.

#### **EDU 6042 Curriculum and Instruction in Diverse Classrooms: Science** (1 unit)

This course focuses on the development of lessons and instructional strategies for the content area of science to meet the needs of diverse learners in the classroom.

#### **EDU 6052 Curriculum and Instruction in Diverse Classrooms: Social Studies** (1 unit)

Basic approaches to curriculum development and principles of teaching with emphasis on practical application in the social sciences. Focuses on lesson planning, teaching higher level thinking skills and evaluation.

#### **EDU 6062 Principles, Practices, and Sociocultural Issues of Teaching English Language Learners** (2 units)

This course examines all aspects of teaching English learners in k-12 schools. It studies school-based programs designed to meet the needs of English Language Learners including programs for English language development (ELD). These programs are presented in the context of state and federal legislative mandates pertaining to the education of English learners. Candidates will learn and effectively use materials, methods and strategies for assessing a student's English proficiency level and providing instruction that leads to grade-level listening, speaking, reading and writing English skills. Special attention is given to SDAIE strategies and classroom management to make content area curricula accessible to English learners. Additionally, the course introduces first and second language acquisition, the connection between first language literacy and second language development and the psychological and socio-cultural factors that impact these processes.

#### **EDU 6072 Instructional Technology Applications** (2 units)

Course provides students knowledge and skills needed to utilize and integrate technology into classroom instruction to support the teaching and learning of diverse student populations. Focuses on appropriate use of software applications and media to access and evaluate information, analyze and solve problems, and communicate ideas.

#### **EDU 6080 School Site Practicum: Multiple Subject** (2 units)

This course provides candidates with multiple opportunities for observing, tutoring, guiding individual and small group work and carrying out instruction at diverse elementary school sites.

**EDU 6091 Student Teaching and Seminar: Multiple Subject** (12 units)

Opportunity for candidates to integrate, apply, and refine the many competencies acquired throughout the program. Candidates assume the responsibilities of classroom teacher and are under direct responsibility of experienced and effective master teachers and University supervisors. University supervisors provide continuing support through regular visitations and seminars. Each candidate completes assignments at two levels in culturally diverse school settings. The goal of student teaching is to prepare candidates for successful full-time teaching.

**EDU 6095, EDU 6096 Intern Teaching and Seminar: Multiple Subjects** (6, 6 units)

The primary object of this two-semester course is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine, and demonstrate the competencies and expectations necessary for effective instruction in the classroom. The aim of all field service in the Teacher Credentialing Program is to help Candidates become effective, reflective professionals by applying the theories and methods learned in university preparation course in real classroom settings. During two semesters, Candidates will be required to observe, teach, participate, and evaluate in a variety of situations in their Intern Teaching site school. Professional guidance and support in each Candidate's employment by a local district as an Intern Teacher will be provided during the two enrolled semesters by:

- A university field supervisor, and
- A university seminar instructor.

The Teacher Intern Candidate is, of course, the most important member of this support and advancement team. University supervisors provide continuing support through regular visitation and seminars. Each Candidate must complete two semesters (EDU 5095 and EDU 5096) at their school district employed placement in a collaborative supervisory program between the university and local school district. The goal is to advise, support and prepare Candidates for successful teaching throughout their career.

**EDU 6097 Intern Teaching and Seminar (Early Completion Option): Multiple Subjects** (6 units)

This clinical field course series is designed for the Intern Teacher who has been admitted to the Program's Early Completion Option. The primary objective of the two-semester course series is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine and demonstrate the capacities, competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical field service in the Teacher Credentialing Program is to help Candidates become reflective, effective professionals by applying theories and methods in real classroom settings. Professional mentorship, guidance and coaching will be provided to each Candidate by a university field supervisor. Candidate knowledge and capacity will be enriched by required seminars and colloquiums. The comprehensive goal is to advise, support and prepare Candidates for successful teaching throughout their career. *EDU 6097 is a prerequisite for EDU 6098.*

**EDU 6098 Intern Teaching and Seminar (Early Completion Option): Multiple Subjects** (6 units)

This clinical field course series is designed for the Intern Teacher who has been admitted to the Program's Early Completion Option. The primary objective of the two-semester course series is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine and demonstrate the capacities, competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical field service in the Teacher Credentialing Program is to help Candidates become reflective, effective professionals by applying theories and methods in real classroom settings. Professional mentorship, guidance and coaching will be provided to each Candidate by a university field supervisor. Candidate knowledge and capacity will be enriched by required seminars and colloquiums. The comprehensive goal is to advise, support and prepare Candidates for successful teaching throughout their career.

**EDU 6112 Applied Linguistics Seminar: Content Reading** (3 units)

Theoretical models of the reading process. Approaches to reading instruction in the secondary schools. Selecting strategies for instruction and instructional materials. Study of ELD and ELA standards specific to reading development and curricular components that facilitate student access to grade level content-area 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.

**EDU 6122 State Standards, Frameworks, and Planning for Diverse Classrooms: English** (1 unit)

This course examines the California English-Language Arts standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6123 State Standards, Frameworks, and Planning for Diverse Classrooms: Mathematics** (1 unit)

This course examines the California Mathematics standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6124 State Standards, Frameworks, and Planning for Diverse Classrooms: Science** (1 unit)

This course examines the California Science standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6125 State Standards, Frameworks, and Planning for Diverse Classrooms: Social Sciences** (1 unit)

This course examines the California Social Sciences standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6126 State Standards, Frameworks, and Planning for Diverse Classrooms: Foreign Languages** (1 unit)

This course examines the California Foreign Languages standards and framework as the basis for curriculum design and long-term instructional planning in diverse classrooms.

**EDU 6132 Lesson Development and Instructional Strategies: English** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the English-language arts classroom.

**EDU 6133 Lesson Development and Instructional Strategies: Mathematics** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the mathematics classroom.

**EDU 6134 Lesson Development and Instructional Strategies: Science** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the science classroom.



## Course Descriptions

### **EDU 6135 Lesson Development and Instructional Strategies: Social Sciences** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the social science classroom.

### **EDU 6136 Lesson Development and Instructional Strategies: Foreign Languages** (1 unit)

This course focuses on the selection, creation and delivery of classroom instruction that meet the needs of diverse learners in the foreign languages classroom.

### **EDU 6142 Resource and Technology Integration in the Diverse Secondary Classroom: English** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the English-language arts classroom.

### **EDU 6143 Resource and Technology Integration in the Diverse Secondary Classroom: Mathematics** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the mathematics classroom.

### **EDU 6144 Resource and Technology Integration in the Diverse Secondary Classroom: Science** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the science classroom.

### **EDU 6145 Resource and Technology Integration in the Diverse Secondary Classroom: Social Sciences** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the social sciences classroom.

### **EDU 6146 Resource and Technology Integration in the Diverse Secondary Classroom: Foreign Languages** (1 unit)

This course explores the role and uses of instructional resources and technology to meet the needs of diverse learners as applied in the foreign languages classroom.

### **EDU 6152 Assessment of Student Progress of Diverse Learners: English** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse English-language arts classrooms.

### **EDU 6153 Assessment of Student Progress of Diverse Learners: Mathematics** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse mathematics classrooms.

### **EDU 6154 Assessment of Student Progress of Diverse Learners: Science** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse science classrooms.

### **EDU 6155 Assessment of Student Progress of Diverse Learners: Social Sciences** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse social sciences classrooms.

### **EDU 6156 Assessment of Student Progress of Diverse Learners: Foreign Languages** (1 unit)

A study of ways to diagnose, monitor and evaluate performance and growth of students in linguistically and culturally diverse Foreign Languages classrooms.

### **EDU 6180 School Site Practicum: Secondary** (2 units)

This course provides candidates with multiple opportunities for observing, tutoring, guiding individual and small group work, and carrying out instruction at diverse secondary school sites. Plan for field experiences developed cooperatively with a school site administrator and faculty supervisor. Students required to develop a portfolio documenting the experiences.

### **EDU 6191 Student Teaching and Seminar Single Subjects** (12 units)

Opportunity for candidates to integrate, apply and refine the many competencies acquired throughout the program. Candidates assume the responsibilities of classroom teacher and are under direct responsibility of experienced and effective Master Teachers and University supervisors. University supervisors provide continuing support through regular visitations and seminars. Each candidate completes assignments at two levels in culturally diverse school settings. The goal of student teaching is to prepare candidates for successful full-time teaching.

### **EDU 6195, EDU 6196 Intern Teaching and Seminar: Single Subject** (6, 6 units)

The primary object of this two-semester course is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine, and demonstrate the competencies and expectations necessary for effective instruction in the classroom. The aim of all field service in the Teacher Credentialing program is to help Candidates become effective, reflective professionals by applying the theories and methods learned in university preparation courses in real classroom settings. During two semesters, Candidates will be required to observe, teach, participate, and evaluate in a variety of situations in their Intern Teaching site school. Professional guidance and support in each Candidate's employment by a local district as an Intern Teacher will be provided during the two enrolled semesters by:

- A university field supervisor, and
- A university seminar instructor.

The Teacher Intern Candidate is, of course, the most important member of this support and advancement Team. University supervisors provide continuing support through regular visitation and seminars. Each candidate must complete two semesters (EDU 6195 and EDU 6196) at their school district employed placement in a collaborative supervisory program between the university and local school district. The goal is to advise, support, and prepare Candidates for successful teaching throughout their career..

### **EDU 6197 Intern Teaching and Seminar (Early Completion Option): Single Subject** (6 units)

This clinical field course series is designed for the Intern Teacher who has been admitted to the Program's Early Completion Option. The primary objective of the two-semester course series is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine and demonstrate the capacities, competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical field service in the Teacher Credentialing Program is to help Candidates become reflective, effective professionals by applying theories and methods in real classroom settings. Professional mentorship, guidance and coaching will be provided to each Candidate by a university field supervisor. Candidate knowledge and capacity will be enriched by required seminars and colloquiums. The comprehensive goal is to advise, support and prepare Candidates for successful teaching throughout their career. *EDU 6197 is a prerequisite for EDU 6198.*

**EDU 6198 Intern Teaching and Seminar (Early Completion Option): Single Subject**  
(6 units)

This clinical field course series is designed for the Intern Teacher who has been admitted to the Program's Early Completion Option. The primary objective of the two-semester course series is to provide Teacher Intern Candidates with an enriched and comprehensive opportunity to observe, develop, refine and demonstrate the capacities, competencies and expectations necessary for effective instruction in the classroom. The aim of all clinical field service in the Teacher Credentialing Program is to help Candidates become reflective, effective professionals by applying theories and methods in real classroom settings. Professional mentorship, guidance and coaching will be provided to each Candidate by a university field supervisor. Candidate knowledge and capacity will be enriched by required seminars and colloquiums. The comprehensive goal is to advise, support and prepare Candidates for successful teaching throughout their career.

**EDU 6800 Orientation to Special Education: Mild to Moderate Disabilities** (1 unit)

This course allows insights to the world of Special Education by understanding the expectations of course requirements, and the professional duties at the school site. The goal is to prepare Special Education Interns with practical and research based teaching strategies to survive the first four weeks of school. The course is a general introduction to the role of the educational specialist and assures directed and crucial support as the Intern begins work with special needs students during the first month of school. (offered fall only / required for Level I credential)

**EDU 6801 Educating the Mild to Moderately Disabled Student** (2 units)

The purpose of this course is to examine the individual characteristics and educational adaptations for students with mild to moderate disabilities. This examination is rooted in a clear understanding of and participation in the IEP process, assuring differentiation in classroom practice: the class environment, assessment, planning and delivery of the curriculum grounded in the state content standards. The educational specialist assures significant growth (at least 1.5 years advancement) for each student. This class will also examine the culture, language, race, and socioeconomic status as they impact student achievement. (offered spring only / required for Level I credential)

**EDU 6802: Academic Interventions: Assessment, Accommodations, and Modifications** (2 units)

This course provides an introduction to the basic methods of individual assessment of children in educational settings. The course will focus on achievement and aptitude assessment tools, as well as informant measures, self-report and behavior observation. The course will also address formative, summative, authentic, diagnostic, and ongoing qualitative assessments used by the educational specialists both in the classroom and as a consultant / collaborator with the regular education teacher. (offered fall only / required for Level I credential)

**EDU 6803: Collaborative Consultation in Diverse Settings** (2 units)

Teachers, families, and staff often look to the educational specialist for suggestions and guidance on a variety of issues pertaining to the behavior of their children/students. This course is designed to explore possible responses/interventions to such questions, advancing the educational specialist as a bold teacher leader who assures appropriate and effective differentiated assessment and planning for students with special needs as well as all children in the K-12 academic setting. (offered fall only / required for Level I credential)

**EDU 6804 Advanced Collaborative Consultation, Assessment, and Modification** (3 units)

This 3-unit 8-week course is the first course in a four-course series. The course addresses assessment-based planning of curriculum, focusing on special education teacher formative and summative assessment, collaborative assessment strategies with the regular education teacher partners, and IEP-driven assessments for identification and assessment of progress. The course assures planning, modifications, delivery, student work and plans, and collaborative efforts incorporate the information and guidance of assessments at these various levels and from various sources. Assures and accounts for data-based decision making and planning. Requires Level II Candidates to build and work from a district-approved Induction Plan identified as a personal Professional Development Plan. Candidate identifies and begins personal specific emphasis project to be incorporated in the Professional Portfolio.

**EDU 6805 Education, Mental Health, and Community Collaboration**  
(3 units)

This 3-unit course addresses the community and district resources for the special education student and family. Assures plans for student advancement incorporate district and community resources in a meaningful manner. Supports Candidate capacity to lead and coordinate various professional groupings in a collaborative manner which advances the special needs student and family. Assures Candidate's capacity as a school site resource for effective behavior management planning and response. *Offered fall only / required for Level II credential.*

**EDU 6806 Advanced Research, Theory, and Assessment Methods in Special Education**  
(3 units)

This 3-unit 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. *Offered spring only / required for Level II credential.*

## Course Descriptions

### **EDU 6807 Transition Planning Skills for the Special Educator** (3 units)

This 3-unit course addresses the skills needed by special educators to implement effective transition planning for school to adult life and between educational settings for the mild to moderately disabled student. Preparing students for successful transition begins in elementary grades through career preparation education and continues with increasing importance as graduation nears. The inclusion of families in this planning is addressed throughout the course considerations. Participants will explore a variety of tools, supports and classroom strategies for creating successful transitions. The course includes an intensive examination of programs and services (both in the school / district and the community settings) for independent living for the mild to moderately disabled young adult as well as a study of well researched strategies for teaching personal, social, employment, and transition skills for students into the workplace and independent living. The course provides an opportunity for experiences in applying career development strategies, job coaching, transition planning, and research related to employment, social and personal skill development of students with disabilities. *Offered spring only / required for Level II credential.*

### **EDU 6808: Educational Specialists – Mild / Moderate Disabilities: Intern Teaching and Seminar** (Semester 1, 4 units)

The primary objective of this seminar course, coupled with field supervisor coaching, is to provide Educational Specialist Intern Teachers with an informed, enriched, and comprehensive opportunity to observe, develop, refine, and demonstrate the competencies and expectations necessary for effective instruction in the classroom, assuring their students learn and advance at significant levels, supported by effective strategies and appropriately differentiated instruction. The aim of all field service in the Teacher Credentialing Program is to help candidates become effective, reflective professionals by effectively applying the theories and methods learned in university preparation courses in real classroom settings. During the Educational Specialist Program, Intern Candidates are required to observe, teach, participate, and evaluate in a variety of situations in their Intern Teaching site school. Professional guidance and support in each candidate's employment as an Intern Teachers will be provided by, a university field supervisor, university seminar instructor, course professors, and Educational Specialist Program Coordinator.

*The Teacher Candidate is, of course, the most important member of this support and advancement Team. (offered fall and spring / required first semester in Intern program)*

### **EDU 6809: Educational Specialists – Mild / Moderate Disabilities: Intern Teaching and Seminar** (Semester 2, 4 units)

The seminar course is the second in a three-part seminar series. The primary objective of this seminar course coupled with field supervisor coaching is to provide Educational Specialist Intern Teachers with an informed, enriched and comprehensive opportunity to observe, develop, refine, and demonstrate the competencies and expectations necessary for effective instruction in the classroom, assuring their students learn and advance at significant levels, supported by effective strategies and appropriately differentiated instruction. Each intern is required to bridge special education theories to actual practice in the classrooms to better serve students with mild to moderate disabilities by becoming effective and reflective practitioners. The interns will have the opportunity to teach in their classroom, attend school meetings, facilitate parent teacher conferences, lead IEP meetings, consult with general educators, and attend district wide in-service to fulfill their professional duty. The aim of all field service in the Teacher Credentialing Program is to help Candidates become effective, reflective professionals by effectively applying the theories and methods learned in university preparation courses in real classroom settings. During the Educational Specialist Program, Intern Candidates will be required to observe, teach, participate, and evaluate in a variety of situations in their Intern Teaching site school. Professional guidance and support in each Candidate's employment as an Intern Teacher will be provided by a university field supervisor, university seminar instructor, course professors, and an Educational Specialist Program Coordinator.

*The Teacher Candidate is, of course, the most important member of this support and advancement Team. (offered fall and spring – required second semester of Intern program)*

### **EDU 6810: Educational Specialists – Mild / Moderate Disabilities: Intern Teaching and Seminar** (Semester 3, 4 units)

The primary objective of this seminar course, the third in a three-course series, coupled with field supervisor coaching is to provide Educational Specialist Intern Teachers with an informed, enriched and comprehensive opportunity to observe, develop, refine, and demonstrate the competencies and expectations necessary for effective instruction in the classroom, assuring their students learn and advance at significant levels, supported by effective strategies and appropriately differentiated instruction. Each intern is required to bridge special education theories to actual practice in the classrooms to better serve students with mild to moderate disabilities by becoming effective and reflective practitioners. The interns will have the opportunity to teach in their classroom, attend school meetings, facilitate parent teacher conferences, lead IEP meetings, consult with general educators, and attend district wide in-service to fulfill their professional duty. The aim of all field service in the Teacher Credentialing Program is to help Candidates become effective, reflective professionals by effectively applying the theories and methods learned in university preparation courses in real classroom settings. During the Educational Specialist Program, Intern Candidates will be required to observe, teach, participate, and evaluate in a variety of situations in their Intern Teaching site school. Professional guidance and support in each Candidate's employment as an Intern Teacher will be provided by a university field supervisor, university seminar instructor, course professors, and an Educational Specialist Program Coordinator.

The Teacher Candidate is, of course, the most important member of this support and advancement Team. Additionally, this seminar course begins to transition the educational specialists toward Level II expectations and performance. It is the third semester of one's Internship as an Educational Specialist. One major purpose of this specific seminar course is to provide interns insights in special education, addressing where they would like to develop more as practitioners and scholars. By successfully completing a culminating project for this course and other program requirements, which will advance their research capacity as well as required Level I credentialing coursework and field service as an Intern, Interns will be awarded the Master of Arts in Education. *(offered fall only / 16 weeks / required for Level I credential)*

**EDU 6811/A&B Collaborative Field Mentoring and Seminar (4 units)**

This 4 unit, two-semester course (2 units Semester I; 2 units Semester II) addresses the Level II Candidate's needs to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and with rigor and accountability, assess their practice in the achievement and advancement of their mild to moderately disabled students. This collaborative course brings together the Level II Candidate, his/her university and district collaboratively-assigned mentor, university resources, and resources of the partnering local district's Office of Special Education in a monthly seminar format coupled with a mentor-Candidate relationship directed to review and implement seminar topics and considerations of the Candidate's Professional Development Plan. The Candidate is continuously prompted by the mentor, the district, and the university to reflect on, analyze, and develop their own informed and assessed "best practice" reflected in their summative Professional Portfolio which includes their Action Research Project addressing the Candidate's specific area of interest. *(offered fall and spring / continuous enrollment / required for Level II credential)*

**English as an International Language****EIL 1000 Grammar and Writing (3 units)**

Advanced communicative approach to the study of the English grammar system. Addresses issues of English syntax, verb aspect and discourse analysis. Provides opportunities for students to apply their knowledge of the English grammar system through authentic language use. Satisfies foreign language requirement for non-native English speakers only. (Undergraduate only)

**EIL 1001 Advanced Written English (3 units)**

Introduction to literature and expository writing. Approaches writing through the reading of multicultural literary works written in English. Focuses on critical and analytical reading of literature and the principles of effective composition with emphasis on rhetorical patterns and the writing process. Satisfies foreign language requirement for non-native speakers of English only. (Undergraduate only)

**EIL 1002 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)

**Educational Leadership and Management****ELM 7810 Administrative Leadership (3 units)**

Theoretical paradigms and pragmatic approaches to the leadership of educational systems. Focus on leadership of the individual school. Students challenged to examine themselves as leaders as well as the environmental context for effective school leadership.

**ELM 7820 School Law and Finance (3 units)**

Introductory study to statutory law and court decisions affecting school management. Overview of school finance issues with emphasis on fiscal accountability and school site budgeting.

**ELM 7830 Personnel Administration (3 units)**

Understanding the total personnel function from recruitment and selection to retirement. Emphasis on collective bargaining, its history and emerging trends. Evaluation of specific personnel practices and development of improvement strategies.

**ELM 7850 School, Family, and Community Relations (3 units)**

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 home-school partnerships and other models for linking homes, schools and communities.

**ELM 7885 Research Seminar (3 units)**

A survey of research methodology applicable to schools in data-driven environments. Technological applications in research. Articulates guidelines for development of the project portfolio as the capstone for the MA in Educational Administration.

**ELM 7990 Field Experience (4 units)**

A guided field experience at two school sites and grade levels. Plan for field experiences developed cooperatively with a school site administrator and faculty supervisor. Candidates are required to develop a portfolio documenting the experiences.

**ELM 8810 Psychology of Schooling: the Adult Learner (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.

## Course Descriptions

### **ELM 8812 Educational Philosophy in a Global Society** (3 units)

Provides an emphasis on diverse cultures, peoples, educational systems and global interdependence. Philosophical and sociological underpinnings of world educational systems, multiculturalism, futuristic educational trends and developments are included. The need for a global perspective in educational reform and strategies for preparing learners for the 21st century are discussed.

### **ELM 8832 Law, Ethics, and Equity in Higher Education** (3 units)

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 particular focus on change mechanisms and structures leading to educational equity at the higher education setting.

### **ELM 8834 Policy Making and Politics in Higher Education** (3 units)

Addresses higher educational policy development and analysis in various contexts, the politics of higher education, issues of governance at higher educational institutions, political strategies and community relations. There is a focus on 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.

### **ELM 8836 Complex Organizations in Higher Education** (3 units)

Focuses on designing, establishing and maintaining an effective higher education learning environment. An ecological and systems approach to program development is presented. This course may be offered collaboratively with Organization Theory in the AIU College of Organizational Studies that reviews classical and contemporary theories of organization and management, inter-organizational theory and environmental influences on organizations. This collaboration allows Candidates to review business and higher educational organizational structures and functions, organizational designs, technology, culture, organizational powder and politics and the environment-organization interface.

### **ELM 8838 Contemporary Issues and Trends in Higher Education** (3 units)

This course supports the Candidate's discovery, research, discussion, and theorizing what defines an "issue" or a "trend" in higher education. Candidates are expected to implement their prior knowledge with their new acquired intellect to propose, challenge, and defend their proposals. Candidates will come to understand how external and internal organizations, governments, administrations and individuals contribute to the genesis and perpetuation of contemporary issues and trends in colleges and universities and how they, as administrators, can impact contemporary issues and trends.

### **ELM 8852 Introduction to Higher Education** (3 units)

An overview of the various structures for institutions of higher education. Additionally, a systems approach is offered to understanding and defining the problems facing contemporary higher education administrators. Development of one's personal leadership profile and expertise in one or more specific leadership strategies is addressed and supported.

### **ELM 8854 Legal Issues in Higher Education** (3 units)

Assures Candidate knowledge of, ability to function within, and capacity to demonstrate leadership and affect progressive change in the arena of university law and legislation. Candidates review California, federal, and significant state law related to colleges as well as review relevant case and tort law, calling for their capacity to implement and assure compliance with significant, crucial legislation within their own college setting.

### **ELM 8870 Contemporary Issues in College Education** (3 units)

Provides an overview of the contemporary issues that impact the organization and governance of the college in the United States. Students should come to understand how issues such as technology, diversity, curricular development, faculty, homeland security and economic concerns impact governance and administration of colleges.

### **ELM 8872 Financial and Business Management of the College** (3 units)

This course provides a study of the critical trends and funding issues facing colleges in the United States. Students will come to understand how colleges choose to employ and allocate scarce resources through their management practices.

### **ELM 8874 Enrollment and Human Resources Management at the College** (3 units)

Reviews student enrollment strategies and research methodologies for enrollment growth and decline analysis and response. Marketing and recruitment trends and practices will be analyzed. Key principles and concepts for personnel selection and placement procedures and workforce planning strategies will be reviewed and applied to college settings in concert with employment regulations and the related legal system which provides a context within which any college must function. The presence of a union in a college setting and its role regarding systemwide organizational change and compliance are discussed.

### **ELM 8876 Program Assessment and Evaluation** (3 units)

This course considers the application of research procedures to assess the conceptualization, design, implementation and impact of programs, initiatives, departments, and curriculum. Assures a strong understanding of current program evaluation research, theories and approaches using program evaluation techniques.

### **ELM 8878 Student and Personnel Services in Higher Education** (4 units)

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.

## English

### ENG 0999 Basic Reading and Composition (3 units)

Basic expository essay writing skills, including “on-demand” timed writing in class; college entry-level analytical reading skills; credit/no credit (“C” level competency required); credit does not apply to any degree program.  
(Alliant Mexico only)

### ENG 1106 Composition I (3 units)

Principles of effective composition; emphasis on expository writing; analytical and critical reading of texts; competency required (grade of “C” or higher) to take ENG 2206.  
*Prerequisite: Passing ENG 0999 or passing the English Placement Test*

### ENG 2206 Composition II (3 units)

Principles of effective composition continued; emphasis on argumentative writing and critical reading and thinking; writing the research paper.  
*Prerequisite: Competency in ENG 1106 (grade of “C” or higher) or equivalent*

### ENG 3010 First and Second Language Acquisition (3 units)

Examination of the ways in which human beings acquire a first and second language and the conditions that support acquisition.

### ENG 3010 Second Language Assessment, Evaluation, and Placement (3 units)

Approaches to second language proficiency and achievement assessment; includes the classification of assessment instruments as well as the consideration of important affective factors in the evaluation process.  
(Alliant Mexico only)

### ENG 3011 First and Second Language Acquisition (3 units)

Examination of the ways in which human beings acquire a first and second language and the conditions that support acquisition.

### ENG 3302 Written Communication for Educators (3 units)

Principles of written communication for students planning teaching careers; emphasis on expository writing and research skills as well as strategies for interviewing, writing questionnaires, and doing direct observation.

### ENG 3303 Writing for the Professions (3 units)

Application of principles of effective composition, communication, and research in the applied social sciences; emphasis on professional practices in workplace written communication; study and application of APA documentation style.  
*Prerequisites: ENG 1106 and ENG 2206 or equivalents*

### ENG 3304 English Language History (3 units)

Development of the English language; Anglo-Saxon, Greek, and Latin roots; characteristics of Old, Middle, Modern, and contemporary English.

### ENG 3306 English Grammar with Applications (3 units)

Study of the rules of English grammar; examines parts of speech, sentence patterns, phrases structures, the verb tense/aspect system and sentence types, includes methods and strategies for teaching English to non-native speakers.

### ENG 3307 Linguistics and Linguistic Applications (3 units)

Study of the nature of language; examines phonetics, phonology, morphology, syntax, semantics and pragmatics. Includes practical classroom applications of linguistic concepts.

### ENG 3311 Creative Writing Workshop: Writing for the Media (3 units)

Writing for the print media, television, and radio. Internship option available. (This course is recommended for students who work on the campus newspaper.)  
*Prerequisites: ENG 1106 and 2206, or instructor's consent.*

### ENG 4000 Creative Writing Workshop: Poetry and Short Story (3 units)

Practical study and application of techniques and strategies for writing a variety of types of poems and short stories; use of class as a “writers’ community” to receive feedback and direction on written work.  
*Prerequisites: First-year composition courses, 1 and 2; at least one lower division literature course.*

### ENG 4020 English Language: Historical, Cultural, and Social Perspectives (3 units)

Study of the development of the English language with emphasis on the cultural and social influences affecting its growth and transformation; includes regional and social dialects, gender communication differences, language change, pidgins and creoles, and language planning.

### ENG 4025 English Education (3 units)

Study of the theories, methods, and materials relevant to the teaching and learning of English and English as a second language; includes current issues and research in language education, teaching and learning strategies, and the use of technology. Includes field observation study and service learning projects.

### ENG 4999 Special Topics: Teaching English to Spanish Speakers (3 units)

This class focuses on the specific challenges faced of teaching English to speakers of Spanish within the context of a Latin American school system setting. Specific skills, theories and curriculum development in relation to Spanish speaking students will be discussed and focused on.  
(Alliant Mexico only)

## Entrepreneurship

### ENT 4010 International Dimensions of Entrepreneurship (3 units)

This course will examine the growing number of entrepreneurial ventures that exist worldwide. Discussion will include various methods of managing entrepreneurial organizations in the domestic market with international marketing capabilities, managing a new and/or small venture in a non-domestic market and developing alliances transnationally to facilitate international growth of entrepreneurial organizations. Starting an entrepreneurial organization outside one’s home country and the possible methods of structuring these enterprises will be examined. Legal, political, economic and cultural issues will be addressed.  
*Prerequisite: MGT 3010*

### ENT 4020 Management of Entrepreneurial Ventures (3 units)

Provides a systematic approach for the entrepreneur to learn how to more effectively manage his/her organization. Introduces methods for measuring economic and performance factors on an on-going basis, examines management control systems for the entrepreneurial venture and financing options for an on-going operations and start-up ventures. Also discusses special needs of entrepreneurial organizations in the approach to marketing and operations of the company. International variants to management of these ventures will be integrated into discussions and course materials.  
*Prerequisite: MGT 3010*

## Course Descriptions

### **ENT 4030 Importing and Exporting: Regulations, Licensing, and Documentation** (3 units)

This course will look at laws and regulations restricting and encouraging flow of products into and out of domestic and international markets. Potential limitations placed upon exports/imports by transshipping countries and non-US countries of origin and destination will be examined. Also discussed will be banking and currency requirements of transfers of payments, including letters of credit, currency exchange and wire transfer. Risks of export/import activities will be discussed, including insurance, loss of goods, currency fluctuations. focusing on amelioration of the impact of potential problems.

*Prerequisite: Introduction to Business*

### **ENT 4040 On-line Entrepreneurship** (3 units)

No venture need appear small to the world on-line. This course will explore ways that entrepreneurial organizations can take advantage of the growing capabilities of the Internet, videoconferencing and e-business to increase the horizons for entrepreneurial ventures. Students will learn to develop an effective on-line presentation for ventures of differing types, including: non-profit, service oriented and sales oriented. International and domestic potential and existing legal and ethical issues will be discussed.

*Prerequisites: Introduction to Business, Introduction to Information Systems*

## Environmental Studies

### **ENV 2000 Introduction to Environmental Science** (3 units)

The Earth's physical resources (air, water, soil, and minerals) and human beings' impact upon them; pollution and depletion of resources; solid waste; methods of preventing, reducing, or eliminating problems.

### **ENV 2001 Sustainable Resource Management** (3 units)

The sustainable management of resources, agriculture, agroforestry, forestry, range, and fisheries. The economics and environmental goals of improved management. Making things work, restoring previous damage, and improving the land.

*Prerequisite: ENG 1106*

### **ENV 3100 Environmental Ethics in a Cross-Cultural Context** (3 units)

The ethical dimensions of environmental problems; cultural traditions and the expanding circle; inter-species justice, eco-feminism, theological, moral, and ethical aspects of endangered species.

*(Alliant Mexico only)*

### **ENV 3500 Regional Environment** (3 units)

Environmental setting, history of land use, and concepts and policy issues associated with renewable and non-renewable natural resource management, pollution, environmental protection, and regulation for each Alliant campus. Opportunities for field studies and projects are included.

### **ENV 3800 Environmental History** (3 units)

Explores the methodology and value of interpreting the history of landscapes and resources. Reviews the importance of environmental history and environmental management by indigenous people in understanding the environmental setting of today. Uses case studies, like California environmental history 1600-2000, and emphasizes finding solutions for the future by understanding the past.

*Prerequisite: ENG 1106*

## English for Speakers of Other Languages

### **ESL IP-ESL WG6 Introduction to American Language and Society**

The following courses allow the student to gain cultural understanding as well as general and academic language competence in preparation for entry into any degree program.

### **ESL IP Internship Preparation** (3 units)

### **ESL IS1 Integrated Skills 1** (3 units)

### **ESL IS2 Integrated Skills 2** (3 units)

### **ESL IS3 Integrated Skills 3** (3 units)

### **ESL IS4 Integrated Skills 4** (3 units)

### **ESL IS5 Integrated Skills 5** (3 units)

### **ESL LL Language Lab** (3 units)

### **ESL LS1 Listening & Speaking 1** (3 units)

### **ESL LS2 Listening & Speaking 2** (3 units)

### **ESL LS3 Listening & Speaking 3** (3 units)

### **ESL LS4 Listening & Speaking 4** (3 units)

### **ESL LS5 Listening & Speaking 5** (3 units)

### **ESL OL Open Lab** (3 units)

### **ESL RV1 Reading & Vocabulary 1** (3 units)

### **ESL RV2 Reading & Vocabulary 2** (3 units)

### **ESL RV3 Reading & Vocabulary 3** (3 units)

### **ESL RV4 Reading & Vocabulary 4** (3 units)

### **ESL RV5 Reading & Vocabulary 5** (3 units)

### **ESL SR6 Speaking & Reading** (3 units)

### **ESL SW Speaking Workout** (3 units)

### **ESL TL TOEFL Prep** (3 units)

### **ESL WG1 Writing & Grammar 1** (3 units)

### **ESL WG2 Writing & Grammar 2** (3 units)

### **ESL WG3 Writing & Grammar 3** (3 units)

### **ESL WG4 Writing & Grammar 4** (3 units)

### **ESL WG5 Writing & Grammar 5** (3 units)

### **ESL WG6 Writing & Grammar 6** (3 units)

### **ILE 5010 Graduate Academic Communication Skills** (3 units, non-degree)

Offered through the the Graduate School of Education and the International Language Education and Cultural Center. This class is designed for graduate international and domestic students who want to improve their academic writing and oral communication skills.

## Fine Arts

### **FAR 1000 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.

### **FAR 3000 Music of the World** (3 units)

Comparison of melodic, harmonic, and rhythmic theories of Eastern and Western cultures; historical and contemporary listening skills developed; compositional and improvisational practices experienced through individual creative projects and excursions.

### **FAR 3030 Art in Pre-Columbian and Colonial Latin America** (3 units)

This is the first of a two course sequence concentrating on the development of artistic representation in pre-Columbian and colonial Latin America. The art of Mesoamerica, as well as that of Central and South America, is studied. Emphasis is also placed upon the artistic production of Latin America in the post-conquest period. Architecture, music, the visual and performing arts are all analyzed.

*(Alliant Mexico only)*

**FAR 3031 Art in Latin America: From Independence to Modernity (3 units)**

This is the second of a two course sequence which traces the development of an original Latin American artistic expression from the late eighteenth to the late twentieth centuries. Special emphasis is placed upon the formation of national and regional identities as reflected by the artistic expressions of Latin America. Special consideration is given to art of the modern era, as well as contemporary artistic representation in all of Latin America as well as the Spanish-speaking U.S. (*Alliant Mexico only*)

**FAR 4005 Integrated Art, Literature, and Music (3 Units)**

Study of the relationship between multiple forms of creative activity; emphasis on analyzing, interpreting and interrelating important works of painting, sculpture, architecture, literature, drama, philosophy and music as viewed from historical and/or cultural perspectives.

**FAR 4010 Creative Drama (3 units)**

Study and exploration of process-oriented creative drama activities that can be use in enhance and vary instruction, includes theater games, group improvisation, storytelling and other related performance forms.

**Finance****FIN 3010 Principles of Finance (3 units)**

The application of financial principles to problems involving the acquisition and management of funds by private and public organizations.

*Prerequisites: Introduction to Business, Managerial Accounting*

**FIN 3020 Financial Information Systems (3 units)**

The course is designed to train students in performing financial tasks using information technology. The course covers computer applications in various corporate finance areas. It provides basic skills for developing corporate finance models such as financial planning, funds, forecasting and project evaluation using computer software.

*Prerequisites: FIN 3010, Introduction to Information Systems*

**FIN 4010 International Managerial Finance (3 units)**

The international financial environment, international capital and money markets and financial operations of the multinational enterprise.

*Prerequisite: FIN 3010*

**FIN 4020 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.

*Prerequisite: FIN 3010*

**FIN 4030 Investments (3 units)**

Study of stocks, bonds, mutual funds, treasury and other government bonds, gold and other commodities, real estate and collectibles.

*Prerequisite: FIN 3010*

**FIN 4040 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.

*Prerequisite: FIN 3010*

**FIN 6000 Managerial Finance (3 units)**

Focuses on the necessary skills to be an effective global corporate financial manager including analysis in cash flow, financial planning and forecasting and risk. Students will explore decisionmaking 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.

*Prerequisites: BUS 5010 and BUS 5020*

**FIN 6010 Investments (3 units)**

A study of various major financial instruments in the investment market including stocks, bonds, mutual funds, futures, treasury and other government bonds, gold and other commodities, real estate and collectibles.

*Prerequisite: BUS 5020*

**FIN 6020 International Managerial Finance (3 units)**

A study of finance and investment decision making in the international environment in relationship to exchange rates and risks; various currencies; various political, tax and legal restrictions; and the restrictions of cash flow between countries. The development of a capital budget for new investments or expansion of investments of existing foreign operations, borrowing in international markets, export-import financing and the control and organization of the finance function.

*Prerequisite: BUS 5020*

**FIN 6030 International Financial Markets (3 units)**

Examination of the implications of the globalization of financial markets, financial instruments in a global market, composition of world bond and equity markets, foreign exchange markets, interest rate and currency swaps, global interest rate links and cross-currency and cross-border arbitrages.

*Prerequisite: BUS 5020*

**FIN 6040 Information Systems Applications in Finance (3 units)**

The course trains students to manage computer technology used in corporate finance, investment and banking areas. Students will build a knowledge of the leading-edged applications of technology in financial service firms, such as electronic trading systems, ATMs and security valuation software packages.

*Prerequisite: BUS 5080*

**FIN 6710 Finance Internship (3 units)**

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of financial management.

**FIN 6800 Seminar in Finance (3 units)**

Seminar on special topics in finance.

**FIN 8810 and FIN 8820 Research in International Finance (3 units)**

Provides an opportunity to conduct in-depth research in specific areas of international finance. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the College. Students will work closely with a faculty advisor throughout the project.



## Course Descriptions

### **FIN 8830 Advanced Seminar in International Finance** (3 units)

Examination of theoretical and applied models for financial decision making. Topics may include mathematical programming approaches to international capital investment planning, modern portfolio theory applied to international real and financial assets, stochastic models for valuation of options and other contingent assets, heuristic decision making and the role of expert systems and other emerging computer technologies in investment management.

## Forensic Psychology

### **FOR 3100 Introduction to Forensic Psychology** (3 units)

This introductory course details the multiple topics that compose the field of forensic psychology, forensic psychiatry or criminal psychology. The course covers the following sub-areas within forensic psychology: the relationships among mental health, social science and law, police psychology, criminology, investigative psychology, crime psychology, theories of crime, lie detection, eyewitness errors, hypnosis, psychotherapy, false confession, psychopathy, antisocial personality disorder, expert testimony, Daubert, psychology of violence and hate, school and violence, sexual predation & pedophilia, custody, violence and abuse, repressed and recovered memories, assessment of competency and sanity, and correctional psychology.

### **FOR 3120 Basics in Law** (3 units)

This course surveys material in legal psychology, forensic psychology, and psychological jurisprudence while emphasizing mainstream psycho-legal empirical research. The course examines the legal system's basic assumptions and procedures in light of empirical social scientific evidence in order to reach understanding of how the system actually works—not just how the law assumes that it works. The greatly increased interaction between the fields of psychology and law, names legal psychology, forensic psychology, and psychological jurisprudence, will be explored.

### **FOR 3130 Forensic Social Psychology** (3 units)

This course will provide an introduction to and overview of the field of forensic social psychology. Students will be exposed to the significant theories and models in the major areas of forensic social psychology. The emphasis is placed on understanding the logic of these theories and models, and on developing an appreciation for their application to diverse situations. Demonstration of an understanding of these processes and how to apply these processes to new situations will be emphasized. In addition, the themes that are common to the theories and models will be highlighted to identify the consistent elements that form the foundation of forensic social psychological processes across many areas of application.

### **FOR 3140 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.

### **FOR 3150 Introduction to Victimology**

(3 units)

The purpose of this course is to examine the emerging field of victimology and to study victims of crimes and violence. Characteristics of victim/offender interactions also will be addressed. In addition, the effect of criminal acts upon victims, their families, and society's reaction to the plight of the victim will be discussed. Post-traumatic stress disorder and its implications for victims and the criminal justice system will be studied. Specific analyses of victims based on sex, race, socioeconomic level, age, and other factors will be made. Preventative measures and efforts to assist victims of crime will be presented. Victim assistance programs, including programs for rape victims, victim compensation programs, and victims' restitution will be discussed.

### **FOR 3160 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.

### **FOR 3170 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.

**FOR 3180 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?

**FOR 6200 Advanced Leadership in Law Enforcement (3 units)**

This course is meant to assist in the development of advanced leadership skills specifically as they relate to law enforcement personnel. Law Enforcement agencies are paramilitary organizations are unique in that they must address complex leadership issues that are in compliance with the obvious State and Federal Regulations as well as numerous other agencies. Information will be presented on mentoring, hiring practices, firing practices, establishment of new programs, and maintaining high morale, while working within POBOR rights and POST guidelines. This class will also focus on working within the department while maintaining good relationships with other agencies. The role of the media and establishing positive relationships with the community will also be discussed at length.

**FOR 6210 Future Trends and Practices in Law Enforcement (3 units)**

This course will focus on issues that law enforcement agencies will likely need to address in the future. Changes in populations, demographics, gang expansion, weaponry, drug sales and use, white collar crime, and identity theft are examples of areas of focus. Changes in how LE agencies conduct business, including use of force issues, community policing trends, changes in technology, and changes in legislation will all be addressed.

**FOR 6320 Treatment I: Introduction to Psychotherapy (3 units)**

Introduction 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. Emphasis on application of therapeutic approaches to various forensic clients.

**FOR 6425 Introduction to Forensic Psychology (3 units)**

This course introduces students to the fundamentals of forensic psychology understood as the study of psychology and law, criminal justice and mental health. Emphasis is given to a broad thematic coverage of relevant theory, policy, and practice.

**FOR 6430 Foundations in Research Methodology (3 units)**

This course provides an in-depth examination of research design, including naturalistic, case study, correlational and experimental methods. Introduction to sampling, data collection, validity, and reliability are included.

**FOR 6440 Theories of Crime and Justice (3 units)**

This course examines the development of criminological theory, including classical, neoclassical and positivist accounts. Biological, psychological, sociological and critical, etc., conceptions are examined.

**FOR 6452 Psychology, Public Policy, and Law (3 units)**

This course examines the intersection of psychology and law as defined through public and social policy and the impact such policy holds for society at large. The material for the course typically is topic oriented. Examples include defining mental illness, predictions of dangerousness, risk assessment and management, civil commitment and capital punishment.

**FOR 6460 Justice Administration and Management (3 units)**

Considers the specific operation of criminal justice agencies from a systems analysis framework and assesses the role that forensic psychologists play in responding to organizational issues confronting these agencies.

**FOR 6500 Ethical and Legal Issues in Professional Practice (3 units)**

This course introduces the graduate student of psychology to the foundations of our profession's ethics in accordance with the APA ethics code and the specialty guidelines governing the practice of forensic psychology.

**FOR 6510 Research I: Design and Statistics (3 units)**

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, and mixed designs, as well as factor analysis; multiple regression, analysis of covariance, multivariate analysis of variance and related techniques.

**FOR 6520 Research II: Data Analysis/Advanced 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; factor analysis; structural equation modeling.  
*Prerequisite: FOR 6510*

**FOR 6530 Research III: Legal Research and Forensic Psychology (3 units)**

This course introduces students to a number of the practical tools relevant to psycho-legal research, writing and analysis. Case law interpretation and implications for court rulings and policy are also discussed.

**FOR 6540 Research IV: Program Evaluation (3 units)**

This course presents the principles and contexts of program evaluation and teaches critical analysis of program proposals. It includes the ethical and political aspects of program design and evaluation.  
*Prerequisites: FOR 6510 and FOR 6520*

**FOR 6600 Psychopathology (3 units)**

Diagnosis, classification and etiology of psychological disorders in adults and children. Emphasis is on integrative approaches and the clinical application of theoretical and research materials.

**FOR 6605 PsyD Practicum I (2 units)**

Introductory experience in a forensic setting for PsyD students (required in Fresno only; all other campuses by special approval only).

**FOR 6606 Practicum and Training Integration I (1 unit)**

Forum for processing practicum training and integrating knowledge, skills and practical application (for Fresno students)

**FOR 6620 Treatment II: Cognitive and Behavioral Therapies (2 units)**

Course focuses on cognitive and behavioral therapeutic approaches. Emphasizes application in forensic settings.  
*Prerequisite: FOR 6320*

## Course Descriptions

### **FOR 6625 PhD-Clinical Practicum I (1 unit)**

Fall semester experience in a forensic setting for PhD Clinical students.

### **FOR 6635 PhD-Clinical Practicum I (1 unit)**

Spring semester experience in a forensic setting for PhD Clinical students.

### **FOR 6670 Developmental Bases of Behavior (3 units)**

Developmental psychology from conception to death. Emphasis on the application of current research and theoretical principles and forensic populations.

### **FOR 6705 Psychological Assessment I: Cognitive and Intellectual Testing (3 units)**

This course will provide the forensic psychologist with a practical and technical overview of the major psychological tests used in clinical and forensic practice. The focus will be on learning to conduct a comprehensive assessment of cognitive and intellectual functioning.

### **FOR 6710 Psychological Assessment II: Socio-emotional and Personality Testing (3 units)**

This course provides an introduction to the major personality tests utilized in clinical and forensic practice. The focus will be on objective measures of personality and will address their strengths and limitations when used with specific forensic populations.  
*Prerequisite: FOR 6705*

### **FOR 7100 Psychological Consultation (2 units)**

Addresses the historical roots of mental health consultation, basic concepts in mental health consultation, the consultation process, and the various types of mental health consultation. Emphasizes application in forensic settings and with related agencies.

### **FOR 7110 Advanced Psychotherapy (3 units)**

This course will address both the theoretical background and application of various therapeutic techniques. Students are expected to gain an understanding of therapeutic skills, stages of psychotherapy and the implications of diversity in treatment.

### **FOR 7120 Psychological Assessment IV: Projective Approaches to Personality (3 units)**

This course will provide the forensic psychologist with a practical and technical overview of the major projective personality tests used in clinical and forensic practice. The focus will be on projective testing, such as the Rorschach, TAT and projective drawing tests, and will address their strengths and limitations when used with specific forensic populations.  
*Prerequisites: FOR 6705 and FOR 6710*

### **FOR 7200 Research Publishing Seminar I (1 unit)**

Introduction to the research publishing process, including how to develop research articles and incorporate data analysis for publication process

### **FOR 7220 Biological Bases of Behavior (3 units)**

Cellular structure and function of the nervous system, neuroanatomy, hormonal and chemical regulation, motivation, activity, sleep and behavior genetics.

### **FOR 7230 Research Publishing Seminar II (1 unit)**

Overview of the research publishing process, including how to develop research articles and incorporate data analysis for publication process.  
*Prerequisite: FOR 7200*

### **FOR 7250 Current Research in Forensic Psychology and Law (3 units)**

Seminar in current research exploring a variety of forensic psychology and psycho-legal topics. Students will learn to critically evaluate research articles and will examine methods specific to law, policy and forensic psychology.

### **FOR 7320 Socio-cultural Bases of Behavior (3 units)**

An examination of the impact of social and cultural factors on psychosocial conceptualizations of human behavior.

### **FOR 7380 History and Systems of Psychology (3 units)**

Examination of the historical roots of psychology in relation to contemporary psychology and their foundation in philosophy and science.

### **FOR 7420 Treatment III: Psychodynamic and Interpersonal Therapies (2 units)**

Course focuses on psychodynamic and interpersonal therapeutic approaches. Emphasizes application in clinical and forensic settings.  
*Prerequisite: FOR 6320*

### **FOR 7430 Administrative Law (2 units)**

Administrative law refers to a complex mix of constitutional, statutory, regulatory and common law principles that govern the structure, decision processes and behavior of administrative agencies. Students learn fundamentals and potential application of these principles as they relate to forensic agencies.

### **FOR 7451 Policy Analysis (3 units)**

This course introduces the student to public policy analysis in general and to policy analysis within the forensic psychology field in particular. *Prerequisites: FOR 6452 and FOR 6530*

### **FOR 7530 Research V: Advanced Research Methods (3 units)**

Study and application of the principles of action and applied research models and methods. Areas covered include problem identification and prioritization, hypothesis formulation, steps for planning research, experimental design, basic definitions and theoretical applications of statistical procedure. *Prerequisites: FOR 6510 and FOR 6520*

### **FOR 7540 Research VI: Multivariate Statistics (3 units)**

Focuses on forensic psychological research methods and applications. Emphasis will be placed on multivariate models of research, with in-depth coverage of the more commonly used multivariate analysis in forensic psychological research.  
*Prerequisites: FOR 6510; FOR 6520; FOR 7530*

### **FOR 7551 Treatment IV: Theory and Practice of Group Psychotherapy (3 units)**

Theories of group process and group therapy with emphasis on interventions through group modalities in forensic settings. Practical experience in and problems encountered by students facilitating group therapy in forensic professional training settings is explored. *Prerequisite: FOR 6320*

### **FOR 7560 Advanced Social Psychology (2 units)**

The examination of the impact of socio-cultural variables on behavior and social issues related to forensic psychology.

### **FOR 7605 PsyD Practicum II: Assessment and Psychotherapy (3 units)**

Fall semester experience in a forensic setting for PsyD students.  
*Prerequisites: FOR 6320; FOR 6425; FOR 6500; FOR 6600; FOR 6705; FOR 6710*

### **FOR 7606 Practicum and Training Integration II (1 unit)**

Fall forum for processing practicum training and integrating knowledge, skills and practical application

### **FOR 7610 PsyD Practicum II: Assessment and Psychotherapy (3 units)**

Spring semester experience in a forensic setting for PsyD students.  
*Prerequisites: FOR 6320; FOR 6425; FOR 6500; FOR 6600; FOR 6705; FOR 6710; FOR 7605*

### **FOR 7612 Practicum and Training Integration II (1 unit)**

Spring forum for processing practicum training and integrating knowledge, skills and practical application

### **FOR 7615 PhD-Policy and Justice Practicum I: Research and Consultation (3 units)**

Fall semester research experience in a forensic setting for PhD Policy and Justice students.

**FOR 7620 PhD-Policy and Justice Practicum I: Research and Consultation (3 units)**

Spring semester research experience in a forensic setting for PhD Policy and Justice students.

**FOR 7625 PhD-Clinical Practicum II (3 units)**

Fall semester experience in a forensic setting for PhD Clinical students.

*Prerequisites: FOR 6320; FOR 6425; FOR 6500; FOR 6600; FOR 6705; FOR 6710*

**FOR 7635 PhD-Clinical Practicum II (3 units)**

Spring semester experience in a forensic setting for PhD Clinical students.

*Prerequisites: FOR 6320; FOR 6425; FOR 6500; FOR 6600; FOR 6705; FOR 6710; FOR 7625*

**FOR 7702 Psychological Assessment III: Forensic Evaluation (3 units)**

An examination of the specific assessment issues encountered in the practice of forensic psychology. This course discusses the typical referral questions encountered, as well as the need to present psychological data in a way that is meaningful to the court system.

*Prerequisites: FOR 6705; FOR 6710*

**FOR 7905 PsyD Dissertation Proposal Development (2 units)**

Fall semester course assisting PsyD students in the development of a dissertation research proposal.

**FOR 7910 PsyD Dissertation (2 units)**

Spring semester course guiding the research and writing of the PsyD Dissertation.

**FOR 7965 Master's Thesis (2 units)**

PhD students spend the Fall semester preparing to write a Master's Thesis under faculty supervision.

*Prerequisite(s): FOR6510; FOR6520*

**FOR 7970 Master's Thesis (2 units)**

PhD students complete a Master's Thesis.

*Prerequisites: FOR 6510; FOR 6520; FOR 7965*

**FOR 8100 Trial Consulting (3 units)**

This course will cover the research relevant to jury selection and litigation risks. Students will learn how to develop persuasive cases and identify jurors who are beyond persuasion.

**FOR 8110 Test Construction and Development (3 units)**

Examines the history and theoretical foundations of classical and modern test theory. The course covers the bases of psychometrics including validity, reliability and item analysis. Students will examine the development of psychological, neuropsychological and forensic-specific tests used within the forensic psychology arena. *Prerequisites: FOR 6510; FOR 6520*

**FOR 8130 Grant Writing (2 units)**

This course focuses on the writing of research and other grant proposals. All aspects of the grant writing process will be covered. Students will conduct a search for an appropriate funding agent and write a proposal for that funding agent.

**FOR 8200 Specialty Topics in Forensic Psychology (1-3 units)**

Topics focus on assessment, evaluation and/or therapeutic intervention with specific populations or clients within various forensic areas. **Current topics that qualify for Specialty Topic Units:**

**Correctional Psychology**

**Victimology**

**Forensic Mediation and Dispute Resolution**

**Treating Adult Offenders**

**Abuse and Trauma Treatment**

**Treating Adolescent Offenders**

**Child Sexual Abuse**

**Police Psychology**

**PTSD and Complex Trauma**

**Crisis Intervention**

**Psychopharmacology.** *Prerequisite: FOR 7220*

**Sex Offenders and Rehabilitation**

**Disaster Psychology**

**The Developmentally Delayed Offender**

**Introduction to Family Court and Custody Evaluations**

**Custody Evaluations II** *Prerequisite: Introduction to Family Court*

**Juvenile Dependency (child maltreatment) Court Evaluations**

**Fresno PsyD students** are required to take a minimum of three (3) units from the above list.

**LA, Irvine, SD, Sacramento students** are required to take a minimum of five (5) units from the above list.

Any of the above Specialty Topic courses may be taken as elective units for any student

**FOR 8210 PsyD Dissertation (2 units)**

Students continue the dissertation process. *Prerequisite: Completion of dissertation proposal orals.*

**FOR 8220 PsyD Dissertation (2 units)**

Completion of dissertation for PsyDs.

**FOR 8230 Cognitive-Affective Bases of Behavior (3 units)**

Discussion of the cognitive processing systems, including research on creative thinking, conscious and unconscious processing, problem-solving and cognitive structure. Discussion of emotion focuses on cognitive precursors and consequences of emotional states and the biological and social bases of emotion.

**FOR 8248 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.

**FOR 8251 Juvenile Delinquency and Forensic Psychology (2 units)**

The unique status of the juvenile offender in the legal system and the needs of these offenders. Theories of delinquency will be explored as will evaluation, treatment and consultation issues.

**FOR 8300 PhD-Clinical Dissertation Development (1 unit)**

PhD-Clinical students prepare to write a dissertation under faculty supervision. Must sign contract with Dissertation chair to register for the unit. No formal classroom instruction.

**FOR 8305 Treatment V: Multicultural Perspectives (3 units)**

Impact of culture on treatment. Focuses on issues of individual and group therapy with clients from varying cultural backgrounds. Discusses examining one's own cultural heritage and how it may impact the therapeutic environment. The central focus for this course is ethnic/racial diversity, although attention will be paid to gender, sexual orientation, and other multicultural and international issues as they relate to issues of diversity. *Prerequisite: FOR 6320*

**FOR 8307 Victimology (2 units)**

This course exposes the student not only to the fundamentals of victimology, but also the myriad social, psychological, legal and political issues confronting victim advocacy efforts.

**FOR 8310 PhD-Clinical Dissertation Research (1 unit)**

PhD-Clinical students continue dissertation preparation and research under faculty supervision. No formal classroom instruction.

## Course Descriptions

### **FOR 8320 PhD-Clinical Dissertation Completion and Defense** (1 unit)

PhD-Clinical students finalize and prepare to defend dissertation. No formal classroom instruction.

### **FOR 8330 PhD Clinical Dissertation II** (2 units)

PhD-Clinical students complete dissertation process under faculty supervision.

### **FOR 8410 Electives** (1-4 units)

Various specialized topic areas in Forensic Psychology (when there is no other course number).

### **FOR 8450 Civil Rights and Social Justice**

(3 units)

The history and philosophies of civil rights, the legal precedents of civil rights, the evolution of civil rights in the US and abroad, current civil rights issues, challenges in social justice, and how the forensic psychologist can affect social change.

### **FOR 8500 Advanced Theories of Personality**

(2 units)

An exploration of the major theories and descriptions of personality and its formation, individual differences, and its involvement in behavior.

### **FOR 8550 Research VII: Psychology, Case Law, and Legislation** (3 units)

Advanced seminar in deconstructing laws, both case law and legislation, according to psychological principles.

*Prerequisites:* FOR 6452; FOR 6530; FOR 7250

### **FOR 8605 PsyD Practicum III: Advanced Assessment and Psychotherapy** (3 units)

Fall semester experience in a forensic setting for PsyD students. All practicum courses must be taken in sequence.

### **FOR 8606 Practicum and Training Integration III** (1 unit)

Fall forum for processing practicum training and integrating knowledge, skills and practical application

### **FOR 8610 PsyD Practicum III: Advanced Assessment and Psychotherapy** (3 units)

Spring semester experience in a forensic setting for PsyD students. All practicum courses must be taken in sequence.

### **FOR 8611 Practicum and Training Integration III** (1 unit)

Spring forum for processing practicum training and integrating knowledge, skills and practical application

### **FOR 8660 Industrial/Organizational Psychology** (2 units)

This course introduces the student to the foundations of organizational behavior. There are two major goals: (1) to provide a basic grounding in some of the principles of managing organizations; and (2) to challenge traditional thinking about organizational behavior when applied in forensic settings. The material covered is applicable to a wide range of organizations.

### **FOR 8680 Legal Issues in Mental Health**

(3 units)

Focuses on legislation and case law involving mental health issues, mental health courts, the role of the forensic specialist in legal proceedings, and the nuts and bolts of the legislative and judicial processes as they pertain to mental health issues.

### **FOR 8703 Treatment VI: Substance Abuse Theory and Treatment** (3 units)

This course is designed to integrate chemical dependency theory and intervention strategies with forensic populations.

*Prerequisites:* FOR 6320; FOR 6600

### **FOR 8705 PhD-Policy and Justice Practicum II: Advanced Research and Consultation** (3 units)

Fall semester research experience in a forensic setting for PhD Policy and Justice students

### **FOR 8710 PhD-Policy and Justice Practicum II: Advanced Research and Consultation** (3 units)

Spring semester experience in a forensic setting for PhD Policy and Justice students.

### **FOR 8720 PhD-Clinical Practicum III** (3 units)

Fall semester experience in a forensic setting for PhD Clinical students. All practicum courses must be taken in sequence.

### **FOR 8730 PhD-Clinical Practicum III** (3 units)

Spring semester experience in a forensic setting for PhD Clinical students. All practicum courses must be taken in sequence.

### **FOR 8750 Independent Study** (units vary)

Course substitution or special project under supervision. Fall semester experience in a forensic setting for PhD students.

### **FOR 8800 PhD-Policy and Justice Practicum III: Advanced Research and Consultation** (3 units)

Fall semester research experience in a forensic setting for PhD Policy and Justice students

### **FOR 8850 PhD-Policy & Justice Practicum III: Advanced Research and Consultation** (3 units)

Spring semester experience in a forensic setting for PhD Policy and Justice students.

### **FOR 8920 PhD-Clinical Practicum IV** (3 units)

Fall semester experience in a forensic setting for PhD Clinical students. All practicum courses must be taken in sequence.

### **FOR 8930 PhD-Clinical Practicum IV** (3 units)

Spring semester experience in a forensic setting for PhD Clinical students. All practicum courses must be taken in sequence.

### **FOR 9560 Research VIII: Colloquium** (3 units)

The actual experience each semester of making a presentation based on forensic research.

### **FOR 9705 Pre-Doctoral Internship for PsyD Students** (11 units)

Fall semester internship experience for PsyD students

### **FOR 9710 Pre-Doctoral Internship for PsyD Students** (11 units)

Spring semester internship experience for PsyD students

### **FOR 9715 Pre-Doctoral Internship for PsyD Students** (8 units)

Summer term internship experience for PsyD students

### **FOR 9805 Integrated Research Internship for PhD-Policy and Justice Students** (11 units)

Fall semester internship experience for PhD-Policy and Justice students.

### **FOR 9810 Integrated Research Internship for PhD-Policy and Justice Students** (11 units)

Spring semester internship experience for PhD-Policy and Justice students.

### **FOR 9815 Integrated Research Internship for PhD-Policy and Justice Students** (8 units)

Summer term internship experience for PhD-Policy and Justice students.

### **FOR 9820 Internship for PhD-Clinical Students** (11 units)

Fall semester internship experience for PhD Clinical students.

### **FOR 9830 Internship for PhD-Clinical Students** (11 units)

Spring semester internship experience for PhD-Clinical students.

### **FOR 9840 Internship for PhD-Clinical Students** (8 units)

Summer term internship experience for PhD-Clinical students.

**FOR 9910 PhD Policy and Justice Dissertation Development**

PhD-Policy and Justice students prepare to write a dissertation under faculty supervision. Must sign contract with Dissertation chair to register for the unit. No formal classroom instruction.

**FOR 9915 PhD Policy and Justice Dissertation Research I**

PhD-Policy and Justice students continue dissertation preparation and research under faculty supervision. No formal classroom instruction. (Spring)

**FOR 9918 PhD Policy and Justice Dissertation Research II**

PhD-Policy and Justice students continue dissertation preparation and research under faculty supervision. No formal classroom instruction. (Fall)

**FOR 9920 PhD Policy and Justice Dissertation Completion and Defense**

PhD-Policy and Justice students finalize and prepare to defend dissertation. No formal classroom instruction.

**FOR 9925 PhD Clinical Dissertation II (2 units)**

PhD-Social students complete dissertation process under faculty supervision.

**First Year Experience****FYE 1010 Planning and Strategies for Success (PASS) (3 units)**

This course consists of a variety of components related to student success. Some of these components are career planning; development of analytical, critical and creative thinking skills; research methods; reading and communication skills. Must be taken first year. (Alliant Mexico only)

**Geography****GEO 3005 World Regional Geography (3 units)**

A systematic survey of world regions which emphasizes both cultural and physical geography and applies a geographic perspective to political, economic, social, and environmental issues and relationships.

**Graduate School of Education****GSE 8030 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.

**GSE 8033 Quantitative Research Methods (3 units)**

Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.

*Prerequisite: GSE 8030*

**GSE 8035 Research Design and Dissertation Process: Comprehensive (3 units)**

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. Overview of dissertation process, IRB approval and APA style.

**GSE 8036 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.

**GSE 6999 / GSE 7999 / GSE 8999 Special Topic (1 – 5 units)**

*May be repeated with approval of Program Director*

**GSE 6999 Special Topic for Credential or Certificate Programs; GSE 7999 Special Topic for Master's Degree Programs; GSE 8999 Special Topic for Doctoral Degree Program**

Courses are designed to enhance or supplement curricula.

**GSE 9901 Dissertation Plan (3 units) May be repeated twice**

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*

**GSE 9910 Dissertation Development (3 units)**

*May be repeated once*

Course description: Completion and approval of Chapter 2 (Review of the Literature), and Chapter 3 (Research Method and Procedures).

*Prerequisite: Completion of GSE 9901.*

**GSE 9911 Dissertation Proposal (2 units)**

*May be repeated once*

Requires completion and oral defense of the dissertation proposal after its having been approved by the dissertation committee and by the University's Institutional Review Board (IRB).

*Prerequisite: Completion of GSE 9901. May be taken concurrently with either GSE 9910 or GSE 9920.*

**GSE 9920 Dissertation Preparation**

Supervised research and writing of dissertation.

Successful completion of dissertation, oral examination and placement of dissertation in the library.

*Prerequisite: GSE 9910*

**GSE / EDP 9950 Dissertation/ Project Extension (5 units) May be repeated with Dissertation Project Chair's Approval**

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.

**History****HIS 2000 U.S. 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.

**HIS 3000 Latin American Studies Special Topics (3 units)**

Gives students with an interest in Latin American Studies greater exposure to Latin American realities. Course combines site visitations with lectures, discussion sessions and audio-visual materials to present Latin America's past, present and future dilemmas. Although issues will be analyzed and presented in a general Latin American context, Mexico will be used as a case study. (Alliant Mexico only)

## Course Descriptions

### **HIS 3304 History of California** (3 units)

Examination of the social, cultural, economic and political development of California from the influx of the first Native Americans to the present.

### **HIS 4995 Latin American Studies Special Topics** (3 units)

Gives students with an interest in Latin American Studies greater exposure to Latin American realities. Course combines site visitations with lectures, discussion sessions and audio-visual materials to present Latin America's past, present and future dilemmas. Although issues will be analyzed and presented in a general Latin American context, Mexico will be used as a case study. (*Alliant Mexico only*)

## Hotel and Restaurant Management

### **HRM 2020 Rooms Division Management** (3 units)

Examination of the operating policies and procedures of the rooms division departments: reservations, uniformed services, front office and housekeeping.

*Prerequisite: HRT 1010*

### **HRM 3020 Catering Management** (3 units)

A restaurant laboratory course in which each student participates as a manager of a full service, a la carte restaurant operation. The kitchen facilities of the on-campus food service operation are utilized to provide the student with both production and managerial experience.

*Prerequisite: Food Production*

### **HRM 4110 Beverage Management** (3 units)

Organization and management of the beverage operation including wines, spirits, and other alcoholic beverages in restaurants, hotels, clubs and other licensed premises. Emphasis on: product knowledge, responsible beverage service, facility design, operational practices, purchasing, control, merchandising, and bar management.

### **HRM 4120 Hospitality Event Management** (3 units)

The management of events, meetings and conventions is examined from the client and the meeting planner perspective. Operations are analyzed from the sale to post-event review, including procedures involved in planning and marketing events.

### **HRM 4130 Club Management** (3 units)

Organization and operation of private, corporate, city and public clubs including: history and evolution, types of clubs, organizational structure, management roles; operations focus on management of diverse functions such as clubhouse, recreational facilities and entertainment. Emphasis on the similarities and differences between club and other food and beverage and lodging accommodation operations.

*Prerequisite: HRT 3030*

### **HRM 4140 Restaurant Development and Operations** (3 units)

Overview of the general management of restaurants, including fast food, full service, franchised and independently operated. Investigation of concept development, site selection, lease negotiations, menu planning, staffing and training budget controls, dining room management and service, and quality control.

*Prerequisite: HRT 3030*

## Hotel, Restaurant and Tourism Management

### **HRT 1010 Introduction to Hospitality and Tourism Management** (3 units)

An overview of the hotel, restaurant and tourism industries; their historical development, scope and present-day structures.

### **HRT 2010 Food Production** (3 units)

An introduction to commercial food preparation, food safety and sanitation, standard product identification, storage and supervisory techniques in the area of large scale food production.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 3010 Convention and Meeting Management** (3 units)

The management of conventions and meetings is examined from both the clients' and meeting planners' perspective. The operations of conventions and meetings are analyzed from the sale to post-convention review.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 3020 Hospitality Marketing and Sales** (3 units)

Services marketing concepts and principles applied to hospitality organizations and strategies to market services are examined. Primary focus is on creation of a marketing plan including: the marketing environment, market segments and target markets, and marketing strategies.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 3030 Food and Beverage Cost Control** (3 units)

The examination of the theory and techniques of controlling food, beverage and related labor costs in hospitality and tourism establishments. Emphasis on the duties and responsibilities of the food and beverage controller or manager.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 4010 Hospitality Managerial Accounting and Finance** (3 units)

The application of accounting and finance principles to the hospitality industry; focus on financial statement analysis, asset management, ratio analysis, analytical techniques, investment decision making, internal control and cost management.

*Prerequisites: Introduction to Hospitality and Tourism Management, FIN 3010*

### **HRT 4020 Entrepreneurial Hospitality Business Development** (3 units)

Focus on the steps to hospitality business development: including risk analysis, financing and lending options, and resources needed to launch a new hospitality enterprise. Primary focus is on creation of a business plan, through the case study approach, to illustrate the challenges in food service, lodging accommodation operations, and tourism support businesses.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 4150 Tourism Management** (3 units)

Tourism planning and policy issues, resource and market analysis, conceptual and master plans, economic and financial plan implementation and human resources development in advanced and developing countries. Explores the history and current status of tourism, social and economic benefits, the challenge of conservation in natural and built environments, and the protection of local community lifestyle and traditions.

*Prerequisite: Introduction to Hospitality and Tourism Management*

### **HRT 4160 Tourism Development and Production** (3 units)

Development of the destination tourist attraction with an emphasis on economic, environmental, and sociological factors at the local and macro levels. Identification of strategies useful in encouraging and reinforcing the principles of sustainability within tourism planning and development.

*Prerequisite: Introduction to Hospitality and Tourism Management*

**HRT 4170 Eco-Tourism (3 units)**

Contemporary issues pertaining to tourism based on the natural environment. Explores management strategies suitable for controlling a growing industry. Emphasis is on developing a better understanding of ecotourism, ecological economics, enterprise accounting, approaches that can be used to manage resources in a sustainable manner, conflict resolution, and creation of new eco-tour business applications and opportunities.  
*Prerequisite: Introduction to Hospitality and Tourism Management*

**HRT 4180 Adventure Tourism (3 units)**

Focus is on objectives necessary in trip planning, equipment, safety, menu planning and food preparation, and leadership in adventure tourism. Field trips, workshops, and one overnight field trip will introduce students to practical skills and theory.  
*Prerequisite: Introduction to Hospitality and Tourism Management*

**HRT 4190 Tourism Economics (3 units)**

Overview of the economic aspects of tourism including the multiplier effect, forecasting tourism demand and analysis. Focus on economics of hotels and lodging accommodations, restaurants, airlines, cruise lines, car rentals, rail roads, convention centers and visitors bureau, theme parks, eco-tourism, sports-tourism, religious congregations as they relate to tourism economics.  
*Prerequisite: Introduction to Hospitality and Tourism Management*

**HRT 4810 Seminar in Hospitality Management (3 units)**

Seminar on practical applications of job seeking, career development and community service in hospitality management.  
*Prerequisite: Introduction to Hospitality and Tourism Management*

**HRT 4910 Internship (3 units)**

Directed internship in a department of a hotel, restaurant, or tourism enterprise.  
*Prerequisite: Introduction to Hospitality and Tourism Management*

**HRT 4950 Senior Project (3 units)**

Independent study under the direction of a faculty advisor. Projects may include library or empirical research or analysis and written report on an appropriate hotel, restaurant, or tourism organization (private firm, non-profit organization, or government agency).  
*Prerequisites: Senior standing.*

**HRT 4990 Hospitality and Tourism Capstone and Simulation (3 units)**

Senior-level capstone course that incorporates organizational theory, strategic planning, and simulated problem solving in the hospitality and tourism industries.  
*Prerequisite: Senior status*

## Humanities

**HUM 1000 World Civilizations (3 units)**

Historical, cultural and conceptual aspects of major civilizations from the ancient world to the present.  
*(Alliant Mexico only)*

**HUM 1020 Interdisciplinary Explorations (3 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.*  
*(Alliant Mexico only)*

## Independent Study

Independent Study is available at the undergraduate, master's, and doctoral level. It allows the student and instructor to plan a course having a clear relationship to the student's program. Independent Study is to be used only in cases where the course content is not available in a regular course and where there is clear justification for offering the option.

Courses to be taken as Independent Study must be approved by the supervising faculty member and the dean or designee. All Independent Study courses are available for one to four units and will be offered on a demand basis.

The following numbers are used for Independent Study courses:

(Disciplinary prefix) 1750, 2750  
Used for lower division undergraduate courses.

(Disciplinary prefix) 3750, 4750  
Used for upper division undergraduate courses.

(Disciplinary prefix) 5750  
Used for teacher credential courses.

(Disciplinary prefix) 6750, 7750  
Used for graduate courses at either master's level.

(Disciplinary prefix) 8750, 9750  
Used for doctoral courses only.

## International Business Administration

**IBA 3000 International Business (3 units)**

Introduction to world business environments, financial transactions and international marketing. The role of the multinational enterprise is explored, including emerging trends and issues related to international management.  
*Prerequisite: Introduction to Business or Introduction to Hotel and Restaurant Management (for HRT majors)*

**IBA 4020 International Economics and Trade (3 units)**

Study and analysis of contemporary topics in international economics involving international trade, international finance and open market macroeconomics, international trade blocks, labor migration and capital flows including those resulting from operations of multinational firms.  
*Prerequisite: Introduction to Business or Introduction to Hotel and Restaurant Management (for HRT majors)*

**IBA 4810 Seminar in International Business (3 units)**

Seminar on practical applications of job seeking, career development and community service in international business.  
*Prerequisite: Introduction to Business or Introduction to Hotel and Restaurant Management (for HRT majors)*

**IBA 4950 Senior Project (3 units)**

Independent study under the direction of a faculty advisor. Projects may include library or empirical research and a written report on an appropriate international business organization (private firm, not-for-profit organization, or government agency).  
*Prerequisite: IBA 3000*

**IBA 6010 Legal Environment of International Business (3 units)**

Examination of problems of doing business in a global context, the operation and business law of various legal systems and of multinational rulemaking bodies. Course also helps the student learn to identify potential legal problems in a worldwide context and explore the ways various cultures view the function of law and business regulation.  
*Prerequisite: BUS 5060*



## Course Descriptions

### **IBA 6020 Transnational Strategic Management** (3 units)

Addition of new transnational dimensions to the core technology of strategic management. Included are: the transnational environment; aggressiveness of transnational strategy; responsiveness of transnational general management capability; responsiveness of transnational functional capability; and strategy issues in transnational environments such as strategic information, societal strategy, technology and competitive strategy.  
*Prerequisite: BUS 6020*

### **IBA 6030 International Economics and Trade** (3 units)

Examination of economic aspects of contemporary issues in a rapidly developing interdependent global economy; regional economic alliances (EEC and NAFTA); and international trade, protectionism, tariff and capital flow issues.  
*Prerequisite: BUS 5050*

### **IBA 6060 Culture, Values, and Ethics in a Global Society** (3 units)

Examines the relationship of culture, values and ethics within the global business environment and the ability of managers to respond effectively to society, ethical and cross-cultural managerial issues. Included are: the dimensions of culture; national and ethnic cultures; thinking patterns, value systems and reality models of different cultures; and the alignment between environment, manager and culture. Addresses the development and implementation of strategies that build socially responsive and responsible global organizations.  
*Prerequisite: BUS 5070*

### **IBA 6710 International Business Internship** (3 units)

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of international business.

### **IBA 6800 Seminar in International Business** (3 units)

Seminar on special topics in International Business.

### **IBA 8010 Seminar in International Business** (3 units)

Examination of research issues in international business. Topics may include developing and linking marketing and sourcing strategies, impact of changing exchange rates, the impact of government incentives and controls, global configuration and coordination of value-creating activities, global competitive battles in specific industries and the interplay of nations' economic strategies and those of multinational companies.  
*Prerequisite: Doctoral students only*

## International Relations

### **IRL 2000 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.

### **IRL 2005 Comparative Foreign Policy** (3 units)

Constant and variable factors determining foreign policies of major powers from a comparative perspective, including various techniques employed by states at the bilateral and multilateral levels.

### **IRL 2010 The United Nations in Action** (3 units)

A theoretical and applied survey of the United Nations System with particular emphasis on the agendas, procedural rules, deliberations and decision making processes of its main organs. Includes field experience to the Model United Nations. Required for students who are first-time participants in Model United Nations.

### **IRL 2150 Research Methods for International Relations** (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.  
*Prerequisites: ENG 1106, ENG 2206, IRL 2000*

### **IRL 2201 Introduction to Political Science** (3 units)

(Formerly POL 2201) Basic theories and practices which characterize political behavior in the national and international community.

### **IRL 3000 Comparative Political Systems** (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.  
*Prerequisite: IRL 2000*

### **IRL 3005 Contemporary International Ideologies** (3 units)

Survey of major ideologies and systems of modern governments with special emphasis on democracy, authoritarianism and totalitarianism.  
*Prerequisite: IRL 2000*

### **IRL 3010 Comparative Foreign Policy** (3 units)

Analysis of different foreign policy directions taken by countries based on their ideological persuasions (i.e. idealism versus realism), their history, and culture among others; overview of factors and agents that determine and/or influence foreign policy decisions domestically and within an international arena; impact of foreign policy decisions and their implementation on domestic and international realities from a comparative perspective over time and within different national and international contexts.

### **IRL 3020 Developmental Issues in Central America and Mexico** (3 units)

Development processes of Mexico, Central American and Caribbean nations; includes sociopolitical-economic infra-structures, modernization and industrialization policies, demographic and security issues.

### **IRL 3030 Patterns of Development, Cooperation, and Conflict** (3 units)

Development patterns in developed as well as developing nations; definitions and analyses of development and development projects including the examination of factors contributing to the disparity between the North and the South; overview of development patterns that are based on cooperative or competing philosophies and how these are addressed in domestic and international settings; the role and impact of conflict versus cooperation to development and development policies.

### **IRL 3035 Politics of Developing Nations** (3 units)

Development patterns in less developed countries (LDCs); examination of North-South relations, their role in international organizations; issues in modernization and industrialization.

### **IRL 3050 Politics in Latin America** (3 units)

Latin American political and economic systems; includes colonial legacy, modernization processes, party politics, regional military and economic organizations.

### **IRL 3100 Essence of Diplomacy** (3 units)

Diplomatic practices among major powers and developing nations in historical perspective. A detailed look at the applications of contemporary diplomacy and its impact on international politics.  
*Prerequisite: IRL 2000*

### **IRL 3200 Political Ideas in Latin America**

(3 units)

Survey of the ideas and issues that have fueled the politics of Latin American nations. Analysis of the impact these ideas on the foreign and domestic policies of Latin American countries. Review of ideas as the agents of change of political systems and socio-economic structures within Latin America.

### **IRL 3250 Survey of U.S. Foreign Policy**

(3 units)

U.S. Foreign policies through the end of the Cold War. Emphasis on military, economic and diplomatic strategies.

### **IRL 4000 Regional Conflict in Latin America**

(3 units)

Survey of past and present conflict and cooperation among Latin American nations; includes their role on military and economic organizations, border disputes; the role of international organizations in conflict resolution.

### **IRL 4010 Cultural Geography**

(3 units)

and geographic determinism as affecting international relations; includes world demographic issues, land-use patterns, industrialization, urbanization and environmental crises.

### **IRL 4015 International Law and Organizations**

(3 units)

Overview of major international laws that have an impact on the foreign policy and domestic realities of countries; overview of international organizations, including non-governmental, intergovernmental and supra-governmental organizations; evaluation of the effectiveness of international laws within the context of their applicability and within the realm of international organizations -- their structure, purpose, enforcement options and outcomes; overall assessment of weaknesses and strengths of international laws and international organizations as guiding forces within international relations.

### **IRL 4025 World Crises and Transformational Politics**

(3 units)

Examination of causes and consequence of political unrest; questions of rebellion and civil disobedience, urban guerrilla warfare, insurgency and belligerency and praetorianism.

### **IRL 4030 Politics of International Economics**

(3 units)

Study of international economic relations; includes economic nationalism, free trade vs. protectionism, regional economic trade blocs, commodity power and activities of multinational corporations.

*Prerequisite: IRL 2000*

### **IRL 4035 Environmental Politics**

(3 units)

Examination of the global ecosystem; survey of ecological damage caused by air-water pollution, hazardous wastes, atmospheric changes; international cooperative efforts to protect world natural environments.

### **IRL 4040 U.S./Asian Relations**

(3 units)

Survey of U.S. relations in Asia; its political, military, economic, diplomatic and ideological influence and impact on Asian nations.

### **IRL 4045 Theory and Use of Force**

(3 units)

Survey of the nature and significance of organized and spontaneous force in international relations; includes the analysis of strategic theory, national security policy, weapons system, military government, guerrilla warfare, international terrorism, police and army behavior, rebellion, revolution and war.

### **IRL 4055 U.S./Afro-Arab Relations**

(3 units)

Survey of U.S. foreign policies towards African nations, including trade and foreign aid policies; examination of U.S. policies in the Middle East with emphasis on Arab-Israeli conflicts and oil diplomacy.

### **IRL 4060 U.S./Latin American Relations**

(3 units)

Survey of U.S. relations with Latin American nations past and present; the impact of the Monroe Doctrine, the military and diplomatic alliance, cultural exchanges, U.S.-Latin economic interdependency.

### **IRL 4150 Area Studies**

(3 units)

Survey of the politics of the world's regions with a view to explaining and understanding their impact on foreign policy and international politics.

*Prerequisite: IRL 2000*

### **IRL 4800 Seminar: Critical Issues in U.S. Foreign Policy**

(3 units)

Analysis of U.S. role in the international arena in the 21st century; the concept of Pax Americana and the New World Order; the U.S. role in maintaining international peace and security and in promoting a sound economic system on a global scale.

### **IRL 4810 Seminar: Critical Issues in Latin America**

(3 units)

Potentials, prospects and problems of Latin American nations in the future, including political liberalization, economic advancement, social reorientation, demographic adjustment, and use of human and natural resources.

### **IRL 6000 Research Methods in IR**

(3 units)

Study of major types of research, methods of data collection and treatment; applied critical analysis of primary and secondary source materials; style and mechanics of writing research papers/theses/dissertations.

### **IRL 6002 Foundations of International Politics**

(3 units)

Survey of basic terms, theories and concepts of the discipline of international relations with emphasis on state and non-state actors and their respective roles in international affairs.

### **IRL 6005 Advanced International Relations Theory**

(3 units)

Analysis of functions of diplomacy; mechanisms and operational techniques in contemporary state systems; advanced communications; the changing world economy and interdependency.

### **IRL 6010 Nature of Force, Peace and Nonviolence**

(3 units)

Study of the major theories in international hostilities and tensions from an interdisciplinary perspective.

### **IRL 6020 Techniques of International Diplomacy**

(3 units)

Study and analysis of historical and contemporary diplomatic techniques employed by states in their bilateral and multilateral relations.

### **IRL 6030 Patterns of Development, Cooperation and Conflict**

(3 units)

Study of the role of culture and tradition in obstructing or enhancing development processes in developing countries. Patterns of cooperation and conflict between developed nations and less developed countries (LDCs); analysis of the role of industrialized nations and their organizations in the development of LDCs.

### **IRL 6055 Theory and Application of Development Foreign Policy**

(3 units)

Examination of pivotal issues in developing nations; focuses on compatibility, conflict and reconciliation theories of development.

### **IRL 6075 Principles and Mechanisms of Intercultural Communication**

(3 units)

Analysis of the "information explosion" and its effect on international relations, including its impact on bilateral diplomacy and multilateral conferences.

### **IRL 6200 International Organizations**

(3 units)

Examination of the ideas behind and operations of various international organizations, the global and regional levels and assessment of their impact on international politics.

## Course Descriptions

### **IRL 6230 International Financial Mechanisms** (3 units)

Analysis of the international financial instruments employed by countries and international economic institutions for development and other economic relations.

### **IRL 6250 Foundations of Foreign Policy** (3 units)

The theoretical and instrumental, as well as institutional, aspects of foreign policy formulation and implementation in a cross-cultural perspective.

### **IRL 6260 Foreign Policy Analysis** (3 units)

Examination of the techniques and methods of and issues behind, the formulation and implementation of foreign policies from a multidisciplinary perspective. Focuses on the practical assessment of key foreign policy issues.

### **IRL 6280 Comparative Foreign Policy** (3 units)

Factors determining the foreign policies of key international actors from a comparative perspective including various techniques employed by states at the bilateral and multilateral levels.

### **IRL 6310 Crisis Management and Decision-Making** (3 units)

Introduction to crisis management and how it applies to organizations and individuals. This course will look at domestic and international cases of crisis management in the government sector, private sector and non-profit sector to illustrate how to deal with crisis situations.

### **IRL 6320 Management in Non-Governmental Organizations** (3 units)

This course will look at management in NGOs. Explores how management issues resemble and are different from issues in private sector or public sector organizations. Discusses cases from the NGO world to illustrate some important managerial techniques needed or managerial tasks faced by leaders in this sector. Pays attention to management in international and multicultural environments.

### **IRL 6890 Contemporary Issues in Perspective** (3 units)

Detailed analysis of contemporary international events through the application of international relations theory and knowledge.

### **IRL 6900 Thesis** (3 units)

The selection of a topic in international relations; analysis and writing under the supervision of a thesis committee.

*Prerequisite: Introduction to Information Systems*

## Information Systems

### **IST 1010 Introduction to Information Systems** (3 units)

A broad-based introduction to the fundamental concepts of Information Systems and Technology (IST) will be the main focus of this course. End-user and organizational information systems design, implementation and management topics and issues covered in this class will provide the students with a solid conceptual and technical understanding of the IST discipline. This course includes a survey of information systems components and applications including software, hardware, networks and telecommunications. The Internet, e-commerce, ethics, security and computers in society also will be examined. Students will gain hands-on practice using popular application programs, including word processing, spreadsheet, database and presentation software, which enable individuals to communicate, collaborate and innovate effectively within a typical modern organizational structure.

### **IST 3020 Information and Technology Management** (3 units)

Accelerating technological change and market demand have led to the emergence of new challenges, new opportunities, and new capabilities for Information Technology. Regardless of the functional area in which you work, sales, marketing, finance, accounting, strategic management, or operations, you will need to understand, manage and use electronic information systems to be successful. 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.

*Prerequisite: Introduction to Information Systems*

### **IST 4010 Advanced Information Systems** (3 units)

Overview of executive information systems, expert systems and distributed systems at the operational, tactical and strategic levels; includes user/system interaction, systems planning, hardware and software, management, maintenance, security and evaluation.

*Prerequisite: Introduction to Information Systems*

### **IST 4020 Systems Analysis and Design** (3 units)

Concepts, philosophies and trends in systems analysis and design; system development life cycle; process modeling, data modeling and prototyping; computer support to system development/ methodologies; system implementation and its relationship to the construction and delivery phases of the life cycle.

*Prerequisite: Introduction to Information Systems*

### **IST 4030 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.

*Prerequisite: Introduction to Information Systems*

### **IST 4040 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.

*Prerequisite: Introduction to Information Systems*

### **IST 4050 Global Information Systems** (3 units)

Overview of transnational telecommunications, teleprocessing, data communications and distributed information systems at operational, tactical and strategic levels; distributed systems hardware, software, design, management, security and evaluation.

*Prerequisite: Introduction to Information Systems*

### **IST 4060 Telecommunications and Networks** (3 units)

Overviews of telecommunications fundamentals, including the structure of local and international telephone networks, data networks and integrated services digital networks. In-depth study of layered communication architectures in local area networks (LANs) and wide area networks (WANs). International telecommunication standards and standards organizations. Installation, configuration, integration and management of networks and will be practiced.

*Prerequisite: Introduction to Information Systems*

**IST 4070 Object-Oriented Programming***(3 units)*

Introduction to advanced data structures and algorithms—arrays, records, lists and trees and associated methods for data manipulations. In-depth study of object-oriented programming: definition of objects and classes and methods. Graphic classes and graphical user interface components. Files and streams.

*Prerequisites: IST 4010, IST 4020*

**IST 4080 Backend Database and Structured Query Language***(3 units)*

This course will enable students to learn implementing backend databases in client server environments. Included will be issues about facilitating SQL requests from the front-end of the system and monitoring system performance, responses, traffics and administration.

*Prerequisites: IST 4010, IST 4030*

**IST 4090 Internet and Web Development***(3 units)*

In-depth study of internetworking concepts, architectures and protocols. The Internet protocol (IP) and the transport control protocol (TCP). Client-server interaction and the socket interface. Application layer protocols of the TCP/IP protocol suite. Creating static dynamic and active World Wide Web (WWW) documents. Study of different web programming and scripting languages, including Java. Students will be expected to build a simple web-based information system.

*Prerequisites: IST 4030, IST 4060, IST 4010*

**IST 4900 Information Systems Project***(3 units)*

Extended individual research or project under the direction of a faculty member and approved by the department chair or dean. Projects may include library or empirical research, analysis and written or oral presentation or a report on a topic in the field of Information Systems.

**IST 4910 Information Systems Internship***(3 units)*

Directed internship in a private firm or not-for-profit organization, or a government agency for experience in the practical application of information and technology.

**IST 6010 Technology and Systems Trends***(3 units)*

The course introduces the MBA/MIBA student to a variety of state-of-the-art technologies available in the marketplace as managerial options to them. Example topics include reengineering, electronic data interchange (EDI), electronic commerce, web business strategies, risk management systems, neural networks, expert systems and software productivity management.

*Prerequisite: BUS 5080*

**IST 6020 Data and Information Needs***(3 units)*

This course discusses the utilization and development of computer systems to manage data assets of the organization. Issues in harnessing data repositories, database resources, internal and external information feeds will be discussed.

*Prerequisite: BUS 5080*

**IST 6025 Information Systems for Managerial Decision Making***(3 units)*

This course teaches students about managerial decision making and the technologies used to support managerial decision making. Managers make decisions of a routine nature as well as complex ones every day, such as a decision on whether to invest in an emerging technology that could create significant competitive advantage, or, whether to price a product or service higher than the going market rate or lower than the going market rate. This course teaches students the basic concepts of decision-making, decision-support systems, and types of technologies that can be utilized for decision support systems. Examples of technologies that are explored include expert systems, analytical modeling tools, data visualization tools, and decision trees. In addition, the issues of understanding the utilization and interface of the web with useful decision support processes are also discussed.

**IST 6030 Telecommunications and Network Applications***(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.

*Prerequisite: BUS 5080*

**IST 6040 Decision Support Systems***(3 units)*

Overview of decision models and computer support for individual and group decision making.

Development of decision support systems using a variety of packaged software.

*Prerequisite: BUS 5080*

**IST 6050 Systems Design, Development, and Management***(3 units)*

Students will be exposed to the traditional systems development life cycle as well as more recent concepts of prototyping. SGL development, GUI development. Students will analyze and build a system using a state-of-the-art software tool.

*Prerequisite: BUS 5080*

**IST 6060 Managing Electronic Business***(3 units)*

This course will cover the technology and trends in the electronic commerce and electronic business area. The students will be exposed to basic hands-on skills in this area as well as issues in the management, planning and design of electronic businesses.

*Prerequisite: BUS 5080*

**IST 6070 Data Warehousing and Mining***(3 units)*

Data is often touted as a hidden and most powerful asset that an organization has. This course teaches students to store data and analyze patterns and trends in the data. Whereas databases store useful data and report on known questions, data warehousing techniques handle large volumes of data with especially crafted data structures and data warehousing tools. The architectures and components of data warehouses will be taught in this course. In addition, students will be taught techniques to conduct multidimensional analysis of data stored in warehouses. Examples of techniques for data mining that the student will be exposed to include statistical techniques, neural network techniques, MOLAP and ROLAP approaches, and market basket analysis.

**IST 6710 Informational and Technology Management Internship***(3 units)*

Directed internship in a private firm or not-for-profit organization, or a government agency for experience in the practical application of information and technology.

## Latin American Studies

**LAS 1000 Latin American Studies***(3 units)*

An interdisciplinary examination of Latin American culture from a sociological and historical perspective.

*(Alliant Mexico only)*

**LAS 4700 Latin American Studies Workshop***(1-4 units)*

Provides students with in-depth study through an addition of 10 contract hours. Additional hours are spent on appropriate site visitations and specific lecture topics which cannot be covered in the regular class time. Workshop is offered in conjunction with other Latin American Studies courses.

*(Alliant Mexico only)*

## Course Descriptions

### Literature

#### **LIT 1105 Introduction to World Literature: Fiction, Poetry, and Drama** (3 units)

Readings in the main genres of literature (fiction, poetry, and drama) throughout the cultures of the world; includes consideration of oral literature; introduction to critical approaches to literature. (Alliant Mexico only)

#### **LIT 2220 Literature and Culture** (3 units)

Literature as the record and expression of a culture's values and beliefs; an inquiry into the symbiotic relationship between a culture and its literature; intercultural, thematic approach to literary works.

#### **LIT 2225 Introduction to Shakespeare** (3 units)

Reading, viewing, and interpreting selected comedies, tragedies, and sonnets; introduction to Shakespeare criticism; exploration of the "authorship question;" consideration of Shakespeare's place in the canon.

#### **LIT 3001 Latin American Fiction I** (3 units)

Fiction from the earliest years of colonization up to the mid-nineteenth century; includes narratives of indigenous people. (Alliant Mexico only)

#### **LIT 3002 Latin American Poetry I** (3 units)

Poetry from the earliest years of colonization up to the mid-nineteenth century; includes narratives of indigenous people. (Alliant Mexico only)

#### **LIT 3003 Poetry Across Cultures** (3 units)

Comparative study of representative poetry from the world's cultures; emphasis on close reading and interpretation; exploration of historical and cultural significance; consideration of issues of translation.

#### **LIT 3310 Seminal Works of British Literature** (3 units)

Study of selected influential and important literary works of British historical eras and literary movements; emphasis on close reading and discussion of texts in the genres of fiction, poetry, and drama; close analysis and interpretation and application of literary terminology and theory. Prerequisite: Any lower-division literature class.

#### **LIT 3315 Multicultural Perspectives on American Literature** (3 units)

Study of seminal works of literature reflective of the United States' rich cultural heritage; exploration of influential and important texts from the African-American, Native-American, Anglo-American, Asian-American and Hispanic-American traditions; close analysis and interpretation and application of literary terminology and theory. Prerequisite: Any lower-division literature class.

#### **LIT 3020 International Perspectives on the Novel** (3 units)

Investigation of the genre of the novel and its intersection with and manifestation of individual and cultural meaning.

#### **LIT 3330 Multicultural Literature for Children and Adolescents** (3 units)

Study of the literature important for children of elementary and middle school age; includes consideration of oral literature; close analysis and interpretation and application of literary terminology and theory. No prerequisites.

#### **LIT 3340 Myths, Rituals, and Archetypes** (3 units)

Study of repeated motifs and analysis of archetypal patterns as they occur throughout literature; includes study of Biblical and other sacred texts, and classical and mythological literature.

#### **LIT 4001 Latin American Fiction II** (3 units)

Fiction from the mid-nineteenth century up to the present; short story and novel; includes narratives of indigenous people. (Alliant Mexico only)

#### **LIT 4002 Latin American Poetry II** (3 units)

Poetry from the mid-nineteenth century up to the present; includes poetry of indigenous people. (Alliant Mexico only)

#### **LIT 4003 Latin American Drama** (3 units)

Survey of Latin American drama from colonial times to the present; includes consideration of theater of indigenous people. (Alliant Mexico only)

#### **LIT 4020 World Literature: Fiction, Poetry, and Drama** (3 units)

Readings and explorations in the main genres of literature (fiction, poetry, and drama) throughout the cultures of the world; includes considerations of oral literature; close analysis and interpretation and application of literary terminology and theory. No prerequisites.

#### **LIT 4030 Fiction into Film of the World Stage** (3 units)

Study of the relationship the art forms of fiction (novel and poetry) and film; extensive study of literary and film terminology and their application in the processes of analysis and interpretation of verbal and "visual" texts. No prerequisites.

#### **LIT 4800 Latin American Authors Seminar** (3 units)

In depth consideration of the works of several significant writers (novelists, poets, dramatists, or short story writers); their contribution to the life and letters of Latin America with a special emphasis on their political and social impact. (Alliant Mexico only)

### Management

#### **MGT 3010 Overview of Management Practice** (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. Prerequisite: Introduction to Business

#### **MGT 4010 Dimensions of Leadership and Management** (3 units)

Multidisciplinary perspectives on the role of leadership and management in society; review of the differences and similarities between leadership and managerial mindsets and behavior; the theoretical and applied aspects of leadership and management in social, cultural and organizational contexts; the motivation of people and the role leaders and managers play in creating quality of work life and enhanced productivity. Prerequisite: MGT 3010

#### **MGT 4020 Organizations and Organizational Behavior** (3 units)

Introduction to the concept of the business entity as an environment serving organization (ESO) with economic and social responsibilities; explores organization structures, systems, staffing and management processes; covers theoretical and applied aspects of behavior in organizations, including organizational change and development. Prerequisite: MGT 3010

#### **MGT 4030 Cross-Cultural Management** (3 units)

Examines the challenges and opportunities of managing cultural diversity in organizations with emphasis on the transnational enterprise; introduces phenomena of globalization, culture and organizational cultures and cultural synergy; develops intercultural awareness and strategies for hedging cultural gaps. Prerequisite: MGT 3010

**MGT 4040 Human Resource 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.

*Prerequisite: MGT 3010***MGT 4050 Total Quality Management** *(3 units)*

A study of philosophical and conceptual approaches to quality management espoused by leading theorists and practitioners such as Demming, Juran and Crosby. Practical aspects of TQM theory and an introduction to a framework for developing, implementing and continuously improving upon an organizational quality culture.

*Prerequisite: MGT 3010***MGT 6010 Human Resource Management***(3 units)*

A study of the theory and practice of human resource management (HRM) in relation to the challenges and opportunities facing the firm in today's rapidly changing, globally oriented and highly competitive environment. Focuses on strengthening employee-management relations and creating a productive work environment.

*Prerequisite: BUS 5070***MGT 6999 Seminar on Special Topics in Management** *(3 units)***MGT 7010 Triple Bottom Line: People, Profits, and the Planet***(3 units)*

This course concentrates on the human factors that contribute to the betterment of self and community in our world of change and transition. Students will explore concepts, theories, and implement practical applications for human effectiveness via the integration of mental, physical, intellectual and spiritual contexts. The focus will be on knowing and understanding the self and what it means to live and work from an authentic position of safety and integrity for the overall success of self and society.

**Marketing****MKT 3010 Principles of Marketing** *(3 units)*

An introduction to the study of the marketing function in the business enterprise. A study is made of market segmentation and the creation of market demand to serve profitably the needs of customers. The key elements in marketing strategy are studied—product planning and promotion—with customers and competitors as dominant reference points.

*Prerequisite: Introduction to Business***MKT 3020 Marketing Information Systems***(3 units)*

This course equips the students to understand marketing projects and functions using computer technology. The students are introduced to marketing decision support systems for tasks as product pricing, distribution choices, promotion planning.

*Prerequisites: Introduction to Information Systems and MKT 3010***MKT 4010 International Marketing** *(3 units)*

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country.

*Prerequisite: MKT 3010***MKT 4020 Marketing Research** *(3 units)*

Examines marketing research information as an information-providing activity for the purpose of management decision making. Provides an understanding of what marketing research is, what kinds of information it can provide and how it is used by marketing managers.

*Prerequisites: MTH 2210, MKT 3010***MKT 4030 Marketing Communications and Buyer Behavior** *(3 units)*

Examines methods that organizations use to communicate with customers and prospects, including personal selling, advertising, sales promotion, public relations and other forms of promotion. Evaluates the characteristics of each form of promotion in varying marketing situations for formulating communications strategies and tactics.

*Prerequisite: MKT 3010***MKT 4040 Global Marketing Strategy** *(3 units)*

Investigates marketing techniques and programs as developed and implemented on an international scale. Evaluates international marketing strategies, special goals and decision-making processes that are part of marketing internationally.

*Prerequisite: MKT 3010***MKT 4050 Services Marketing** *(3 units)*

An examination of the unique aspects of services. Study of the role of the marketing manager and the service/sales team's responsibility to develop and implement market plans as part of the corporation's strategic and operational plan.

*Prerequisite: MKT 3010***MKT 6000 Managerial Marketing** *(3 units)*

Focuses on the necessary skills to be an effective global marketing manager including analytical decision-making tools that apply to managerial aspects of the marketing functions and tasks. The course will address the skills needed to be a persuasive oral and written communicator of corporate marketing information.

*Prerequisite: BUS 5030***MKT 6010 Marketing Communications Strategy** *(3 units)*

Examination of strategies that organizations use to communicate with customers and prospects, including personal selling, advertising, sales promotion, public relations and other forms of promotion. Focuses on managerial aspects of communications design, development and appraisal and on decisions made to stimulate demand and develop total marketing communications programs.

*Prerequisite: BUS 5030***MKT 6020 Marketing Research** *(3 units)*

Examination of marketing research information as an information providing activity for the purpose of management decision making, alternative research designs and their relative strengths and weaknesses; and the major types of measurement techniques and data collection methods.

*Prerequisites: BUS 5030 and BUS 5090***MKT 6040 Global Marketing Strategy** *(3 units)*

Investigation of marketing techniques and programs as developed and implemented on a global scale, the extent of standardization of marketing programs across several countries; and the selection of appropriate entry strategies for foreign markets.

*Prerequisite: BUS 5030***MKT 6050 Information Systems Applications in Marketing** *(3 units)*

The course covers various aspects of designing information systems so as to make marketing decisions. It also covers aspects of planning and designing the marketing information systems to leverage company wide data from other functional areas in order to efficiently create competitive advantage.

*Prerequisites: BUS 5080, BUS 5030*

## Course Descriptions

### **MKT 6710 Marketing Internship** (3 units)

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of marketing management.

### **MKT 6800 Seminar in Marketing** (3 units)

Seminar on special topics in marketing.

### **MGT 7010 Triple Bottom Line: People, Profits, and the Planet** (3 units)

This course concentrates on the human factors that contribute to the betterment of self and community in our world of change and transition. Students will explore concepts, theories, and implement practical applications for human effectiveness via the integration of mental, physical, intellectual and spiritual contexts. The focus will be on knowing and understanding the self and what it means to live and work from an authentic position of safety and integrity for the overall success of self and society.

### **MKT 8810 and MKT 8820 Research in International Marketing I and II** (3, 3 units)

Provides an opportunity to conduct in-depth research in specific areas of international marketing. Authorization for such a project requires submission of a formal proposal written in accordance with standards set forth by the College. Students will work closely with a faculty advisor throughout the project.

### **MKT 8830 Advanced Seminar in International Marketing** (3 units)

Students conduct research in international marketing. Topics may include selection, mode of entry, environmental analysis, product development, exporting and importing, pricing, distribution and promotion strategies for world wide markets.

## Math

### **MTH 0999 Algebra in Practical Context** (3 units)

Study of various topics in algebra including properties of real numbers, linear equations and inequalities; polynomials, rational expressions, exponential and roots, quadratic equations, systems of linear equations; applications of algebra to everyday problems.

*Credit/no credit ("C" level competency required); credit does not apply to any degree program. (Alliant Mexico only)*

### **MTH 1109 College Algebra** (3 units)

Concepts and theories in modern algebra with emphasis on functions, graphical methods and theory of equations; includes study of quadratic equations, complex variables, systems of equations and inequities, polynomial functions, logarithmic and exponential functions, arithmetic and geometric progressions, etc.

*Prerequisite: MTH 0999 or pass Mathematics Placement Examination.*

### **MTH 2210 Introduction to Applied Statistics** (3 units)

Descriptive statistics, measures of central tendency and variability, sampling, correlation, hypothesis tests and confidence intervals.

*Prerequisites: MTH 1109 or higher mathematics course and IST 1010*

### **MTH 3305 Discrete Mathematics** (3 units)

Introduction to logic, set theory, number theory, equivalence and order relations, combinatorics (combinations and permutations), and basic probability.

### **MTH 3301 Foundations of Mathematics** (3 units)

Comparisons of mathematical systems with emphasis on the real numbers, numerational systems, and their historic development; topics in geometry, set theory, and probability and statistics. *(Alliant Mexico only)*

### **MTH 3310 Geometry** (3 Units)

Study of Euclidean geometry, two and three dimensional shapes and interrelationships, congruence, similarity and proportional reasoning, measurement of length, angle size, area, volume, proofs and problem solving.

### **MTH 3315 Linear Algebra** (3 Units)

Study of matrix algebra, Gaussian elimination, determinants, vector spaces, linear transformations, orthogonality, eigenvalues, and eigenvectors.

### **MTH 3320 Calculus I** (3 units)

Study of algebraic and transcendental functions, continuity and limits, the derivative and its applications, the integral and the fundamental theorem of calculus. Includes techniques and applications of integration, improper integrals, differential equations, infinite series and conic sections.

*Prerequisites: Knowledge of algebra, geometry, and trigonometry.*

### **MTH 3321 Calculus II** (3 units)

Continued study of differential and integral calculus, focusing on logarithmic, exponential and trigonometric functions, techniques of integration and applications.

*Prerequisite: Calculus I*

### **MTH 3325 Math and Technology** (3 units)

Introduction to the uses of technology for solving mathematical problems. Advanced uses of graphic calculators and computer spreadsheets including programming and macros. Introduction to computer programming, uses of symbolic manipulation programs and calculators and of specialty programs such as Geometers Sketchpad and software teaching tools such as MATHZONE, ALEKS, Plato. Applications appropriate for teachers of mathematics at the middle and high school level.

### **MTH 4005 Mathematics Education** (3 units)

Study of the theories, methods and materials relevant to the teaching and learning of mathematics; includes current issues and research in mathematics education in the areas of technology, mathematics applications, instructional strategies and assessment techniques. Includes field observation study and service learning projects.

### **MTH 4010 Foundations in Mathematics** (3 units)

Axiomatic systems, theorems, logic, proof, introduction to group, rings, and fields, ordering, integers, rational numbers, and the real number system.

### **MTH 4020 History of Mathematics** (3 units)

Study of natural sciences and quantitative reasoning, focusing on the development of mathematics from ancient Egypt and Babylon to late nineteenth century Europe.

### **MTH 4030 Probability and Statistics** (3 Units)

Concepts and theories used in statistics with emphasis on collecting, representing and summarizing data, probability and probability distributions, data analysis, linear regression and correlation, statistical inference, confidence intervals, hypothesis testing, and other concepts including, but not limited to, measures of central tendency, probability representations using charts and graphs, z zones, and the bell curve.

*Prerequisite: Discrete Mathematics*

### **MTH 4040 Mathematical Modeling** (3 units)

Models from the physical, natural and social sciences including population models and arms race models. Emphasis on classes of models such as equilibrium models and compartment models. Discrete and continuous models.

## Networking

### **NET 4010 Client-Server and Database Technology** (3 units)

Review of issues in implementing client-server database systems. Hands-on exposure for developing databases and user front-ends with state-of-the-art tools and software.

*Prerequisite:* IST 4030

### **NET 4020 Network Management** (3 units)

Review of LAN and WAN technologies. Network organization. Managing of telecommunication networks, cost-benefit analysis and evaluation of different network option. Managing the Internet. Simple Network Management Protocol. Web-based network management. Network management software and network monitoring tools.

*Prerequisites:* IST 4050, IST 4060

### **NET 4030 Networked Systems Development Environments** (3 units)

Students will be exposed to methodologies for building systems that work in environments implemented on LANs, WANs, or the Internet. The course will teach students hands-on development skills for networked systems.

*Prerequisites:* IST 4010, IST 4080

### **NET 4999 Special Topics** (3 units)

This course will cover topics that are of special interest in the marketplace of applications in the networking area. The course will have part seminar format and part hands-on laboratory format.

*Prerequisite:* IST 4080

## Natural Science

### **NSC 2205 Human Physiology** (3 units)

Functions of the systems of the human body and their relation to homeostasis; includes disease prevention and cure, health and wellness, and nutrition.

### **NSC 2215 Introduction to Physical Mechanics** (3 units)

Introduction to topics in physics for the non-science major: discusses the motion of objects and Newton's laws, temperature electromagnetic waves, and sound waves; taught through lectures, films, demonstrations, etc.

*Prerequisite:* MTH 0999 or higher mathematics course.

### **NSC 2216 Introduction to Earth Sciences** (3 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.

### **NSC 3304 Biology and the Environment** (3 units)

Introduction to biology that stresses the relationship of living things to their physical and biotic environments; biological molecules and processes, cell structure and function, evolution, heredity, and genetics; species, diversity of life forms, ecosystems, and the interdependence of ecosystem components.

*Prerequisite:* ENG 1106

### **NCS 4010 Earth and Space Science** (3 units)

Study of the major geological processes affecting the physical earth and its environment; introduces fundamental principles of space science, including the earth and its atmosphere, the solar system, stellar evolution and cosmology.

## Online Courses

For information about the availability of online courses offered, contact your advisor or consult the course schedules that are available each term.

## Organizational Studies

### **ORG 6003 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 masters students in years one to three. A schedule of meetings and topics is published at the start of each semester.

### **ORG 6005 Intro to Professional Practice in Organizational Psychology** (2 units)

A survey course for first year doctoral students about psychology as a profession. Discussion topics include professional ethics, licensure, laws pertaining to practitioners in psychology, issues facing today's psychologists and professional psychology organizations such as the American Psychological Association. Students attend Professional Development Group as appropriate.

### **ORG 6007 Pro-Seminar in Organizational Psychology** (2 units)

Socializes new students to the profession of organizational psychology by discussing: history; models, characteristics, settings, activities and standards of present practice; professional associations; journals; and dominant issues and paradigms for research and consulting. Includes basic skills necessary for successful graduate study.

### **ORG 6015 Scientific Foundations: Statistics** (4 units)

An overview of the major statistical tools employed in contemporary behavioral science research and program evaluation. 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; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons.

*Prerequisite:* Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.

### **ORG 6016 Principles of Research 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.

### **ORG 6017 Research Methods** (3 units)

Study and application of the principles of action and applied research models and methods. Areas covered include problem identification and prioritization, hypothesis formulation, steps for planning research, experimental design, basic definitions and theoretical applications of statistical procedures. Data collection techniques include observation, interviewing and survey questionnaire development and application.

*Prerequisite:* Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.

### **ORG 6023 Computer Statistics Laboratory** (1-2 units)

Introduction to relevant software packages. Includes practical exercises in the collection, coding, and statistical analyses of empirical data using statistical software packages. Prepares students for designing and analyzing their own research data.

*Prerequisite:* Concurrent enrollment in Advanced Statistics I or II (PSY 6021 or PSY 6022), as appropriate.



## Course Descriptions

### **ORG 6031 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.

### **ORG 6032 Quantitative Research Methods**

(3 units)

Basic assumptions, concepts, principles and procedures for operationalizing, gathering and processing quantitative data in organizational contexts. Univariate, bivariate and multivariate statistical procedures of quantitative data analyses. Emphasis on reading and understanding, skillbuilding exercises and discussion of quantitative research methods found in Organizational Studies.

### **ORG 6033 Methods: Quantitative Analysis**

(3 units)

Designed to familiarize the student with the basic assumptions, varieties and techniques of quantitative data analysis and with the basic techniques for gathering qualitative data (mainly observational techniques, interviewing and document research). Also reviews ways qualitative data may be quantified for analysis as quantitative data and ways such data may be analyzed in a narrative (e.g. ethnographic manner). Goal is that student can pursue further study independently while entering the proposal design phase of the program.

### **ORG 6150 Professional Communications Skills**

(3 units)

Explores and develops student's communications skills (oral, written, interpersonal, and organizational) in a variety of contexts likely to be encountered in practice. Examines strategies and channels for organizational communication, including stakeholder analysis, organizational communication plans, and web-based media. Assignments include professional oral presentations, delivering feedback and recommendations or proposals to clients, and providing constructive feedback to peers and clients

### **ORG 6170 Qualitative Research and Survey Methods**

(3 units)

Introduces qualitative research methodologies as alternatives to purely quantitative statistically based techniques of investigation. Methods of analyzing, writing and presenting qualitative research are presented, and ways of linking quantitative and qualitative data are addressed. Topics covered may include participant observation, data collection techniques such as interviews and focus groups, along with development, administration and analysis of surveys. Principles of questionnaire and rating scale development for attitude and opinion measurement will be covered.

### **ORG 6211 and ORG 6212 Personal and Professional Development**

(1, 1 unit)

Two-semester sequence for first-year organizational students, designed to increase personal and professional awareness. Topics and approach will vary with the needs of the group, but may include learning styles, skills assessment, giving and receiving feedback, group formation and teambuilding, as well as standards of professional practice, professional associations and journals.

### **ORG 6320 Organizational Behavior**

(2-3 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.

### **ORG 6535 Paradigms of Inquiry in Organizational Studies**

(3 units)

Explores alternative ways of understanding related to the development of basic and applied knowledge in the social sciences. Addresses philosophy of science issues. Examines traditional and nontraditional approaches and their relationships to the ways in which evidence and data are gathered in organizational research and consultation

### **ORG 6330 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.  
*Prerequisite: ORG 6320.*

### **ORG 6505 Personnel/Human Resource Management**

(3 units)

Training, career development, job design and redesign, job rotation and the elements of personnel administration in a humanistic model. It reviews participative management, management by objectives, employee productivity and quality.  
*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

### **ORG 6515 Models of Organizational Change and Development**

(3 units)

Theories, methods and models relevant to change in individual, group and system levels in organizations. Principles of organizational development, diagnosis and interventions are presented.  
*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

### **ORG 6535 Paradigms of Inquiry in Organizational Studies**

(3 units)

Explores alternative ways of understanding related to the development of basic and applied knowledge in the social sciences. Addresses philosophy of science issues. Examines traditional and nontraditional approaches and their relationships to the ways in which evidence and data are gathered in organizational research and consultation.

### **ORG 6750, ORG 7750, ORG 8750, ORG 9750 Independent Study**

(1-3 units)

Individual instruction directed by faculty member. Requires approval of instructor and of campus-based MGSM Program Director. May be repeated.

### **ORG 7017 Applied Research Methods**

(3 units)

Applied methods are those that are useful when working in applied organizational work as an external or internal consultant or manager. Emphasizes use of research for purposes of organizational diagnosis, assessment, program and intervention evaluation and other inquiries into organizational life. Course content covers a survey of the philosophy of science and the scientific method and the design of organization research including sampling approaches, quantitative/qualitative data collection methods and statistical data analysis techniques.

**ORG 7020 Psychological Measurement**

(3-4 units)

Introduction to classical and modern approaches in measurement theory and scale/test development including true score theory, 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:* PSY 6021, ORG 6023.

**ORG 7100 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 management, evaluation and termination. Also includes basic tools and techniques for basic facilitation of meetings, group/team formation, conflict resolution, and collective decision making.

**ORG 7200 Practicum in Organizational Studies**

(3 units)

One-semester field placement for Organizational Studies Master's programs. Emphasizes application of organizational coursework within profit or nonprofit organizations. May or may not include paid work.

*Prerequisites:* 2nd year graduate standing; ORG 6320. Other prerequisites and specific requirements vary by campus.

**ORG 7215 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:* Vary by campus.

**ORG 7225 Stress in Human Behavior** (1 unit)

Meaning and causes of job stress, its impact on both the individual and the organization, and coping strategies to effectively manage stress. Coping procedures include measures designed to prevent, reduce and/or modify stressful experiences.

**ORG 7230 Work and Well-Being** (3 units)

This course addresses the intersection of mental and physical health and work. The workplace factors that contribute to worker stress, harassment, illness and injury will be examined along with those contributing to smoking cessation, reduction and elimination of drug and alcohol abuse, weight control and the behaviors related to health and well being. Gender issues will be addressed as they relate to matters of work and well-being including gender differences in communication patterns, leadership styles, means of dealing with conflict and handling of multiple roles.

**ORG 7235 Process 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 skills 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.

*Prerequisites:* PSY 6412 and ORG 7516, or instructor permission.

**ORG 7250, ORG 8250 Organizational Studies Workshop** (1-3 units)

Variable topics. Intensive coverage of selected topic(s) in Organizational Studies. Prior permission of campus-based MGSM Program Director required for curriculum credit. May be repeated.

**ORG 7325 Consumer Behavior** (3 units)

Systematic study of the relationship between the producers (or distributors) and consumers (actual or potential recipients) of goods and services including: consumer preferences for product features, product testing, consumer attitudes and motivation, buying habits and patterns, brand preferences, media research (including the effectiveness of advertisements and commercials), packaging design and features, estimating demand for products or services and the study of the economic expectations of people. Skills will be developed in applying a variety of relevant social science research methodologies (e.g., sampling theory, questionnaire and survey protocol design and execution, individual and group interviewing, stimulus scaling and mathematical model building).

*Prerequisite:* ORG 7682. May be taken for Advanced Seminar in Organizational Studies credit.

**ORG 7330 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.

*Prerequisite:* ORG 6320 or permission from instructor.

**ORG 7350 Organization Theory** (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.

**ORG 7408 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.

*Prerequisites:* 2nd year graduate standing; ORG 6320 or a graduate course in social psychology. May be taken for Advanced Seminar in Organizational Studies credit.

**ORG 7410 Building Learning Organizations**

(2 units)

Examines the need for organization-wide change efforts that are sustained and reinforced through organization-wide learning. Considers ways that organizations can engage in self-reflective and learning-oriented behaviors in order to align major strategies for change with specific organizational processes. Covers mechanisms for developing sustained capability for change.

## Course Descriptions

### **ORG 7425 Organizational Behavior: Fundamentals and International Perspectives** (3-4 units)

This course explores the literature and research of individual and group behavior in organizational contexts. This literature is also examined for its relevance and application across cultures and international societies within a global economy. Specific literature reviewed includes: international perspectives on leadership, work motivation and practices, decision-making, and communication, group functioning, inter-group relations, power and influence, diversity and inclusion, conflict management, organization design, organizational learning, and the implementation of planned organization change. MAOB students are required to participate in a work study trip or attend a national conference to enable first-hand experience of international business and culture. International work study experience may be accepted with approval of MGSM Program Director.

### **ORG 7431 Group Field Theory** (3 units)

Exploration of social psychological field theory, its origins and history and implications for OD practices. Group dynamics, processes of polarization and unification in groups, group roles, survey feedback methods and strategies of remediation as related to this theory. Reviews current research and intervention techniques. Uses experiential methods to explore team functions applying the theory.

### **ORG 7433 Organizational Assessment** (3 units)

Introduces students to the theory and practice of organizational assessment. Key issues related to designing and conducting organizational assessment at the individual, small group/team and systemwide level. Various assessment methods will be explored including the use of instruments, surveys and interview-based methods. Includes both a review of the literature and extensive experiential practice.

*Prerequisite: PSY 6010.*

### **ORG 7438 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 chisquare to log-linear modeling; canonical correlation; factor analysis; structural equation modeling (e.g., EQS, LISREL).

*Prerequisites: PSY 6021, PSY 6022 and PSY 6023.*

### **ORG 7440 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.

### **ORG 7503 Leadership and Management Behavior** (3 units)

Survey of leadership theory and research; characteristics of leaders, theories of leadership origins and psychological and social correlates. Interaction of personal and organizational factors in determining leadership effectiveness.

### **ORG 7506 Conflict Management Skills Development** (3 units)

This course addresses steps required to deal with conflict constructively: diagnosing disagreements and selecting a strategy for managing the conflict. Participants will review the diagnostic questions required to understand the conflict situation; and will explore the strategies available to manage conflict.

*Prerequisite: Current enrollment in MAOB program or permission of instructor and of campus-based MGSM Program Director.*

### **ORG 7507 Workplace Ethics** (3 units)

Focus on increasing students' awareness of the ethical issues related to management and organizational behavior. Ethical issues are explored in the contest of both moral and legal dimensions.

*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

### **ORG 7509 Leadership Skills Development** (3 units)

This course focuses on leadership theories and their applications to management and organizational practice. Contemporary theories of leadership and the empirical evidence supporting these theories, are reviewed.

Applications of the concepts to the work world will be considered, including their applicability to students' current work situations.

*Prerequisite: Current enrollment in MAOB program or permission of instructor and of CSOS Program Director.*

### **ORG 7512 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.

*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

### **ORG 7516 Consulting Skills: Group/Team Interventions** (3 units)

Knowledge and skills development in implementing the consulting process. Covers issues and considerations the consultant must address throughout each stage of the consulting process. Primary focus is on the contracting, diagnosing and intervention stages of the consulting process. Individual coaching and alternative approaches to team development and inter-group interventions are addressed.

*Prerequisites: ORG 7607, PSY 6412.*

### **ORG 7520 Transforming Organizational Culture to Enable Change** (3 units)

Examination of the main reasons for understanding behaviors, values, and shared assumptions of organizational cultures. Review of the models of cultures or sub-cultures by which all organizations (bureaucratic, start-up, flourishing or in decline) operate.

### **ORG 7523 Introduction to Organizational Development** (2 units)

Overview of the field of organizational development and the role of the change agent. Examines the roots of OD, focusing on the contributions of various disciplines and key personalities in the field.

### **ORG 7525 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: ORG 6320 and ORG 7350 or permission of the instructor and campus-based MGSM-OP Program Director..*

### **ORG 7527 Models of Organizational Culture and Change** (3 units)

Previews and analyzes the organization culture literature and examine approaches and methods for assessing and discovering organization culture.

Various models, approaches and methods for designing, facilitating and managing large-scale organization change processes will also be reviewed and explored.

*Prerequisites: ORG 6320, ORG 7516, ORG 7607.*

### **ORG 7528 Consulting Skills: Systemwide Interventions** (3 units)

Explores the theoretical foundations of systemwide change. Reviews approaches, methods and techniques for designing, facilitating and implementing systemwide change. Current trends in large systems change will be reviewed, such as benchmarking, business change, the conference model, openspace and other new developments.

*Prerequisite: ORG 7516.*

**ORG 7540 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.

**ORG 7605 Basic Concepts in Organizational Development Skills/Consultation (3 units)**

Development of skills related to consulting activities in organizations. Focuses on developing skills through experiential learning exercises and role playing in preparation for application in an organization.

*Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

**ORG 7606 The Process of Consultation: Organizational Entry (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 management, evaluation and termination.

*Prerequisite: ORG 7523.*

**ORG 7607 Foundations of Organization Consulting and Development (3 units)**

An introduction to organizational consulting and development. Overview of the field of organizational development and the consulting process covering various views of the consulting process, the history of the OD profession and a basic understanding of its core practices.

**ORG 7610 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 skills development. Emphasizes organizational assessment, intervention designs, implementation and style of the practitioner, writing proposals and on the practitioner's awareness of his or her impact on others in the organization.

*Prerequisite: ORG 7523*

**ORG 7630 Team Building and Design (3 units)**

Aims at an understanding of the major theoretical formulations regarding leadership, group effectiveness, conformity and role behavior; exploring the various fields of application, such as team building, conflict and creativity, growth groups, problem solving and decision making groups, learning groups and discussion groups; developing group facilitator skills.

*Prerequisite: 2nd year graduate standing.*

**ORG 7670 Coaching and Self-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.

*Prerequisites: ORG 6320 and ORG 7523 or permission of instructor.*

**ORG 7682 Survey-Guided Feedback (3 units)**

Developing, administering and analyzing surveys. Principles of questionnaire and rating scale development for attitude and opinion measurement will be covered. Hands-on approach for developing and administering organizational surveys will be used to provide students with practical skills in addition to the theoretical bases for survey development.

**ORG 7710 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.

**ORG 7725 Organizational Studies Applied Experience and Supervision (2-5 units)**

Integrative applied supervised organizational development experience (e.g., organizational consultation, development of a useful product or program evaluation) at an approved organizational site. Must meet minimal specified hours of applied work and supervision. Requires formal written report and oral presentation to faculty. Required participation in supervision seminar.

*Prerequisite: Enrollment in MGSM program requiring this course.*

**ORG 7730 Synthesizing Multiple Perspectives: A Capstone Course (2-3 units)**

Case examples and relevant theories serve as a capstone class in the field of Organizational Studies. This course integrates all curricular sequences as well as serves to facilitate studying for the comprehensive examinations.

*Prerequisites: Completion of all core courses and enrollment in MGSM PhD program.*

**ORG 7820 Research Practicum (1-2 units)**

Supervised experience conducting research in the area of Organizational Psychology and Organizational Studies. Provides opportunities for students to gain experience in designing research studies, data entry and analysis and preparing research for publication. Course may be repeated.

*Prerequisite: Permission of campus-based MGSM Program Director.*

**ORG 7825 MAOB Consultation Group (2 units)**

This course concerns applications of the theories, concepts and ideas being learned in the MAOB program to the student's specific current work situations. The goal of this course is to bridge transfer of training from the classroom to the work situation. Specific topics covered in this group vary from one term to the next depending on the needs of the currently enrolled students and what has been covered in the other courses in the curriculum.

*Prerequisite: Current enrollment in MAOB program.*

**ORG 7861, ORG 7862 Second Year Research Project (1, 4 units)**

A two-semester course in which students conduct an independent research project under the supervision of an organizational psychology faculty member. The aim of the project is to develop the students' research skills via direct, hands-on experience with each phase of the research process. The research project must be completed and signed off before the student can take comprehensive exams.

**ORG 7863, ORG 7864 I-O Psychology Research Project I, II (3, 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: PSY 6021, PSY 6700 PSY 6022, and ORG 6016*

## Course Descriptions

### **ORG 7890, ORG 9890 Knowledge in Organizations (3 units)**

Explores key topics in the development and management of knowledge in organizations. It covers the basic concepts, frameworks and terms of knowledge management and addresses the social, ethical and managerial implications of the evolving business thinking around knowledge, networks and intangibles.

### **ORG 7990 Master's Thesis (units vary by campus)**

The design, implementation and analysis of a study or experiment in psychology under the supervision of a thesis committee.

### **ORG 8110 Strategic Staffing Systems (3 units)**

Application of the principles and concepts of personnel selection procedures and workforce planning strategies to broader contexts within organizations and the marketplace. In addition to reviewing new methods and trends, special emphasis is placed upon practical application and required skills that will be needed to design strategic staffing systems that are directly linked to business objectives. Theories and concepts will be critically reviewed and practical aspects of building a workforce planning philosophy will be discussed. Specific topics include: (a) the components of all staffing systems, (b) selection strategies, (c) utility of selection practices, (d) legal implications, (e) environmental scanning, and (f) workforce planning.

*Prerequisites:* ORG 7020 and ORG 8122. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8115 Organizational Reward Systems (3 units)**

This seminar explores the latest developments in the theory and practice of designing organizational reward systems. The design of reward processes and structures are examined with the aim of improving organizational effectiveness and efficiency. A variety of alternative plans are considered including financial and non-financial rewards, productivity gain sharing plans, incentive plans, skill-based pay and other contemporary approaches.

*Prerequisites:* ORG 6320 and ORG 6330. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8120 Talent Staffing and Selection (3 units)**

Traditional and contemporary approaches to personnel selection and placement. Covers: job analysis, criterion theory, comparative advantages and disadvantages of alternative predictors, validation paradigms, job design, training, career development and ethical and legal considerations related to personnel psychology.

### **ORG 8122 Personnel and Work Psychology (3 units)**

Applications of psychology in facilitating the interactions of an organization with its workers. Emphases will be placed on job and task analysis, criterion theory and development, personnel recruitment, selection, placement and classification and human performance/human factors. Issues of assignment of people, the development of measures of their cost and contribution and their training, career development and motivation are considered. Labor relations and the legal constraints on personnel practices will be introduced

### **ORG 8125 Multiculturalism in Organizations (3 units)**

Advanced seminar addressing current status of theory and research regarding alternative organizational orientations to human diversity and their antecedents, correlates and consequences. Addresses the nature of and rationale for organizational change efforts and other interventions directed at increasing inclusion and multiculturalism in organizations, as well as their design, implementation and evaluation. Specific topics covered vary.

*Prerequisites:* ORG 7330 and ORG 7525.

*Participants should also have some experience with and/or knowledge of the theory and practice of organizational change and development. May be taken for Advanced Seminar in Organizational Studies credit.*

### **ORG 8130 Human Performance/Human Factors (3 units)**

Human factors is an interdisciplinary science concerned with understanding the characteristics of human performance and applying this knowledge to the design of systems and devices intended for human use and operation within a specified environment. This seminar is intended to provide advanced graduate students a broad overview of major topics, methods and issues in human factors engineering. The aims of the course are to discuss concepts, principles and theoretical models that promote effective system design, to illustrate methods and procedures for the solution of applied problems and to identify appropriate reference material useful to the human factors specialist.

*Prerequisite:* 2nd year graduate standing. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8133 Employment Regulation: Protections for the Individual Employee (3 units)**

Deals with the legal system, which provides a context within which any organization must function. Emphasis will be given to the employment relationship, wrongful discharge, employment discrimination, sexual harassment, wage/hour disputes and occupational health and safety. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8135 Industrial and Labor Relations (3 units)**

The presence of a union in an organization and its role regarding system-wide organizational change are discussed. Participants will gain familiarity with major labor legislation and with contractual obligations that affect human resource policy implementation. Competency will be developed in dealing with disciplinary systems, job and employee evaluation systems and organizational change in a union-management context. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8140 Performance Measurement, Appraisal and Feedback (3 units)**

This seminar reviews the latest literature on performance measurement and appraisal theory and practice. It also examines the latest methods for providing employees' feedback on their performance. This knowledge is put to use as practical experience is gained in developing appraisal and feedback tools. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8145 Program Evaluation (3 units)**

Application of social research procedures to assess the conceptualization, design, implementation and impact of social intervention programs. Provides (a) a strong background in current program evaluation research, theories and approaches and (b) experience in the use of program evaluation techniques. Specific coverage includes: evaluation models; ethical issues; the external environment on the conduct of evaluation studies; the design of evaluation studies; special methodological issues specific to program evaluation; writing the evaluation report; and the dissemination of the evaluation results to those concerned.

*Prerequisite:* 2nd year graduate standing. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8150 Stress in Individuals and Organizations (3 units)**

Review of individual, group, organizational and extra-organizational stressors. An integration of theories, research and practice from many disciplines into a framework that has relevance for those concerned with stress and work issues as well as with the implementation of stress management programs.

*Prerequisites:* 2nd year graduate standing and completion of ORG 6320.

### **ORG 8155 Decision Theory (3 units)**

This course provides a comprehensive overview of major topics, methods and issues in mathematical decision theory and human decision making. The aims of the course are to present basic concepts, principles and experimental findings in decision theory, to illustrate methods and procedures for decision analysis and to extend the basic information to realistic, applied decision making problems. May be taken for Advanced Seminar in Organizational Studies credit.

### **ORG 8220 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.

### **ORG 8240 Quality Analysis and Improvement (3 units)**

Management of quality standards in organizations, the relationship between quality and effectiveness and the statistical tools and methods used to increase quality through process improvement. *Prerequisite: ORG 6015 (for Master's students) or PSY 6021 (for doctoral students).*

### **ORG 8250 Organizational Studies Workshops (1-8 units)**

Students may attend management or professional development workshops and receive academic credit for their participation.

### **ORG 8405 Career Development in Organizations (3 units)**

Career development and planning issues will be considered from the perspective of organizational and societal changes, including the impact of currently relevant economic trends, changes in the marketplace, type of organization and the interaction of individual, group and organizational factors. (Note: this is not a course in individual career assessment or counseling.)

### **ORG 8505 The Individual in Organizations (2 units)**

Emphasizes the role of the individual in contemporary organizational life. Addresses individual approaches to learning and the individual-organizational interface. Examines generational differences in work attitudes and effect on organizations. *Prerequisite: Enrollment in PsyD in Organizational Development Program.*

### **ORG 8515 International Organizational Development (3 units)**

Global and international issues in OD. Design and implementation of international OD initiatives. Discusses issues related to the practice of OD in other cultures and to the practice of OD in international companies. Covers cultural and intercultural factors and relevant research findings. *Prerequisite: ORG 7607. May be taken for Advanced Seminar in Organizational Studies credit.*

### **ORG 8525 History and Systems of Organizational Studies (3 units)**

Organizational Studies and ways in which these forces affect our understanding and participation in the field. Industrialism, post-industrialism, postmodernism and discourse analysis explored through lectures, readings and field research. Identifies distinctive contributions of the various behavioral sciences, including sociology, anthropology and psychology.

### **ORG 8548 Ethnocultural Issues in the Workplace (3 units)**

Tools and approaches for developing and maintaining effective organizational diversity are presented. *Prerequisite: Enrollment in Organizational Studies Master's program. May not be used for course credit in doctoral programs.*

### **ORG 8606 Entry to the Workplace (1 unit)**

A field placement preparation course helping students to: develop job skills; identify and develop future field placements; and cultivate their own placements. Interview and resume preparation as steps in workplace entry.

### **ORG 8800 Advanced Seminar in Organizational Studies (1-4 units)**

Special topics in the field of Organizational Studies. May be repeated for credit with change of topic.

### **ORG 8915 PsyD Dissertation Project Design (Units vary by campus)**

The first of a series of seminars designed to facilitate Organizational Studies PsyD students' preparation of the PsyD project. Focuses on identification of research area and specific research questions as well as development of the critical review of the literature. *Prerequisite: Advancement to doctoral candidacy.*

### **ORG 8950 Preliminary Dissertation Development – Organizational Psychology (6 units)**

Students work with faculty mentors to explore dissertation topics.

### **ORG 8980 Dissertation Development – Organizational Psychology (9-12 units)**

Students 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.

### **ORG 8990 Dissertation Research Seminar I (3 units)**

Individual and 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. 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. *Prerequisite: ORG 6016, ORG 7863, ORG 7864, PSY 6021, PSY 6022, PSY 6700*

### **ORG 8991 Dissertation Research Seminar II (3 Units)**

Individual and group work to complete the design of the dissertation research. In an interactive seminar environment, the student shares research design ideas and methods. The requirements for this course are met when the methodology chapter(s) (Design, Participants, Instrumentation, Procedures, Data Analyses to be used, and Limitations) are completed.

### **ORG 8992 Research Seminar: Dissertation Research V-VI (Units vary by campus)**

Once students successfully defend their dissertation proposal and gain approval from their dissertation committee to conduct the research, they register for this specific research seminar. During this research seminar, students' conduct, write-up, and finalize dissertation research. This required course is completed when students successfully defend their dissertation and obtain the approval of their dissertation committee.

### **ORG 8993 Dissertation Supplement (2 semester units per semester/4 semester units maximum)**

Note: units do apply toward doctoral degree credit. This course is required for students who have not passed their comprehensive/qualifying examination and therefore are not permitted to register for ORG 8991, or students who have failed to complete their dissertation proposal in a timely manner and who have already exhausted the allotted course units for ORG 8991. Students enrolled in this sequence continue in their selected research seminars and with their ongoing work of developing their dissertation proposal under faculty guidance while enrolled in these units. However, these course units do not apply toward the total number of units required for doctoral students.

## Course Descriptions

### **ORG 9410 Full-Time Field Placement in Organizational Psychology** (Units vary by campus and program)

Field Placement in a corporate or governmental setting; required each semester of students who are enrolled in the third and/or fourth year of selected doctoral programs in Organizational Psychology. Concurrent enrollment in Professional Development Group or other group supervisory experience may be required.

*Prerequisite: Permission of campus-based MGSMP-OP Program Director. Other prerequisites and specific requirements vary by campus.*

### **ORG 9411: Part-Time Field Placement in Organizational Psychology** (Units vary by campus and program)

Field Placement in a corporate or governmental setting; required each semester of students who are enrolled in the third and/or fourth year of the Industrial-Organizational Psychology doctoral program. Concurrent enrollment in Professional Development Group or other group supervisory experience may be required.

*Prerequisite: Permission of campus-based MGSMP-OP Program Director. Other prerequisites and specific requirements vary by campus.*

### **ORG 9490 Organizational Studies Fieldwork Supervision Seminar** (Units vary by campus)

Supervision course concurrent with field placement. Participation in individual and/or group supervision sessions and a seminar to discuss their activities and improve their skills. The seminar focuses on the development of skillfulness in real situations, with the necessary ability to both initiate and respond to clients' needs. May be repeated for credit.

### **ORG 9807 Professional Development Group (I-O)** (1 unit)

Scheduled meetings of I-O students in field placement to discuss issues related to the practice of industrial-organizational psychology and organizational development. Invited speakers address current issues and career development.

### **ORG 9880 Professional Issues in Organizational Psychology** (2 units)

Discussion and personalized review of the tradeoffs affecting various types of professional practice including academic settings, private practice, internal and external organization development work and emerging opportunities for Organizational Psychologists.

### **ORG 9921, ORG 9922 Advanced PsyD Dissertation Project** (3, 3 units)

Yearlong independent project work under the supervision of the PsyD dissertation project committee chair, focused on implementation and completion of project.

*Prerequisites: ORG 6016 Principles of Research Design and/or ORG 6535 Paradigms of Inquiry (varies by campus)*

### **ORG 9931/ORG 9932 Doctoral Dissertation** (3-4, 4 units)

Required of fourth year students working on dissertations.

### **ORG 9985 (PsyD) / ORG 9995 (PhD) Doctoral Extension Research** (Units vary by campus)

Extension of dissertation research beyond the fourth year (fifth year for Dual I-O/Clinical students), and beyond 3rd 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.

## Physical Education

### **PHE 3306 Physical Growth and Development** (3 units)

Physical growth and maturation; motor development of the individual from birth to maturity; changes in motor patterns of children and adults; and methods of evaluation of motor skills performance and the selection of appropriate movement experiences.

## Philosophy

### **PHL 1104 Introduction to Philosophy** (3 units)

Selected major topics in theories of reality and knowledge as well as from applied areas such as ethics, politics, aesthetics, religion. Multicultural content.

*Prerequisite: ENG 1106*

### **PHL 3306 Comparative Philosophy** (3 units)

Cross-cultural exploration of perspectives originating in Africa, Asia, Latin America and the Middle East.

### **PHL 3309 Major Figures in Philosophy** (3 units)

Examination of the thought of prominent philosophers in various cultures from ancient times to the present.

### **PHL 3310 Ethics and Value Theory** (3 units)

Basic theories along with an investigation of several current controversies in practical contexts.

*Prerequisite: ENG 1106*

### **PHL 3500 Epistemology and Gender** (3 units)

Philosophical implications of the sociology of knowledge; special emphasis on the role of gender in forming our picture of the world.

## Psychopharmacology

### **PPH 6900 Introductory Psychopharmacology**

### **PPH 6905 Clinical Biochemistry**

### **PPH 6910 Anatomy/Physiology**

### **PPH 6911 Clinical Medicine/Pathophysiology**

### **PPH 6915 Neuroscience: Neurophysiology**

### **PPH 6920 Neuroscience: Neuroanatomy**

### **PPH 6925 Neuroscience: Neurochemistry**

### **PPH 6930 Pharmacology**

### **PPH 7900 Special Populations**

### **PPH 7905 Clinical Pharmacology**

### **PPH 7910 Psychopharmacology**

### **PPH 7915 Chemical Dependence**

### **PPH 7920 Pharmacotherapeutics**

### **PPH 7925 Physical Assessment**

## Pupil Personnel Services/ School Psychology

### **PPS 6001/2/3/4/5/6 Placement Practicum/Role of School Psychologist** (1, 1, 1, 1, 1, 1 unit)

Students are required to register for a practicum seminar each semester. 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 450 practicum hours required by CCTC. Students may also provide other services to school districts to meet the total hour requirements. Seminar advisor works with student, instructor and/or district liaison to provide guidance to student and evaluate practicum performances.

### **PPS 6007 Orientation to the Profession of School Psychology** (1 unit)

Students must take this course in the first semester of the program. The course introduces students to the field of school psychology, including the relationship to other professions, graduate training, professional preparation and licensure and credentialing.

### **PPS 6008 Principles of Curriculum Construction** (2 units)

Course is designed for non-educators/teachers, offering an overview/introduction to the principles of curriculum constructions. Introduction of various curriculum models and philosophic perspectives.

### **PPS 6009 Child through Adolescent Development: Biological, Behavior, Cognitive** (2 units)

This course will cover cognitive, behavior, educational and psychosocial development from birth through adolescence. It will emphasize both theoretical and applied aspects of development, learning theories and parenting and teaching of children from ethnic, linguistic and cultural diversity perspectives.

**PPS 6010 Multicultural Children, Adolescents, and Their Families** (2 units)

The objective of this course is to provide the PPS student with an overview of the issues related to the topics of multicultural families, at risk low income families, and successful community intervention programs for disadvantaged families that exist in the literature. Additionally, this course examines educational issues relating to cultural, linguistic, economic, academic, social and gender diversity.

**PPS 6011 History of Psychological Services in Schools** (2 units)

This course is designed to familiarize students to the history and current activities in the field of school psychology. Students will explore future directions and possibilities as well as gain a perspective of how school psychology aligns with other related fields. Course will explore the values, mores, protocols, mandates and cultures of public school systems and exposes students to the various constituencies on campuses and local school districts.

**PPS 6012 California and National Special Education Laws** (1 unit)

In-dept study of IDEA regulations.

**PPS 6013 School Counseling: History, Philosophy and Trends** (2 units)

This course is designed to introduce students to the history of and roles and responsibilities of school counselors. Students will be exposed to how to use best practices when working families from a multicultural perspective. Students will explore the utility of counseling as a professional activity of the school psychologist as compared to the role of a school counselor.

**PPS 6015 Behavior Management in the Classroom** (2 units)

This course is designed to introduce students to the process of functional behavior assessment as it pertains to dealing with behavior problems and management in the classroom. Students will become familiar with assessment and intervention techniques to aid in consultation to parents and teachers. Students will become familiar with laws and regulations regarding disruptive behavior.

**PPS 6017 Advanced Behavior Analysis and Interpretation** (2 units)

The focus of this class is on the technology of applied behavior analysis, including the functional analysis of children's behavior and development, implementation and evaluation of behavior management programs for children and youth.

**PPS 6018 Academic Intervention: Accommodation and Modification** (2 units)

The focus of this course is on researched-based instructional procedures for students with learning disabilities. Emphasis is on the need for data-based instructional decisions in preparing and delivering specially designed instruction to students eligible for special education services. Both curriculum and site accommodation and modifications will be explored, in compliance with IDEA mandates.

**PPS 6019 Program Development and Evaluation** (2 units)

This course is designed to expose students to the methodologies and utility of developing, implementing and evaluating prevention programs.

**PPS 6021 Collaborative Consultation /Data Driven Instruction** (2 units)

This course is designed as an introduction to the various types of consultation activities conducted by school psychologists, including consulting with teachers, facilitating team meetings, collaboration with various professionals and parents, leading in-services meetings, etc. In addition, interpersonal communication skills will be explored.

**PPS 6022 School Safety, Violence Prevention, Crisis Intervention** (2 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.

**PPS 6025 Methodology of Educational Research** (2 units)

The objective of this course is to provide the school psychology graduate student enrolled in the Pupil Personnel Certificate program with exposure to both quantitative and qualitative educational research methods. The student will also be prepared to learn how to select the most appropriate educational research method to suit the educational research question(s) under investigation in school settings.

**PPS 6026 The Social Psychology in Educational Settings** (2 units)

The objective of this course is to provide the student with an increased awareness of three pressing issues found in contemporary urban school settings: 1) attachment processes, 2) aggression and 3) teacher expectancies/expectations related to school achievement.

**PPS 6027 Professional Roles: Comprehensive Exam** (2 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.

**PPS 6028 Legal and Ethical Issues in School Psychology** (1 unit)

This course is designed to equip students with the professional legal and ethical principles pertaining to the practice of school psychology and other fields related to psychology. Students will become familiar with the content of the codes of ethics and service delivery standards of national and local associations. Students will become knowledgeable of how to resolve dilemmas combining a data-driven model with an ethical decision-making process when legal guidelines and ethical codes do not provide explicit guides to problem resolution. In addition, students will become familiar with applicable licensing laws and how the various boards of psychology handle complaints against school psychologists.

**PPS 6030 School Programs and Community Services** (1 unit)

The objective of this course is to provide the student with an overview of the issues inherent in the provision of culturally informed community-based services in urban centers to culturally and ethnically diverse children, adolescents and their families, as well as services offered through school districts. Students will become familiar with regular education and special education programs and services. Lectures and readings will lead to an understanding of the history and current trends in education, their implications for student learning and how school psychologists may support and use these services/programs in their work with students and families.

**PPS 6032 Cultural Family Intervention/ Collaboration in School Settings** (2 units)

Teachers, families and staff often look to the school psychologists for suggestions and guidance on a variety of issues pertaining to the behavior of their children/students. This course is designed to explore possible responses/interventions to such questions.

**PPS 6040 Case Study Development 1: Introduction to Psycho-Educational Assessment** (2 units)

This course is the first of six courses providing an introduction to the basic methods of individual assessment of children in educational settings. The course will focus on achievement and aptitude assessment tools, as well as informant measures, self-report and behavior observation.



## Course Descriptions

### **PPS 6041 Case Study Development 2: Individual Child Assessment** (2 units)

This course is the second of six in the assessment sequence and a continuation of Case Study Development 1. Additional assessment tools will be introduced. Students will enhance skills in conducting full battery assessments and comprehensive reports, incorporating information from various sources.

### **PPS 6042 Assessment of Learning Problems and Intervention Strategies** (2 units)

This course will continue to focus on conducting full battery assessments and reports. Students will focus on understanding how to use assessment information in a problem solving process and will be able to convey findings in an articulate way to a diverse audience. Students enhance their understanding of contextual influences on outcomes. Particular emphasis is placed on assessment for the various processing disorders.

### **PPS 6043 Alternative/Eligibility Assessment** (2 units)

Students will become familiar with the State of California's eligibility criteria for Individuals with Exceptional Needs. 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.

### **PPS 6044 Advanced Psychological Assessment Applied to Atypical Populations** (2 units)

This course will continue to focus on conducting full battery assessments and reports. Students will focus on the assessment of atypical populations and the use of formal and informal test administration. Students will develop a working knowledge of the DSM-IV Manual and the assessment of emotionally disturbed children and other psychiatric/psychological and educational problems of children and adolescents.

### **PPS 7001/7002 Internship – full time** (5, 5 units)

## Psychology

### **PSY 1540 Statistics (PsyD)** (3 units)

This introductory graduate statistics course is designed to prepare clinical PsyD students to be competent consumers of research for clinical practice. An overview of the major statistical tools employed in contemporary behavioral science research and program evaluation. Survey of 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; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons.

*Prerequisite: PSY 1101*

### **PSY 2181 Psychopharmacology and Addiction** (3 units)

Examination of the physiological effects of alcohol and other drugs. Includes how drugs are metabolized, their effects on the central nervous system and behavior and the addiction process.

*Prerequisite: PSY 1101*

### **PSY 2182 Treatment Methods and Modalities of Chemical Dependency** (3 units)

Various ways people recover from alcohol/drug abuse. In-depth examination of various models of intervention and treatment and the rationales behind them. Consideration of the individual differences in male and female needs and the needs of special populations.

*Prerequisite: PSY 1101*

### **PSY 2183 Theories and Techniques of Chemical Dependency Counseling** (3 units)

Theories of counseling and the implementation of therapeutic strategies, including techniques of rapport building, relationship skills, goal setting, implementation of treatment programs and referral skills. Discussion of values and ethics in counseling.

*Prerequisite: PSY 1101*

### **PSY 3000 Introduction to Professional Practice and Applied Areas in Psychology** (3 units)

The purpose of this course is to facilitate greater student awareness of the roles played, and the tools utilized, by psychologists within the fields of psychology. As such, this course is designed to foster greater understanding of the professional and ethical guidelines that govern the applied practice of psychology in the United States, to increase knowledge of common assessment, diagnostic, and intervention paradigms, and to improve student facility with respect to the production and communication of collaboration, psychological research and professional conduct. Course themes include public and private mental health systems of care; discussion of career tracks, graduate school, licensure, succeeding in a career, and making a positive impact in the field.

*Prerequisite: Abnormal Psychology*

### **PSY 3003 Applied Statistics in the Behavioral Sciences** (3 units)

An overview of the major statistical tools employed in contemporary behavioral science research and program evaluation. Exploration of the many contemporary and future uses of computer technology in psychological research and practice. Basic instruction in the use of statistical and database programs for data collection, coding and evaluation. Emphasis on experiential learning through computer-aided research and use of computer-based assessment and treatment programs.

*Prerequisite: Introduction to Statistics*

Survey of descriptive and inferential statistics; univariate and multivariate analysis of variance and co-variance (one-way and factorial); regression techniques; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons. Considerable student practice in computation.

### **PSY 3005 Research Methods for the Behavioral Sciences** (3 units)

Introduction to the scientific method as used in psychology. Includes the formation of hypotheses, design of research, conduct of one or more studies, statistical analysis of data, written and oral presentation of results, and research ethics. Emphasis on critical interpretation of research findings. Includes discussion and utilization of both qualitative and quantitative methods.

### **PSY 3105 History and Systems of Psychology** (3 units)

Exploration and examination of modern psychological thought and methodology will be traced to their roots from their origins in philosophy and the natural sciences through the early schools of psychology and on into its current form. In addition to learning about the major schools and systems of psychology (e. g., Functionalism, Structuralism, Gestalt, etc.), we will explore how cultural and political forces shaped the development of various psychological theories. We will also examine the lives and works of the men and women whose work created psychology's foundation. Through these explorations we will discover the common threads and patterns interwoven into the broad tapestry of psychology.

*Prerequisite: PSY 1101*

### **PSY 3108 Social Psychology, Community, and Culture** (3 units)

Interdisciplinary introduction to the social and cultural aspects of individual behavior. Particular emphasis on interactional analysis and development of the self as well as attitudes, motives, aggression, values, social perception and interpersonal relationships. Examines the cultural and community-level contexts of behavior, personality development, family structure and values.

**PSY 3110 Theories of Personality (3 units)**

This course will cover some of the most important theories of personality. Particular attention will be given to the work of some of the major and most influential personality theorists who have developed some valuable perspectives for understanding behaviour. The course will look at some of the ideas these theorists have about who we are as people; how we become the persons we are; and how we grow and change over our life span from biological, clinical, social-psychological, and developmental perspectives.

*Prerequisite: PSY 1101*

**PSY 3112 Developmental Psychology (3 units)**

This course is designed to help the student gain a deeper understanding of the physical, cognitive, emotional, social and moral development of children and adolescents. Theories of child and adolescent development will be studied to assist the student in the practice of understanding humans. Survey of maturational and learned behavior and their interaction as they develop through the life span will be examined..

*Prerequisite: PSY 1101*

**PSY 3115 Abnormal Psychology (3 units)**

Introduction to the scientific study of the range and variety of psychological disorders including anxiety, mood and personality disorders, stress and adjustment, schizophrenia, substance use and addictions. Emphasis on identification, symptomatology, etiology and therapeutic intervention, including biological, psychosocial and cultural viewpoints.

*Prerequisites: PSY 1101 and PSY 3110*

**PSY 3120 Introduction to Educational Psychology (3 units)**

Comprehensive introduction to the field of school psychology. Focuses on the history and development of the field of school psychology, current trends in research, and the application of psychological principles and methods in school and developmentally focused settings. Includes discussion of various approaches to development, career options in school psychology, and future directions of the field.

**PSY 3125 Multicultural Diversity in Psychology (3 units)**

Examines the cultural context of behavior, personality development, family structure and values. Attention to the interface between African-American, Asian/Pacific Islander American, Latino and Native American communities and the field of psychology.

*Prerequisites: PSY 1101 and PSY 1105*

**PSY 3126 Introduction to Clinical Psychology (3 units)**

This course will provide the student with an initial introduction into the scientific study of how others influence people's feelings, thoughts, and behaviors. 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.

*Prerequisite: Abnormal Psychology*

**PSY 3136 The Psychology of Persuasive Communication (3 units)**

Examination of the persuasion process, the pervasiveness of persuasion in our lives and the identification of the distinctions between persuasion, propaganda and manipulation. Students will also explore attitudes and their relevance to the field of MPR. Students will develop the ability to apply appropriate persuasive communication strategies and tactics as they conceptualize and design MPR programs and campaigns.

*Prerequisite: COM 3000*

**PSY 3142 Introduction to Industrial and Organizational Psychology (3 units)**

Focuses on history and development of industrial organizational psychology, current trends in research and the application of psychological principles and methods to problems in the work environment including prediction of job performance, selection, performance appraisal, personnel training, work motivation, job satisfaction, leadership, organizational development and ethical considerations.

*Prerequisite: PSY 1101*

**PSY 3155 Culturally Diverse and Exceptional Children (3 Units)**

Study of exceptional and culturally diverse student populations and their performance in the learning environment; emphasizes the role of the family, teachers, schools, and society. Includes field observation study and service learning projects.

**PSY 3160 Introduction to Marriage and Family Therapy (3 units)**

This course will examine diverse families from multiple systemic levels, from the biological to the interpersonal/familial to the cultural. Particular attention will be given to unpacking the ways in which culture, class, race, gender, and sexual orientation impact family structure and therapy. The intent is to increase our understanding of the complex experiences of individuals within families and to more effectively meet the clinical needs of diverse clients.

*Prerequisite: PSY 1101& Abnormal Psychology*

**PSY 3181 Trends and Issues in Chemical Dependency (3 units)**

The fundamentals of mood-altering chemicals other than ethyl alcohol and theories, symptomatology, and treatment of their abuse. Provides the facts and insights concerning the abuse of a wide variety of "legal" and "illegal" mood-altering chemical substances and approaches to treatment and prevention of drug abuse. .

*Prerequisite: PSY 1101*

**PSY 3182 Group and Family Counseling with the Chemically Dependent (3 units)**

Introduction to the dynamics of group interaction. Emphasis on the group process as a means of changing behavior. Use of group therapy in chemical dependency treatment and aftercare, including support group dynamics of the alcoholic/addict family and the use of family therapy.

*Prerequisite: PSY 1101*

**PSY 3711 Independent Study or Research (3 units)**

Investigation of a topic area in psychology selected by the student under the guidance and supervision of a member of the faculty. Research activities and outcomes will be directed toward submitting for professional presentation and or publication.

*Prerequisite: Permission of department chair*

**PSY 3910 Junior Internship (3 units)**

The Junior/Senior Internship in Psychology provides students with 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 Psychology graduate program. Students will accomplish this through interning in a clinical or forensic setting, hospital, school, or other applied setting or assisting in an ongoing research project.

Grading is credit/no credit.

*Prerequisite: PSY3000*

**PSY 4109 Test and Measurements in the Behavioral Sciences (3 units)**

Construction, administration, scoring, and evaluation of personality, interest and general and special ability tests. Includes a survey of published tests and discussion of reliability, validity and item analysis.

*Prerequisite: PSY 3003*

## Course Descriptions

### **PSY 4110 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.

### **PSY 4115 Abnormal Child Psychology (3 units)**

Study of children's adjustment and adaptation to their environment, based on an ecological systems framework. Discussions of case material with a consideration of the causes, treatment, and prevention of behavioral and emotional problems in childhood and adolescence. Uses a life-span developmental psychopathology perspective as primary framework for this discussion. Professional fieldwork experiences included.

### **PSY 4125 Introduction to Physical and Emotional Development in Young Adolescents (3 units)**

Study of the theories of physical, psychosocial, and cognitive development in young adolescents. Includes field observation study and service learning projects.

### **PSY 4128 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.

### **PSY 4140 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.

*Prerequisite: PSY 3126*

### **PSY 4143 Social Psychology in an Organizational Context (3 units)**

Exploration of human interactions in organizations from the psychological perspective. Includes the study of role behavior, normative aspects of work group behavior, goal setting theory, decision making and power relationships.

*Prerequisites: PSY 1101 and PSY 3142*

### **PSY 4150 Courtship and Marriage (3 units)**

The role of interpersonal relationships in dating, courtship and marriage will be examined. Students will consider factors related to mate selection, the transition into marriage and the stability and relationships. Includes discussion of long-term romantic commitments outside of marriage. A component of the course will be the exploration of culture, race, gender, and sexual orientation on courtship and marriage dynamics.

*Prerequisite: PSY 3160*

### **PSY 4160 Systems Theory (3 units)**

This course introduces students to the Transdisciplinary Approach of complex human systems and develops their ability to explore hidden relationships between the often-complex dynamics of social systems. Examination of the biopsychosocial and ecological bases of systemic principles of the development, impact and utility of system theories. Application of a Transdisciplinary Approach to assess, intervene, and prevent societal issues will be developed.

*Prerequisite: PSY 3160*

### **PSY 4181 Fieldwork in Chemical Dependency (1 unit)**

Students participate in a community-based practicum under an approved supervisor issues encountered by the students in their community site will be addressed, and information regarding some needed skills and knowledge will be provided.

### **PSY 4200 Multicultural Children, Adolescents, and Families (3 units)**

Exploration of the variability in family development, organization, identity structure, and values with an emphasis on the impact of culture, race, gender, socioeconomic status, religion, sexual orientation and schooling variables on optimal child and family functioning. Utilizes an ecological systems framework as a foundation for this life-span developmental discussion. Professional fieldwork experiences included.

### **PSY 4711 Professional Workshop (1-4 units)**

Investigation of a particular topic, problem, or issue in psychology.

*Prerequisite: Permission of department chair*

### **PSY 4900 Senior Research Project (3 units)**

With assistance from a faculty advisor, students propose and independently conduct a research project and report on their findings. A manuscript is prepared as it would be for submission for publication in research journals.

*Prerequisites: PSY 3003, PSY 3005 and PSY3910*

### **PSY 4910 Senior Internship (3 units)**

The Junior/Senior Internship in Psychology provides students with 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 Psychology graduate program. Students will accomplish this through interning in a clinical or forensic setting, hospital, school, or other applied setting or assisting in an ongoing research project.

Grading is credit/no credit.

*Prerequisite: PSY3910*

### **PSY 5015 Tests and Measurements (2 units)**

Principles and methods of constructing tests and scales for the measurement of achievement, personality, attitudes, interests and aptitudes. Includes item construction and analysis, scaling techniques and methods of determining reliability and validity.

### **PSY 6001 Orientation to Research (0-1 unit)**

### **PSY 6002 Intro to Emphasis Area (3 units)**

### **PSY 6003 History and Systems/Program Meeting (0 units)**

The history and development of psychology to the present. Lectures alternate with review of current state of professional psychology, including local program requirements, research and clinical training options, etc.

### **PSY 6009 & PSY 6010 PhD Psychometrics, Statistics, and Research Design (3, 3, units)**

A survey course for PhD students concerning (a) theories of measurement relevant to psychological assessment, (b) statistical techniques commonly used in clinical and organizational research and (c) the evaluation of the validity of experimental designs. While practical applicability is stressed, the nature of contemporary applied research requires extensive instruction in multivariate analytic methods including proficiency in the use of statistical software programs.

### **PSY 6011 & PSY 6012 PsyD Psychometrics, Statistics and Research Design (3, 3 units)**

Similar to PSY 6009, but designed for PsyD students to include an introduction to the clinical dissertation process.

### **PSY 6013 Research Placement (1-3 units)**

Students work in research settings approved by the PhD Program Office (e.g., medical institutions; universities) to obtain research training. The student contributes to an ongoing research project and attends project meetings. In addition to on-site supervision, the student's work is monitored by a core faculty member. Although primarily designed to enhance research skills of PhD students, the course is also open to PsyD students.

**PSY 6014 Qualitative Research Methods**

(3 units)

Focuses on principles and methods of designing qualitative psychological research. Provides a critical review of the most widely used qualitative methods of research, the theoretical underpinnings of this methodology, the skills needed to design such studies and the applications to the practice of psychology.

**PSY 6014 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.

**PSY 6016 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.

**PSY 6020 Measurement in Psychology**

(1 unit)

Reviews traditional trait-oriented and behavior-oriented perspectives on assessing human behavior; the development of assessment methodologies including interviews, self-reports, ratings by others, self-monitoring and direct observation. Includes reliability and validity and accuracy and generalizability. Provides the conceptual and methodological under-pinnings for future courses in assessment and useful for clinical, industrial, educational or laboratory contexts.

*Prerequisite: PSY 6021*

**PSY 6021 & PSY 6022 Advanced Statistics I, II**

(3, 3 units)

Students will learn about statistical techniques that are of relevance to conducting research, reading the research literature, and being thoughtful users of assessment instruments. In particular, the course focuses on (a) understanding statistical methods as they are employed in research studies, (b) decision making in choosing among these methods for a particular data analysis application, and (c) evaluating published research reports in which these methods have been used.

**PSY 6021 & PSY 6022 Advanced Statistics I, II**

(MFT Program) (3, 3 units)

This year-long sequence presents the major topics in parametric and non-parametric statistical analysis as they are used in assessment, research and program evaluation. Emphasis is placed on the ability to understand, interpret and apply statistical techniques in a variety of different situations. PSY 6021 emphasizes descriptive statistics, inferential logic and bivariate statistical analysis. PSY 6022 emphasizes multivariate statistical procedures.

**PSY 6023 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: PSY 6021 and PSY 6022*

**PSY 6024 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; factor analysis; structural equation modeling (e.g., LISREL).

*Prerequisite: PSY 6021*

**PSY 6025 Program Evaluation**

(3 units)

Examines the practice of program evaluation in organizational and clinical settings. Includes: evaluation models; ethical issues; the impact of the broader, external environment on the conduct of evaluation studies; the design of evaluation studies; special methodological issues specific to program evaluation; writing the evaluation report; and the dissemination of the evaluation results to those concerned. Special attention to quasi-experimental designs and their analysis.

**PSY6026 Psychometrics and Research Design**

(3 units)

A survey course for PhD students concerning (a) theories of measurement relevant to psychological assessment, (b) the evaluation of the validity of experimental designs, and (c) consideration of diverse designs as it applies to an area of interest to the student. Practical applicability is stressed as a professional researcher in practice.

**PSY 6030 Statistics and Psychometrics**

(3 units)

An overview of the major statistical tools employed in contemporary behavioral science research and program evaluation. Survey of 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; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons.

**PSY 6031 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.

*Prerequisite: PSY 6030*

**PSY 6033 Research Apprenticeship**

(1-2 units)

Working under a faculty member on an ongoing research project.

**PSY 6034 Research Practicum**

(2-3 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

**PSY 6035 & PSY 6036 Second Year PhD**

**Research Practicum** (2-3, 2-3 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.

**PSY 6037 Research Practicum**

(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.

**PSY 6037 Third Year PhD Research Practicum**

(3 units)

This course is designed to assist third year PhD students in the development of research that will be used in conjunction with the doctoral dissertation.

**PSY 6041 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.

## Course Descriptions

### **PSY 6042 Research and 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.

### **PSY 6043 Statistics** (3-4 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.

### **PSY 6044 Statistics Lab (PhD)** (3 units)

Overview of multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chisquare to log-linear modeling; factor analysis; structural equation modeling (e.g., LISREL).

*Prerequisite: 1501A*

### **PSY 6044 Statistics Lab** (1 unit)

Laboratory course for applying the concepts learned while concurrently taking 1540.

### **PSY 6047 Research and Test Design** (3 units)

LA-PsyD Development of the ability to critically evaluate research and its application to clinical practice.

### **PSY 6051 & PSY 6052 Data Analysis, Research Design, and Program Evaluation** (3, 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.

### **PSY 6053 & PSY 6054 Data Analysis, Research Design, and Program Evaluation** (3, 3 units)

Includes descriptive, parametric and non-parametric statistics; psychological measurement; factorial and multivariate research designs; and introduction to computer use.

### **PSY 6062 Research Methods and Principles of Research Design** (3 units)

Principles and methods of designing psychological research. Hypothesis development, experimental design options, internal and external validity of alternative designs, sample selection, control group strategies, criteria and criterion measures, power calculations, data analysis and interpretation. Prepares students to design research and to analyze research literature critically. Covers both applied research design and critique of articles drawn from literature. Introduction to qualitative research methods and issues in philosophy of science.

### **PSY 6065-6069 Research Methods**

An examination of experimental research methods and principles in psychology.  
(choose at least two of the five)

#### **PSY 6065 Research Methods: Qualitative** (2 units)

#### **PSY 6066 Research Methods: Ethnography** (2 units)

#### **PSY 6067 Research Methods: Phenomenological** (2 units)

#### **PSY 6068 Research Methods: Multivariate Statistics** (2-3 units)

#### **PSY 6069 Research Methods: Structural Equation Modeling** (2 units)

### **PSY 6101 Cognitive and Affective Bases of Behavior** (2-3 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.

### **PSY 6105 Biological Aspects of Behavior** (2-3 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.

### **PSY 6109 Human Development** (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.

### **PSY 6110 Personality and Affect** (2 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.

### **PSY 6111 Proseminar: Social Bases of Behavior** (2 units)

The study of social psychology. Includes areas such as interpersonal behavior, group dynamics, attitudes/value formation and change, aggression, and sex roles. Contemporary issues and trends are discussed.

### **PSY 6112 Social Bases 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.

### **PSY 6115 Addictive Disorders** (2 units)

An introduction to substance abuse, chemical dependency and other addictive disorders, with special attention to the relationship of addiction to clinical work with various populations.

### **PSY 6116 Issues of Chemical Dependency** (2 units)

An introduction to chemical dependency, including diagnosis, treatment and prevention.

### **PSY 6119 & PSY 6120 Intercultural Processes/Human Diversity** (3, 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.

**PSY 6121 & PSY 6122 Intercultural Awareness Development** (1.5, 1.5 units)

(required for all first year clinical students.)

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.

**PSY 6123 Cultural Diversity Training** (0 units) (Fresno)

**PSY 6129 Multicultural Competency Development** (3 units)

This course is designed to explore the ethical and cultural perspectives of the entering G1 class. Through a variety of methods and activities, students will be encouraged to focus on their own values and cultural orientations. Students will participate in small and large group discussions and activities to clarify the role of cultural diversity in their personal and professional development as psychologists. Participants will improve their multicultural competencies as psychologists with emphasis on three key elements: cultural diversity attitudes and cross-cultural communication; personal, ethical and moral beliefs; and critical awareness of comparative cultures.

**PSY 6130 Cultural and Ethnic Diversity in Clinical Practice** (3 units)

Integration of cultural/ethnic diversity and the delivery of psychosocial services to members of the Latino, African-American, Asian/Pacific Islander American and Native American communities. Discusses the cultural context of behavior, personality development, family, values, psychopathology, assessment and the delivery of psychotherapy/counseling services. May include field experiences.

Prerequisite: PSY 6129

**PSY 6140 Developmental Psychology/Lifespan Development** (2-3 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.

**PSY 6206 Adult Psychopathology** (3 units)

Examines the range and variety of psychopathological disorders based on the DSM-IV; the dynamic understanding of the conflict/defense model of neurotic forms of adjustment, development of personality disorders and the etiology, symptoms, dynamics, treatment and prognosis of psychoses, schizophrenia, mood disorders and borderline phenomena.

**PSY 6208 Child Psychopathology** (3 units)

Examines theoretical and empirical findings related to the assessment, etiology, correlates and development of the major categories of childhood psychopathology based on DSM-IV. Includes internalizing disorders, externalizing disorders and severe developmental, individual, family, school and peer correlates of the behavioral problems.

**PSY 6210 Clinical Interviewing Techniques** (3 units)

Studies the basic issues in the client-therapist interaction process. Focuses on different phases of the interview process with a special emphasis on the initial stages, personality assessment and treatment planning. Includes role playing, group supervision. Must be taken with PSY 6211 lab.

**PSY 6211 Clinical Interviewing Techniques Lab** (3 units)

Individual supervision and evaluation of a minimum of two cases through audio or videotaped interviews. The student receives supportive and corrective feedback concerning her/his assessment and interviewing style, communication techniques, countertransference issues/biases and diagnostic, assessment and treatment implications for each case being presented.

Must be taken with PSY 6212. Credit/No Credit

**PSY 6215 Psychodynamic Psychotherapy** (3 units)

An examination of basic issues in psychodynamically oriented psychotherapy. Discussion of the different phases of treatment as well as the concepts of insight, free association, transference, countertransference, some aspects of brief therapy and crisis intervention, etc. Use of cases and demonstration.

Prerequisites: PSY 6110 and PSY 6114

**PSY 6217 Cognitive and Other Behavioral Therapies** (3 units)

Behavior therapy approaches with a heavy emphasis on the cognitive therapies of Ellis, Beck, Meichenbaum, D'Zurilla, Mahoney and Cautela. A critical review of the approaches, including their philosophical and empirical basis and research related to each is presented. Assessment procedures related to each approach are included. In-class exercises and demonstrations, however proficient use of procedures will require additional training.

Prerequisite: PSY 6110

**PSY 6220 Professional Ethics and the Law** (3 units)

Examination of legal issues and professional ethics concerning psychotherapists and clinical researchers including: child and elder abuse reporting laws, danger to self and others reporting, confidentiality, privileged communication, patient's rights and involuntary commitment.

**PSY 6242 Applied Psychotherapeutic Techniques in Chemical Dependency** (2-3 units)

Introduction to chemical dependency counseling. Includes assessment of patients and their needs, treatment planning, group and individual therapy techniques with the chemically dependent person.

**PSY 6245 Substance Abuse in Diverse Populations** (2-3 units)

An examination of high-risk groups and groups with special needs in the treatment and prevention of chemical dependency. Includes perspectives of women, African Americans, Spanish-speaking Americans, adolescents and native Americans. Prerequisite: PSY 6242

**PSY 6255 Field Placement in Chemical Dependency** (2-3 units)

Placement of students in the chemical dependency concentration at treatment centers for alcoholism or drug treatment. Experience in intervention, research, education and administration. Prerequisite: Permission of program director.

**PSY 6260 Integrated Methodology I** (3 units)

Studies the interface of scientific and religious knowledge through the development of integrative methodology between psychology and religion. Through the use of the case study method, the pastoral and psychological perspectives are identified and applied to clinical practice. Seminar repeated for a total of 4 units.

**PSY 6262 Consciousness and Spirituality** (3 units)

Examination of extraordinary states of consciousness from biological, psychological and phenomenological perspectives. Focus on both naturally occurring and induced states of awareness. Explores both traditional and contemporary spiritual aspects of the self in relation to higher levels of consciousness. Particular emphasis on the integration of the spiritual and psychological in the unfolding of the self.

**PSY 6264 Stress and Tension Control Through Progressive Relaxation** (3 units)

Seminar in the principles of tension control and practice in progressive relaxation for meeting life's stresses. Psychophysiological control is acquired over cognitive as well as autonomic functions. Emphasis on prophylactic applications.

**PSY 6266 Principles of Stress and Tension Control for the Clinician** (3 units)

Principles of progressive relaxation for controlling tension, especially as manifested in psychiatric and psychosomatic disorders. Specific clinical applications include phobias, anxiety states, insomnia and depression, gastro-intestinal disorders, high blood pressure, headaches and bodily pains. Includes consideration of the prevention of stress-tension disorders.

## Course Descriptions

### **PSY 6268 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.

### **PSY 6270 Evaluation and 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.

### **PSY 6303 Group Therapy and Lab** (2-2.5 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.

### **PSY 6308 Interviewing Techniques** (2-3 units)

An introduction to communication processes which are fundamental to interviewing and psychotherapy of individuals, couples and families. Includes skills such as empathy, listening, question-asking, probes, assessment of clients from an individual and systemic perspective, and treatment planning across the beginning, middle, and ending phases of therapy. Includes lectures and role-playing. *Must be taken with PSY 6309.*

### **PSY 6309 Interviewing Techniques Lab**

(0.5-3 units)

An intensive lab focused on fundamental interviewing skills. Students role-play, and are videotaped and coached on a weekly basis. *Co-requisite: PSY 6308*

### **PSY 6310 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.

### **PSY 6311 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.

### **PSY 6312 MFT Theories** (4 units)

Examination of the major models/schools of family therapy theory: historical models such as intergenerational, multigenerational, structuralstrategic, and cognitive-behavioral models. Also focuses on family systems theory and its unique theoretical and epistemological assumptions.

### **PSY 6313 MFT Techniques** (3 units)

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. *Must be taken with PSY 6323.*

*Prerequisites: PSY 6308, PSY 6309, and PSY 6312*

*as either prerequisite or co-requisite.*

### **PSY 6317 Parent-Child Therapy** (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.

### **PSY 6323 MFT Techniques Lab** (1 unit)

An intensive lab focused on fundamental and advanced family therapy skills.

*Co-requisite: PSY 6313*

### **PSY 6326 Diversity and the Family** (2.5 units)

Examines various dimensions of diversity in the family including ethnicity, race, religion, gender, sexual orientation, and social class. Emphasis is on the intersection between dimensions of diversity and the dynamics of oppression. Blends systemic theory, research and practice, as students learn to work from an oppression-sensitive framework to address diversity issues. Special emphasis is upon the experiences of members of subjugated groups.

### **PSY 6328 Individual and Family Life Cycle**

(3 units)

Studies developmental issues and significant life events across the lifespan, and their systemic expression upon and among individuals, couples, and family relationships. Emphasis is on the diversity of family forms and how cultural diversity in families impacts development within, between, and across generations. Focus on theory and research, and application of individual and family developmental theories. Examination of continuous and discontinuous changes, e.g., childhood, adolescence, aging, parenting, courtship, marriage, divorce, remarriage, violence and infidelity.

### **PSY 6409 Pro-Seminar in Consulting**

**Psychology** (3 units)

This course is an intensive overview of the field of consulting psychology including a review of the empirical research issues in the field. Students intensively and broadly review the consulting psychology literature (including individual, group and organizational theories), learn the major theories and research body in the field and consider research still needed to enhance the practice of the profession of consulting psychology.

*Prerequisite: Current enrollment in Consulting Psychology program or permission of instructor and of campus-based MGSM-OPD Program Director.*

### **PSY 6412 Group Dynamics in Organizations**

(2-3 units)

Examines psychological theories and research on groups in organizational contexts including issues of group formation, behavior, process, interface with individuals, dyads and organizational levels and development over time. Examines group variables such as: leadership, authority, group size, communication, interaction styles and change factors.

### **PSY 6413 Consulting Psychology Consultation Group** (1 unit)

In this course Consulting Psychology PhD students continue the process of developing their professional identity as psychologists. They attend selected on campus and professional meetings. They continue to learn to use relevant technology and software, becoming conversant with relevant websites and learning to interact with professionals and professionals-in-training in other locations. They assist in relevant Organizational Consulting Center projects, including proposal development and working in teams.

### **PSY 6433 Introduction to Professional Practice in Consulting Psychology (2 units)**

This course is an introduction to professional practice issues in consulting psychology. Some of the parameters governing professional psychological practice of consulting psychology will be reviewed, including ethical guidelines and professional standards. Students also attend selected on campus and professional meetings. They learn to make professional presentations using relevant software and to use relevant technology and software.

### **PSY 6501 Intellectual Assessment (2-4 units)**

Introduction to theory and practice of cognitive and intellectual assessment of children, adolescents and adults. Students gain proficiency in the administration, scoring and interpretation of major individually administered tests, most notably the Wechsler Intelligence Scales. Emphasizes interpretation of intelligence test scores in contexts of clinical observations of behavior, background information, multicultural issues and theory (developmental, cognitive, neuropsychological). IQ results are integrated with test scores on other measures (e.g., achievement, visual-motor). Case report writing, meaningful translation of test scores and issues of test bias, test abuse and test security are emphasized.

*Prerequisite: Clinical program enrollment.*

### **PSY 6502 Practicum in Intelligence Testing (1 unit)**

Practicum experience that must be taken concurrently with PSY 6501.

### **PSY 6503 Foundations of Assessment: Personality 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: PSY 6501 and PSY 6523*

### **PSY6503a Personality Assessment I (3.5 units)**

Some programs require a year long personality assessment sequence including both PSY6503 and PSY6504. These courses, referred to as PSY6503a & PSY6504a involve an integration of both objective/self-report with projective/performance personality testing in both semesters.

### **PSY 6504 Foundations of Assessment: Personality II (Projective, with PSY 6513 Practicum) (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: PSY 6501, PSY 6503, and PSY 6523*

### **PSY6504a Personality Assessment II (3.5 units)**

Some programs require a year long personality assessment sequence including both PSY6503 and PSY6504. These courses, referred to as PSY6503a & PSY6504a involve an integration of both objective/self-report with projective/performance personality testing in both semesters.

### **PSY 6505 Personality Assessment I (3 units)**

The administration, scoring and interpretation of objective measures of personality. Emphasis on test methodologies, relating test results to other clinical information, clinical inference, report writing and cultural issues.

*Prerequisites: Clinical program enrollment, PSY 6501 and PSY 6523.*

### **PSY 6506 Personality Assessment II (3 units)**

Development of competence in the administration, scoring and interpretation of the Rorschach and other projective instruments. Test methodologies, cultural issues, relation of test results to other clinical information, clinical inference and report writing are emphasized.

*Prerequisites: Clinical program enrollment, PSY 6501 and PSY 6503. PSY 6523 may be taken concurrently.*

### **PSY 6507 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.

### **PSY 6508 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.

### **PSY 6509 & PSY 6510 Supervision Experience (0, 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.

### **PSY 6511 & PSY 6512 PsyD Supervision Experience (0, 0 units) (San Diego, PsyD students)**

First year PsyD students participate in a reciprocal learning experience with an advanced student for weekly individual supervision of the first-year practicum. The first year student will have a different supervisor each semester. This supervision is adjunctive to the supervision provided by the first year student's field placement agency.

### **PSY 6513 Personality Assessment II Practicum (1 unit) (San Diego)**

Must be taken concurrently with PSY 6504.

### **PSY 6514 Writing Workshop (2 units)**

Opportunities are provided for students to prepare for writing the dissertation and similar scholarly and professional presentations. Practice with outlining, developing and presenting ideas, revising and editing. Individual writing problems are identified and discussed. Required for students whose skills in writing need improvement as determined by diagnostic exam at entry to program.

### **PSY 6517 Intro to Psychotherapy with Lab (3 units)**

PsyD students 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.*

### **PSY 6518 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.

### **PSY 6520 Intro to Psychotherapy (2-3 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.



## Course Descriptions

### **PSY 6521 Introduction to Psychotherapy Practicum (1 unit)**

An interactional laboratory. Students practice therapeutic strategies and techniques discussed in PSY 6520. Includes use of videotapes, demonstrations and triads.

*Must be taken concurrently with PSY 6520 with same instructor.*

### **PSY 6522 Introduction to Emphasis Area: Psychology of Women/Feminist Forum (1 unit)**

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.

### **PSY 6522 Introduction to Emphasis Area (1 unit)**

**(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**

Psychology seminars featuring speakers who are practitioners, researchers, and policymakers in areas relating to multicultural issues.

### **PSY 6523 Psychopathology (3 units)**

Diagnosis, classification, and etiology of psychological disorders: research, theory and application. Covers DSM-IV 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.

### **PSY 6524 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 selfpsychology 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.

### **PSY 6525 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.

### **PSY 6526 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.

### **PSY 6528 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.

### **PSY 6529 & PSY 6530 Clinical Interviewing (3, 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.

### **PSY 6530 Intro to Ethical Practice and Law (1-2 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.

### **PSY 6531 & PSY 6532 Ethics and Professional Development (1-1.5 units)**

Discussion of multiple issues integrating academic work and professional practice in relation to the development of professional judgment, positive interpersonal skills and attitudes.

### **PSY 6540 Family Systems Theory (3 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.

### **PSY 6541 & PSY 6542 PsyD Practicum (2 units per year)**

An 8-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. *Concurrent enrollment required in PSY 6543 and PSY 6544.*

### **PSY 6543 & PSY 6544 Introduction to Professional Psychology (0, 0 units)**

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.

*Concurrent enrollment required in PSY 6541 and PSY 6542.*

### **PSY 6550 Clinical Clerkship (1 unit) (San Diego)**

The Clinical Clerkship provides introductory exposure to the work that takes place in a clinical setting. It is for G1 students in the clinical PsyD program who have limited prior clinical experience. (Students who do have prior experience may apply to waive the clerkship through the course coordinator.) Through the clerkship, students are introduced to clinical practice and training experience and thus prepare themselves for practicum training in the G2 year.

### **PSY 6550 Clinical Clerkship (0, 0 units) (Los Angeles)**

This initial eight-hour per week field-based training activity accompanies coursework in Clinical Interviewing and Assessment. Provides students with opportunities to practice testing and interviewing skills in mental health settings in the local area to which they are assigned. Students observe patients and various treatment activities and participate also (as appropriate) in milieu activities, case conferences, staff meetings and other group activities at the agency. Supervision on psychological testing done at the professional training site will occur both on-site and on campus and will be coordinated with assessment coursework.

**PSY 6570 Clinical Practicum (3 units)**

PsyD first year students obtain 15 hours per week of experience in an appropriate setting.

**PSY 6571 Clinical PsyD First-Year Practicum (1, 1 unit) (San Diego)**

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.

**PSY 6603 DSM Workshop (1 unit)**

Two-day workshop on understanding and using DSM. Includes use of case examples and videotapes to illustrate various diagnoses.

**PSY 6604 Health Education and Promotion (CH Emphasis) (2 units)**

This course will be focused around the major illnesses and causes of death. In conjunction with these illnesses, the course will address epidemiology and risk factors, assessment of health practices, adjustment to chronic illness, psychological concomitants of major illnesses, lifestyle factors as they influence the development and/or course of illness, health attitudes/beliefs/practices and sociocultural factors related to health issues.

**PSY 6605 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.

**PSY 6606 Bodily Systems and Health Psychology (CH Emphasis) (3 units)**

The first segment of this semester course will address the body's physical systems with a focus on gross anatomy and major physiological systems. The last segment of this course will provide a comprehensive introduction to Health Psychology, from major theoretical concepts to pragmatic issues around accessing the health care system.

**PSY 6607 Systems Theory and Assessment (3 units)**

Theoretical understanding of normal and dysfunctional couples and families from a systemic perspective.

**PSY 6608 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.

**PSY 6612 Introduction to Health Psychology (2 units)**

Introduces students to behavioral medicine/health psychology through a series of lectures on various topics within the field.

**PSY 6620 Introduction to Behavioral Medicine (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.

**PSY 6621 Clerkship in Health Psychology (1 unit)**

In conjunction with Sharp HealthCare, first year health psychology doctoral students rotate through various medical clinics in the Sharp HealthCare system. Rotations include, but are not limited to, health promotion, pain program, endocrinology, cardiology and family medicine. Students work under close supervision with psychologists, attending physicians and other allied health professionals. Experiences include observing medical and psychological procedures rendered to various patient populations, helping to implement health promotion strategies, participation at seminars and introductory service delivery.

**PSY 6622 Clinical Psychophysiology and Biofeedback I (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: PSY 6620 and either PSY 6105 or Biological Foundations Comprehensive Exam.*

**PSY 6623 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.

**PSY 6624 Cultural Aspects of Health (3 units)**

Examines how ethnicity and culture affect the interpretation of physical symptoms, coping with chronic illness and treatment and management issues.

**PSY 6626 Clinical Psychophysiology and Biofeedback II (3 units)**

Continuation of PSY 6626 with an emphasis on practical applications.

**PSY 6631 Introduction to Clinical Forensics (1 unit)**

Overview of psychologist's role as an expert witness, considers ethics and issues related to forensic consultation.

**PSY 6632 Forensic Psychology (Criminal Justice System) (2 units)**

Examines the nature of forensic evaluations, reports and expert witness testimony and the professional and ethical responsibilities involved. Surveys the primary areas of law including: family law, mental health law, criminal law, child abuse and juvenile law and personal injury law. Evaluation and treatment of accused persons and working effectively with the criminal justice bureaucracy.

**PSY 6633 Psychology and Family Law (2 units)**

This course will help students interface as psychologists with the juvenile and family court systems.

## Course Descriptions

### **PSY 6643 Cross-Cultural Topics (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: PSY 6605.*

### 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 identity 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)

### **PSY 6644 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.

### **PSY 6645 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.

### **PSY 6646 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.

### **PSY 6647 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.  
*Prerequisite: PSY 6605*

### **PSY 6654 Psychology of Ethnic Diversity**

(3 units)

Prerequisites for clinical students are PSY 6129 and PSY 7161.

### **PSY 6700 Workshop (3 units)**

Investigation of a particular topic, problem, or issue in psychology. Area selected for study varies each semester.

### **PSY 6720 Advanced Psychotherapy (2 units)** (San Diego)

This course is a follow-up to PSY 6520 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: PSY 6520/21 and PSY 6523*

### **PSY 6721 Advanced Psychotherapy Lab (1 unit)** (San Diego)

Follow-up to PSY 6520. Students practice advanced therapeutic strategies and techniques. Must be taken concurrently with PSY 6720.

*Prerequisites: PSY 6521 and PSY 6523*

### **PSY 6800 Seminar in Psycho-legal Consultation** (2 units)

Examines in detail the process of a medical-legal evaluation with actual case material. Students write and critique evaluation reports and simulate the experience of expert testimony and cross-examination. Issues and ethics in forensic examination are addressed.

### **PSY 6820 Research Practicum**

Supervised experience conducting research in the area of Psychology and Family Studies. Provides opportunities for students to gain experience in designing research studies, data entry and analysis and preparing research for publication. Course may be repeated.

*Prerequisite: Permission of department.*

### **PSY 6990 Master's Thesis**

The design, implementation and analysis of a study or experiment in psychology under the supervision of a thesis committee.

### **PSY 6995 Preliminary Dissertation Development** (6 units)

Students work individually with faculty mentors to explore possible dissertation topics.

### **PSY 7003, PSY 7004, PSY 7005 & PSY 7006** **PsyD Research Proposal Design (3 units per term)**

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: PSY 6011 and PSY 6012*

### **PSY 7010 Foundations of Measurement** (3 units)

This course covers concepts involved in designing and evaluating measurement devices in clinical psychology. Course content addresses classical and contemporary approaches to concepts of reliability and validity, including multi-trait-multi-method approaches to validation.

*Prerequisite: PSY 6021, PSY 6022 or PSY 6030.*

### **PSY 7013 & PSY 7014 PhD Research Seminar II** (2nd Year) (3, 3 units)

Required research course for second year PhD students. Goal of the year is to complete the First Research Project. See PSY 6016 for further information on research seminars. *Prerequisites: PSY 6021/6022, PSY6026, PSY 6016.*

**PSY 7019 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 chisquare to log-linear modeling; canon correlation factor analysis; structural equation modeling (e.g., EQS, LISREL).

*Prerequisites:* PSY 6021 and PSY 6022; PSY 6023.

**PSY 7106 Biological Foundations of Clinical Practice**

(3-4 units)

Basic biological foundations course examining and integrating biological bases of behavior and psychopharmacology.

**PSY 7108 PhD Advanced Tests and Measurements**

(2-3 units)

Methods for the construction, evaluation and interpretation of psychological tests including techniques for assessing reliability and validity. The course also includes the proper uses and applications of psychological tests.

**PSY 7112 History and Systems of Psychology**

(2-3 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.

**PSY 7113 Evidence-Based Practice in Psychology**

(2 units)

An evidence-supported practice of psychology. Students learn current trends and issues in psychotherapy research, emphasizing integrating evidence-supported common factors correlated with positive outcome in the various forms of mental health treatment with clinical expertise and client characteristics and values. The role of culture and diversity in customizing therapy to the individual client is explored.

**PSY 7114 Cognition and Learning Theories**

(3 units)

The major theories of learning including the “classical” stimulus-response theories of Hull, Tolman, Guthrie, Pavlov and Skinner, as well as Gestalt psychology and the more recent theories of Festinger and Bandura. Discussion of current issues and trends in learning.

**PSY 7123 Cultural Diversity Training**

(3 units)

**PSY 7156 Psychopharmacology**

(1-2 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.

*Prerequisite:* PSY 6311 (for MFT students only)

**PSY 7161 Cultural Psychology – Delivery of Service**

(3 units)

Helps the student integrate the areas of cultural psychology and the delivery of psychological services. Primary resource material will be writings by psychologists who have tried to address the cross-cultural issues in psychodiagnosis, psychotherapy and community literature so that they can develop in-depth knowledge about the concepts and data in cross-cultural psychology which are relevant to the delivery of services.

*Prerequisite:* PSY 6129 or (for Dual PhD in Clinical and I-O Psychology students only) ORG 7330

**PSY 7226 Behavioral Assessment**

(3 units)

When behavior is the subject matter of interest, classic psychometrics is not entirely appropriate. Behavior assessment is contrasted with trait-oriented assessment. These are shown to be more sensitive to changes in behavior produced by the shorter-term interventions in vogue today. Practical uses of behavioral assessment in applied contexts with children and adults are emphasized. Persons concerned about accountable service delivery are especially encouraged to take this class.

*Prerequisites:* PSY 6020, PSY 6110

**PSY 7227 Advanced Psychodiagnosis I**

(3 units)

Integration of the information obtained from psychological assessment techniques into a coherent, well-written report. Focus on the dynamic understanding of ego functioning, conscious and unconscious problems and conflicts, anxiety level and tolerance, the nature and stability of the defensive structure and the quality of object relations. Includes a discussion of levels of interpretation in the clinical inference process and the formulation of treatment recommendations based upon assessment data.

*Prerequisites:* PSY 7214, PSY 7218 and PSY 7222

**PSY 7228 Advanced Psychodiagnosis II**

(3 units)

The use of psychological assessment data in the differential diagnostic process. The behavioral and test indicators of psychotic and nonpsychotic disturbances including the schizophrenia, major affective, borderline, personality disorders and the neuroses.

**PSY 7230 Integration Methodology II**

(3 units)

Advanced seminar on the interface of psychological and religious knowledge. Focuses particular attention on in depth case studies using pastoral and psychological assessments. Studies include individual, family and institutional applications of the integrative methods.

**PSY 7240 Employee Assistance Programs**

(3 units)

An introduction to employee assistance programming for large and small companies. Exploration of programming in all areas of employee assistance.

**PSY 7250 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

*Prerequisites:* ORG 6320, and either PSY ORG 6005 or PSY 6433.

**PSY 7260 Neuropsychological Assessment I**

(3 units)

An advanced course designed to provide students with the theoretical and technical skills and knowledge to conduct competent neuropsychological research and examinations. Specific content areas include neurodiagnostic techniques, global assessment strategies, neuropsychometric instrumentation and issues related to the reliability and validity of data collection methods.

*Prerequisites:* PSY 6105 or Biological Bases of Behavior Competency Exam or PSY 7625.

**PSY 7261 Neuropsychological Assessment II**

(3 units)

An advanced course designed to provide students with the skills and knowledge necessary to design and implement effective neuropsychological treatments. Specific content areas include neurobehavioral recovery of function, rehabilitative strategies, cognitive remediation techniques, systems interventions, consultation and collaboration with other health care professionals and primary prevention of neuropathology.

*Prerequisites:* PSY 8605 and PSY 7260.

## Course Descriptions

### **PSY 7262 Genetic Contributions to Human Behavior (3 units)**

Examines methods for determining genetic influence on such human behaviors as schizophrenia, depression and alcoholism. Discussion of the role of the environment, both as a "main effect" and as an interactive force with genetic effects, recent research in the area of family and twin studies, procedures related to genetic counseling.

### **PSY 7263 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.

### **PSY 7265 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.

### **PSY 7286 Internship in Chemical Dependency I (3 units)**

) Internships in treatment, prevention, research and employee assistance programs. A minimum of 750 hours at the rate of at least 20 hours per week is required.

*Prerequisite: Approval of the training coordinator.*

### **PSY 7287 Internship in Chemical Dependency II (3 units)**

The final semester of the supervised experience started in PSY 7391. A minimum of 750 hours at the rate of at least 20 hours per week is required. Total internship requirement (PSY 7286 and PSY 7287) is a minimum of 1500 hours.

*Prerequisite: Approval of the training coordinator.*

### **PSY 7288 Internship in Clinical Psychology (2 units)**

Supervised experience in clinical psychology at a University approved hospital, clinic, or community agency. Consists of direct supervised client contact in individual and group psychotherapy, psychodiagnostic assessment and evaluation, consultation and other appropriate work in clinical psychology. Face-to-face and group supervision by licensed clinical psychologists at the internship site. A minimum of 2,000 hours at the rate of at least 20 hours per week required.

*Prerequisite: Written approval of the coordinator of clinical training. Former USIU clinical program enrollment.*

### **PSY 7302 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.

### **PSY 7311 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.

### **PSY 7312 Sex Therapy (1-3 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.

*Prerequisite: PSY 7311*

### **PSY 7314 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.

### **PSY 7330 Treatment with the Chemically Dependent Family (2-3 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.

### **PSY 7360 MFT Practicum (3 units)**

Observation and supervision of marital and family therapy in an approved clinic or public agency and a course involving case presentations, live and videotape supervision of therapy experiences. The practicum program requires 500 hours of direct client contact, 250 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, and at least 25 of the 50 based only on live observation or videotape. 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: Approval of Coordinator of MFT Training and at least 12 semester hours completed.*

### **PSY 7417 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.

### **PSY 7422 Consulting in Organizational Settings (3 units)**

Examination of the internal and external role of the I/O Psychologist as an organizational consultant. Emphasis on intervention design, implementation and style of the practitioner, writing proposals and on the practitioner's awareness of his or her impact on others in the organization.

*Prerequisites: PSY 6408, PSY 6410, or permission of the instructor.*

**PSY 7423 Individual Differences in Organizations** (3 units)

Reviews contemporary literature on individual difference (ID) constructs such as general mental ability, personality, interests, skills, ability and work behavior with a focus on specific applications in Organizational Studies. Emphasis will be given to the measurement and multi-level nature of individual-level and organization-level constructs. Prepares students to effectively address ID constructs in the design and statistical analysis of their doctoral dissertation research.

*Prerequisites:* PSY 6021, PSY 6022, ORG 6016, ORG 6023, and ORG 7020.

**PSY 7429 Individual and Executive Coaching** (3-4 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.

*Prerequisite:* PSY 7435.

**PSY 7435 Individual Assessment for Business and Career** (4 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:* Enrollment in Consulting Psychology PhD Program; and completion of ORG 6016 and ORG 7020.

**PSY 7437 Ethical, Legal and Professional Issues in Organizational Studies** (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.

**PSY 7465 & PSY 7466 Consulting Psychology Research Project I, II** (3, 3 units)

This course is a two-semester introduction to conducting applied research. It will prepare Consulting 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 Consulting Psychology. Working in teams, 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:* PSY 6021, PSY 6022, ORG 6016, and ORG 6023. *Corequisite:* ORG 7020.

**PSY 7501 Theory and Practice of Psychotherapy: Individual (Cognitive, Psychodynamic, Existential, and Other)** (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.

*Prerequisite:* PSY 6520.

**(Topics vary)**

- 1) **Psychodynamic** (Prerequisite: PSY 6524)
- 2) **Cognitive** (Prerequisite: PSY 6525)
- 3) **Existential** (Prerequisite: PSY 6526)

**PSY 7502 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.

**PSY 7503 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:* PSY 6520 and PSY 6540.

**PSY 7504 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.

*Prerequisite (PhD):* PSY 6518.

**PSY 7505 & PSY 7506 Clinical and Ethical Issues** (2, 2 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:* PSY 6528 (PhD students), PSY 6528, PSY 6541 and PSY 6543 (PsyD students).

**PSY 7509 Psychoeducational Assessment of Children and Adolescents** (3 units)

Advanced interpretation and integration of cognitive, achievement and neuropsychological tests for performing competent diagnoses of individuals ages two years through adult with learning, emotional, neurological or behavior problems that interfere with school success. Students administer, score and interpret cognitive and achievement batteries, most notably Kaufman tests (K-ABC, KAIT and K-TEA) and Woodcock-Johnson. They will integrate these test scores with Wechsler test results and learn a theoretical framework for translating test and behavioral data to provide parents, teachers and referred individuals with meaningful answers to their questions. Students receive much one-to-one instruction and gain insight into learning disabilities, language disorders and attention-deficit disorders. They will assess individuals referred for learning problems at the Center for Applied Behavioral Sciences (Psychoeducational Assessment Services).

*Prerequisites:* PSY 6501, PSY 6503, PSY 6504 and PSY 8505.

## Course Descriptions

### **PSY 7510 Teaching Methods (3 units)**

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. Students will be required to design and develop course materials, deliver instructional modules, and design web-supported aspects of their course materials.

### **PSY 7514 Advanced Assessment Elective**

*(3 units) (Topics vary)*

*Prerequisites: PSY 6501, PSY 6503 and PSY 6523.*

- 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 (3 units)**  
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 (3 units)**

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.

### **PSY 7515 & PSY 7516 Psychodiagnostic Assessment (3, 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, PSY 6523; PSY 6501.*

### **PSY 7517 & PSY 7518 Psychodiagnostic Lab (0-3 units)**

### **PSY 7525 & PSY 7526 PhD Practicum I**

*(4 units per year)*

A 12-16 hour/week field placement for second year clinical PhD program students in an agency setting approved by the school; 38 weeks required per year.

*Prerequisite: PSY 6528. Concurrent enrollment required in PSY 7505/7506.*

### **PSY 7527 & PSY 7528 PsyD Practicum II**

*(6 units per year)*

A 16 hour/week field placement for second year PsyD program students in an agency setting approved by the school; 38 weeks required per year.

*Prerequisites: PSY 6541, PSY 6542 and PSY 6528. Concurrent enrollment required in PSY 7505/7506.*

### **PSY 7529 Cognitive/Behavioral Approaches to Intervention (3-6 units)**

Theoretical foundations and practice of cognitive, behavioral and cognitive behavioral interventions with individuals and groups.

*Prerequisites: PSY 6507/6508; PSY 6517 or PSY 6518.*

### **PSY 7537 Psychodynamic Approaches to Intervention (3-6 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: PSY 6507/6508; PSY 6517 or PSY 6518.*

### **PSY 7540 Family Therapy (3 units)**

Introduction to the field via major theoretical approaches focusing on family life cycle (developmental) issues and ethnocultural and gender related concerns.

*Prerequisite: PSY 6520.*

### **PSY 7541 Child Therapy (3 units)**

Presents the fundamentals of the child therapy process and integrates the basic skills necessary to deal with the challenges children present in therapy.

*Prerequisite: PSY 6520.*

### **PSY 7542 Solution-Focused Brief Therapy (2 units)**

This is an advanced course in a systems psychotherapeutic method. An existential, constructive, postmodern approach to treatment, Solution-Focused Brief Therapy views clients from a positive perspective, highlights the future, and fosters client strengths.

**PSY 7543 Systems Approaches to Interventions**  
(3-6 units)

Examination and integration of various family systems approaches to treatment.

*Prerequisites: PSY 6507/6508; PSY 6517 or PSY 6518.*

**PSY 7550 Practicum I in Professional Psychology**  
(3-5 units)

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: PSY 6520 and PSY 6523; PSY 6550 is an additional prerequisite for clinical PsyD students.*

**PSY 7551 Practicum Consultation/Ethics**  
(1-1.5 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.

*Must be taken concurrently with PSY 7550.*

**PSY 7553 & PSY 7554 Field-Based Practicum**  
(5-7 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.

**PSY 7555 Practicum in Psychophysiology/Biofeedback** (3, 3 units)

Students receive consultation regarding their clinical experiences in group format. Activities commonly include presentations of case material and discussion of ethical and professional issues.

**PSY 7563 Clinical Psychology and Law** (2 units)

An orientation to issues and conflicts at the interface between mental health professionals and the legal system. Special emphasis on child, adolescent and family-related functions, with more limited coverage of traditional assessment and treatment roles that psychologists play in the civil and criminal legal context. Required course for forensic family/child track students.

**PSY 7565 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.

**PSY 7566 Ethical Foundations of Clinical Practice** (2 units)

Basic foundations course examining professional issues, HMOs, PPOs, risk management and documentation.

**PSY 7570 Prep for Doctoral Candidacy** (0 units)

**PSY 7571 & PSY 7572 Second Year Clinical Practicum** (2, 2 units)

Prepares students to function as interns in psychological agencies. 15 hours per week advanced practicum.

**PSY 7602 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: PSY 6520, PSY 6140, PSY 6523.*

**PSY 7604 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.

*Prerequisite: PSY 6520.*

**PSY 7605 Clinical Elective – Practice Seminars**  
(1, 2, or 3 units)

**(Topics vary)**

1) **Clinical Interventions with Children** (3 units)

Introduces students to the theory and practice of child and family psychotherapy, focusing on specific interventions with children individually, with parents, in families, and in the contexts in which they interact. The first part of the course focuses on O'Connor's Ecosystemic Theory in treating children. Specific attention is given to understanding the theory, learning how to evaluate a child, formulating a treatment plan and intervening with children who live and function within the contexts of family, peers, schools, cultures and many other systems. In the second part of the course, students learn and practice interventions that are research and theoretically based and designed for treatment of a variety of psychological disorders and problems that occur with children. Interventions target all areas in which the child lives, especially parental and family influences. It is assumed that the students have a sound knowledge of development and life span issues, though the course revisits these issues briefly.

2) **Advanced Child Assessment** (3 units)

Provides students with knowledge and skills in assessing children (emphasis on school-aged children). Students will learn principles of assessment techniques--primarily from a hypothesis-testing approach--and will learn to integrate information from various sources to form a comprehensive picture of the child. Students will develop the ability to assess children within a framework that is both developmentally- and culturally-sensitive.

3) **Integrated Approach to Sex, Intimacy and Relationship Problems (IFC Emphasis)** (3 units)

Students in this year long, advanced IFC elective will be taught an integrated therapy approach to sex, intimacy and relationship problems. The goal of this elective is to teach students how to do multigenerational, differentiation based therapy with heterosexual and homosexual couples from diverse ethnic, cultural and religious backgrounds. You will also learn about what the research says about the effectiveness of couple and sex therapy. Lectures along with class discussions, role-plays, and video clips will be used. You will learn tools and strategies for effective differentiation based therapy.

4) **Program Development and Evaluation**  
(3 units)

This course provides the student with an overview of the principles of prevention and intervention research design. The primary goal of the course is to help students learn the fundamentals of problem identification, program design, development and evaluation. This course can also help to "jump start" Doctoral project and Dissertation preparation.



## Course Descriptions

### 5) Loss, Grief and Bereavement (CH emphasis) (3 units)

#### **PSY 7610 Cultural Seminar** (3 units) (Topics vary)

**PSY 7611 Multicultural Clinical Elective** (3 units)  
Topics vary and focus on cross cultural issues in clinical work. Electives may include focus on individuals, families, substance abuse, forensics, and health settings.  
*Prerequisite: PSY 6129.*

#### **PSY 7612 Women and Gender in Historical Perspective** (2 units)

This course examines the cultural construction of multicultural women's sexualities from 1820 to present. This historical exploration illuminates contemporary constructions of female sexualities and facilitates students' critique of "innate" v. culturally-constructed behaviors and identities.

#### **PSY 7614 Human Sexuality** (3 units)

Human sexual function and dysfunction studied from biological, sociological and psychological perspectives. Current research and treatment issues focusing on human diversity are covered.  
*Prerequisite: PSY 6519.*

#### **PSY 7615 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.  
*Prerequisite: PSY 8555.*

#### **PSY 7616 Psychology of Women** (2 units)

An overview of traditional theories of psychological development is presented and contrasted with alternative models that have been proposed as more representative of females. Issues related to the lives of women of color and lesbians are integrated into this course.

#### **PSY 7617 Cross-Cultural Psychology: Theory, Research, and Practice** (3 units)

The course covers the major contributions of crosscultural psychology. Issues in theory and research will be reviewed, focusing on implications for practical application, as well as for further research and theory building. Students will become aware of the major theories and models, the major methodologies and the major findings of crosscultural psychologists.  
*Prerequisite: TBD.*

**PSY 7618 Cross-Cultural Intervention** (3 units)  
Intensive examination of the theory and practice of multicultural therapy, the cultural appropriateness of present mental health service delivery models and the process of culturally adapting interventions. Major emphasis on multicultural and clinical competence with diverse cultural groups.

**PSY 7619 Cross-Cultural Families** (3 units)  
An analysis of multicultural families as a psychological group with special emphasis on the diversity of parent-child relationships, roles of women and men, adult personality and beliefs, attitudes and values. Also, special focus is placed on how ethnic minority families are differentially affected by culture and subculture.

#### **PSY 7620 Practicum in Health Psychology** (3 units)

#### **PSY 7621 Practicum Consultation in Health Psychology** (1 unit)

**PSY 7622 Cross-Cultural Mental Health** (3 units)  
An overview of ethnocultural group issues in mental health. Examination of the values underlying psychology in Western countries in contrast to the value systems, world views and practices of culturally diverse ethnic minorities.

**PSY 7623 AIDS: Multidisciplinary and Multicultural Perspectives** (3 units)  
Develops knowledge and understanding of the AIDS epidemic and the psychological dimensions of the disease. Evaluates multidisciplinary aspects of AIDS education and prevention efforts. Also examines the impact of AIDS on multicultural populations.

#### **PSY 7624 Managed Mental Health Care and Brief Therapy** (2 units)

Designed to prepare students to face the challenges of practicing in an era of managed care from an informed and knowledgeable position. Includes exploration of managed care principles and problems, brief therapy, time effective therapy, blending brief therapy skills with long term therapy skills, solution focused methods, countertransference and how to practice effective and ethical psychotherapy within the changing mental health care context.

**PSY 7625 Intro to Clinical Medicine I** (3 units)  
) Designed to introduce psychology students to the fundamentals of medical pathology.  
*Prerequisite: PSY 6620.*

**PSY 7626 Intro to Clinical Medicine II** (3 units)  
A continuation of Clinical Medicine I, focusing on biomedical models and treatment of physical disease and health.  
*Prerequisite: PSY 7625.*

#### **PSY 7627 Psychology of Health and Illness (CH emphasis)** (3 units)

**PSY 7628 Behavioral Medicine Interventions** (2 units)  
Covers the various types of clinical interventions available in the fields of behavioral medicine/health psychology.

#### **PSY 7630 Intercultural Psychotherapy Lab** (2 units)

An experiential course providing insight into the role of social and cultural factors in development of the client-psychologist relationship in therapy.

#### **PSY 7631 Disability, Ethnicity, and Culture** (3 units)

Exploration of the interface of disability, ethnicity and culture. Topics include: similarities and differences among minorities (ethnicity, gender, sexual orientation, disability); minority-specific stressors; cultural attitudes and beliefs about health, illness and disabilities; disability in a family and community context; relevant laws; etiquette and culture; special issues for women with disabilities and women of color with disabilities; ways in which therapists form impressions and conceptualize cases involving minority clients; testing, assessment and diagnosis; implications for psychotherapy; assistive technology; therapy as a political act; research and teaching.

#### **PSY 7632 The Health and Medical Care System** (2 units)

Seminar evaluates the present system of health care provision in this country including mental health and medical care services. Through critique and evaluation, this course contrasts and explores alternative health and medical care delivery systems.

**PSY 7633 Health Psychology Intervention: Research and Practice (3 units)**

This course applies the principles learned in Concepts of Health Promotion and Disease Prevention, Introduction to Research in Behavioral Medicine and Clinical Psychophysiology and Biofeedback. Students gain a knowledge of the efficacy of health psychology interventions such as stress management, exercise, weight management, smoking cessation, dietary interventions, medical self-management, etc. Students develop skills in designing and implementing health psychology interventions for specific populations.  
*Prerequisite: PSY 8625.*

**PSY 7634 Pediatric Psychology (2 units)**

Describes the major stresses for children who are hospitalized and ways of reducing those stresses.

**PSY 7635 Play Therapy I: Assessment and Treatment Planning (2 units)**

Students learn how to gather the data necessary to develop a comprehensive case formulation and design treatment plans which takes the child's ecosystem into account.

**PSY 7636 Play Therapy II: Interventions (2 units)**

An experientially based course in which students learn an array of play techniques.  
*Prerequisite: PSY 7635.*

**PSY 7638 Studio Art (2 units)**

**1) Introduction to Sandplay**

This course explores the nature of sandplay. Some form of playing-in-the-sand has always existed with our species. This course introduces: a) the metaphoric and symbolic language of sandplay; b) theoretical principles and the practical uses of sandplay therapy with children and adults; c) didactic and experiential exploration of the sandplay process through hands-on practice. Course participants will meet most class hours in the sandtray room of a practitioner.  
*Prerequisites: PSY 6605, PSY 6519.*

**2) Theater as Therapy**

PSY 7639 Expressive Arts Therapy (2-3 units)  
After exploring psychologies which integrate mind, body, spirit and human ecology, participants will focus on expressive arts therapy as a particular philosophy. After opening lectures on polyaesthetics with roots in shamanism, participants immerse in disciplines of visual arts, movement, music, story-telling and poetry, play, and other creative means for expression of the self and healing.

**PSY 7640 Creativity Theory and Practice (2-3 units)**

Explores creativity theories, research and seminar exercises for direct use in group or individual therapy.

**PSY 7640 Publication Seminar (2 units)**

The course is intended to assist students in the preparation and publication of manuscripts. Topics include: writing styles for various types of publications; selection of journals for publications; manuscript preparation, submission and revision; working with professional organizations and colleagues; continuance of the mentor relationship; and the development of a curriculum vita.

**PSY 7642 Psychology of Women's Health (2-3 units)**

The psychological impact of physiological and reproductive functions are considered in light of current social, political, legal and ethical dilemmas

**PSY 7643 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.

**PSY 7644 Analytic Sand Tray Therapy (2 units)**

Introduction to theory and techniques of Sand Tray Therapy as used in the context of Jungian Psychotherapy and Jungian Analysis.  
*Prerequisite: PSY 7537.*

**PSY 7645 Play Diagnosis and Assessment of Children (2 units)**

This course will provide students with the knowledge and skills needed to complete a diagnostic play assessment of parent-child relationships.

**PSY 7647, PSY 7648, PSY 7649 Applied Psychophysiology and Biofeedback I, II, III (3, 3, 3 units)**

Course sequence offering integrated didactic and practical training in the use of psychophysiological techniques to a variety of conditions, such as tension headache, migraine, intelligence disorder, ADHD, hypertension and urinary incontinence.

**PSY 7650 Integrative Psychology Elective (Topics vary)**

A variety of advanced topics in integrative psychology for clinical students. Sample topics include: Introduction to Jung and Shadow, Mindfulness-based Therapies, The Psychology of Terrorism, Narrative Psychology, Spirituality and Psychology, and Creativity: Theory, Research, and Writing.

**PSY 7700 Workshop (0-3 units)**

Investigation of a particular topic, problem or issue in psychology. Area selected for study varies from semester to semester.

**PSY 7800 Advanced Seminar: Clinical Psychology (3 units)**

Examination of a variety of topic areas in Clinical Psychology and will rotate each time offered. May be repeated for credit.

**PSY 7805 Advanced Seminar: Chemical Dependency (2-4 units)**

Examination of a variety of topic areas in the chemical dependency field and will rotate each time offered. May be repeated for credit.

**PSY 7815 Internship and Seminar College Teaching (3 units)**

Recommended for students primarily interested in college teaching. Approval of the director of the program in which the student is enrolled is required.

**PSY 7820 Research Practicum (1-4 units)**

Supervised experience conducting research. Provides opportunities for students to gain experience in designing research studies, data entry and analysis and preparing research for publication. Course may be repeated.  
*Prerequisite: Permission of instructor.*

**PSY 7900 Doctoral Project/Dissertation Preparation (3-4 units)**

Presentation and discussion of procedures and potential topics for PsyD. dissertations/ projects. Some projects oriented toward applied skills while others may focus more on scholarship and empirical research. Credit requires the formation of a committee and acceptance by the committee of the preliminary draft of the project.

## Course Descriptions

### **PSY 7901 Doctoral Project/Dissertation**

#### **Preparation (2 units)**

Presentation and discussion of research procedures and a critical evaluation of potential research questions in psychology. Emphasis on the identification and development of a dissertation research topic. Requires obtaining a dissertation committee chairperson, the completion of Chapter 1 (Problem Formation) and Chapter 2 (Literature Review) of the dissertation and course requirements.

*Prerequisites: Advancement to candidacy and successful completion of the Special Field Examination.*

### **PSY 7905 Proposal Development (1 unit) (Fresno)**

#### **PSY 7910 PsyD Clinical Dissertation**

##### **Orientation (1 unit)**

A primary goal of this course is to assist students in learning about the principles and procedures involved in developing the PsyD clinical dissertation. Students will also learn about skills and competencies they are expected to attain in the dissertation.

*Prerequisites: PSY 6030, PSY 6031*

### **PSY 7911 & PSY 7912 PsyD Proposal Development (2-3, 2-3 units)**

Course assists PsyD students in the development of a research proposal to be used in conjunction with the PsyD dissertation.

### **PSY 7920 Issues in Chinese Psychology (3 units)**

This course has a twofold objective. It seeks to examine how the modern discipline, with its origins in Euro-America, became an experimental, scientific subject and the assumptions enshrined in that enterprise. At the same time, it looks at the ways in which this disciplinary knowledge came to China in the early twentieth century and the reception it received. The central question of the course: to what extent is western psychology applicable in Chinese contexts?

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### **SY 7921 Theory and Technique of Chinese Clinical Practice (3 units)**

This course is a sequel to Issues in Chinese Psychology. Students consolidate skills and knowledge obtained in the first two years of their program in courses such as Observation and Interviewing, Advanced Psychopathology, Theory and Technique of Clinical Practice, and Issues in Chinese Psychology. In addition, the course introduces students to an integrated theoretical and practice model based on East-West learning. It includes some practice principles and strategies in conducting psychotherapy for Chinese.

### **PSY 7990 Dissertation I (3 units)**

Presentation and discussion of research procedures and a critical evaluation of potential research questions in psychology. Emphasis on the identification and development of a dissertation research topic. Requires obtaining a dissertation committee chairperson, the completion of Chapter 1 (Problem Formation) and Chapter 2 (Literature Review) of the dissertation and course requirements.

*Prerequisites: Advancement to candidacy and successful completion of the Special Field Examination.*

### **PSY 7991 Dissertation II (3 units)**

The nature and scope of dissertation research with special emphasis on research methodology and design. Requires the completion of Chapter 3 (Research Design) and committee approval of the dissertation proposal (chaps. 1-3).

*Prerequisite: PSY 7990*

### **PSY 7992 Dissertation III (3 units)**

Successful completion of the dissertation, passing of the final oral exam and submission of a completed, corrected manuscript to the University Reader.

### **PSY 8005 & PSY 8006 PhD Research Seminar (3rd Year) (3, 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.

*Prerequisite: PSY 7013/7014 (SF), concurrent registration in PSY 8990 (SD).*

### **PSY 8007 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.

### **PSY 8008 & PSY 8009 Fourth Year PhD Research Seminar (2, 2 units)**

*Prerequisites: PSY 8005/8006*

### **PSY 8123a & PSY 8123b Cultural Diversity Training (0 units) (Fresno)**

### **PSY 8311 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, Intergrative Behavioral Couples Therapy and the work of John Gottman. Theoretical understanding, practical application and skill development are stressed.

*Prerequisite: PSY 7311*

### **PSY 8314 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.

*Prerequisite: PSY 6312*

### **PSY 8315 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.

*Prerequisite: PSY 6312*

**PSY 8410 Psychology of Negotiation, Bargaining, and Dispute Resolution (3 units)**

Examination of influence and negotiation concepts and central problems and processes in negotiation through actual practice and behavioral experimentation combined with training in effective diagnosis. Analysis of case studies of realworld problems to discover techniques applicable to problems involving interactive competitive decision components. Use of role playing to handle strategic and tactical negotiation decisions.

**PSY 8412 Social Psychology of Organizations (3 units)**

This course examines social psychological theory and research as it relates to the functioning of individuals and social systems in work related settings. This course explores social psychological research methods and various seminal social psychological theories and concepts including attitudes and attitude change (cognitive consistency theories, dissonance), obedience to authority, persuasion, person perception and attribution, social cognition (schemas, social inference, stereotyping and discrimination), the self-concept (self-esteem, self-serving biases), impression management, motivation, social exchange, attraction and affiliation, work stress and coping, social learning theory, aggression, positive psychology, nonverbal behavior, and the communication of emotion.

**PSY 8415 Organizational Diagnosis (4 units)**

Students in this course undertake an extensive and advanced empirical review of the organizational diagnosis literature, emphasizing system-level assessment approaches and the integration of individual, group and organizational level functions. Working in teams, students will conduct a "live" organizational diagnosis including entry, contracting, assessment and evaluative functions. *Prerequisites: ORG 7525, ORG 7682; permission of instructor for students not enrolled in Consulting Psychology program.*

**PSY 8500 Advanced Seminar in Professional Issues: Practice of Professional Psychology (3 units)**

*Prerequisite: G4 standing or equivalent.*

**PSY 8500 Clinical Elective****(Topics vary)****1) Alternative/Complementary Approaches to Health (2 units)**

Covers the basic theoretical foundation and healing practices of a wide variety of alternative/complementary approaches to health.

*Prerequisites: PT525 and PT526.*

**2) Advanced Gay and Lesbian Issues and Psychotherapy (2 units)**

Examines the cultural and political context surrounding the lives of gay, lesbian and bisexual individuals as a background for understanding salient psychotherapeutic issues. Developmental and relational tasks are redefined. The therapeutic management of coming out, lesbian and gay health concerns, ethnocultural differences and internalization of oppression are among topics covered.

**3) Adolescent Psychotherapy and Psychopathology (3 units)**

*Prerequisites: PSY 6140 and PSY 6519.*

**4) Current Developments in Analytic Psychotherapy (2 units)**

) Seminar in ideas and techniques of psychoanalytic psychotherapy as currently practiced in the clinical setting.

*Prerequisite: PSY 7537.*

**5) Ego Psychology (2 units)**

Theoretical and clinical examination of major concepts in ego psychology such as thought, perception, object relations and major defenses as they apply to the clinical experience will be explored.

*Prerequisite: PSY 7537.*

**6) Brief Psychodynamic Psychotherapy (2 units)**

Examination of the clinical application of psychoanalytic principles to brief psychotherapy, counseling and crisis counseling.

**7) Child Health Psychology (2 units)**

Advanced health psychology course focused on psychosocial issues related to child and adolescent health. Explores topics including pediatric chronic illness, models of psychological adjustment, prevention of pediatric health problems, preventative pediatric and child health intervention and the role of clinicians in child health care systems.

**8) Interventions with Multicultural Families (3 units)**

An introduction to the theory and practice of family therapy as it is related to ethnic minority families. Critical review of the literature serves as a backdrop for the examination of clinical issues revolving around the application of family therapy techniques with various ethnic minority groups. The assessment of family dynamics and appropriate use of treatment approaches are major focal points, interwoven with identification of sociocultural dimensions that interact with the clinical picture. Cross-cultural competencies in evaluation and treatment planning are emphasized.

**9) Alternative Intervention Strategies (3 units)**

This course examines the theoretical and practical aspects of developing strategies for high-risk and underserved populations. Strategies emphasized are responsive to oppressed or vulnerable groups (e.g., cultural groups, chronically mentally ill) and to social/community issues (e.g., homelessness, gang violence) where reliance on mainstream psychotherapies may not be appropriate or effective. The concept of intervention will be broadened to include the integration of the complex interplay between individual, family, community, cultural and institutional factors. Crisis intervention, case management, self-help groups and alternative psychotherapies (e.g., feminist, Africentric, gay-affirmative) will be explored.

**10) Stress-Related and Psychosomatic Disorders (3 units)**

Overview of stress-related and somatoform illness, including behavioral, psychophysiological, psychosocial and psychodynamic approaches. Review of mindbody problems, history of psychosomatic medicine, diagnostic classification and etiology and mediators in the stress-illness relationship. Clinical issues, influences of psychological functioning and personality organization on patient's response to physical symptomatology.

**11) Psychology of Loss, Grief and Bereavement (3 units)**

Explores the psychology of loss, grief and bereavement. Covers theoretical bases, including developmental aspects, attachment, separation and loss and change as loss. Includes the psychology of dying and interventions to facilitate mourning and adjustment to loss processes. Multicultural perspectives on these issues will be presented. Concerns regarding living wills and durable power of attorney will be addressed.

## Course Descriptions

- 12) **Clinical Interventions with Children** (3 units)  
Surveys representative literature which addresses the theory and practice of principal assessment and therapeutic interventions with children. Psychodynamic perspectives frame the major content. Addresses family system issues, idiographic considerations in psychopathology, cultural diversity and ecological considerations in micro and macro social systems as parameters in formulating and executing clinical interventions.
- 13) **Interventions With Adolescents** (3 units)  
Explores the issues, conflicts and resolutions inherent in the developmental phase of adolescence, as well as the theory and techniques of treating adolescents and their families. Provides an understanding of the theoretical constructs of adolescent development and the application of those constructs in clinical work.
- 14) **Gestalt Therapy** (3 units)  
An introduction to the theory and treatment principles of Gestalt Therapy. Lectures cover the roots of Gestalt Therapy in psychoanalysis, experimental psychology and phenomenology as well as current personality theory, psychopathology, developmental theory, dream analysis and other aspects of theory. Approximately half of the class is experiential in nature in order to teach "I-thou" relationships in psychotherapy and phenomenological tracking.
- 15) **Interventions with Lesbians and Gay Men** (3 units)  
This course provides students with an overview of prominent mental health issues and relevant intervention approaches for lesbian and gay male populations. Diversity of world views, lifestyle, and life experiences are central to assessment, evaluation and intervention strategies. Analysis and critique of relevant literature, conceptualization and integration of key issues and case application are fundamental aspects of the course.
- 16) **Psychotherapy with Severely Schizophrenic and Personality Disordered Individuals** (2 units)  
Examination of the latent and manifest contents of psychotic processes in severe schizophrenic and severe personality disorders. The emphasis is on the self-experiences of these patients. Phases of the therapeutic process will be discussed.
- 17) **Behavioral Medicine Techniques** (3 units)  
Intervention techniques addressed in behavioral medicine may include the following: hypnosis, pain management, relaxation techniques, stress reduction/management, issues of spirituality, alternative medicine considerations and biofeedback.
- 18) **Pediatric Neuropsychology and Culture** (3 units)  
This course provides an understanding of the assessment of learning processes through the utilization of neuropsychological testing and explores how this will aid in providing more multiculturally accurate assessment of children. Common cognitive disorders, including attention deficit disorder, learning disabilities and other learning disorders are discussed. There is a focus on the impact of culture on learning including its impact on intelligence testing and cross-cultural early development and education, with some consideration of alternative assessment and treatment strategies.
- 19) **Advanced Psychodynamic Interventions with Multicultural Populations** (3 units)  
This advanced interventions course focuses on the use of psychodynamic approaches with individual late adolescent and adult clients from groups of color and other underserved groups. Students will learn about appropriate ways to integrate psychodynamic (classical/ego psychology/object relations/self psychology) understandings with sociocultural factors in forming a relationship with the client, doing an assessment and developing a clinical formulation and conducting the therapy. Special attention will be paid to issues of transference and countertransference as they are impacted by cultural differences. Students will be expected to draw on their internship experiences in working with diverse populations as case material for the course.
- 20) **Couples/Family Therapy Training and Supervision** (3 units)  
Students pursue a process of becoming a couples/family therapist by seeing families and receiving live supervision. In addition to serving as therapists, students have the opportunity to be supervisors. Learning supervision enhances the quality of one's therapy and gives the student a new set of skills.
- 21) **Interpersonal Therapy and Communication** (3 units)  
Most major schools of psychotherapy recognize the contribution that the interpersonal relationships between therapist and client makes to the therapeutic process. This seminar will focus on interpersonal processes in individual and group psychotherapy on the development of skills in observing and intervening in this interpersonal relationship. There is also widespread agreement that therapist's skills in self-awareness and the ability to monitor one's inner experiences constitutes a primary tool of the psychotherapist. This course discusses this art in the literature in case material drawn from the teaching and students work and via exercises in self-awareness and observation of interpersonal processes in class.
- 22) **Advanced Psychodynamic Intervention: British Object Relations** (3 units)  
The fundamental ideas of object relations theory will be examined and illustrated with examples from case material. The theories and clinical work of the major figures in the British Object Relations School will be studied.  
*Prerequisite: PSY 7537.*
- 23) **Lesbian/Gay Couples and Families** (2 units)  
This course surveys emerging theory, research, and practice relevant to lesbians, gay males and bisexuals in the context of their couple and family relationships. Topics include family of origin issues; lesbian/gay parenting; couple relationships; families of choice; the impact of societal and internalized homophobia on gay and lesbian relationships; HIV and AIDS; strategies for individual couple and family therapy; and transference/countertransference issues.
- 24) **Clinical Issues in the Psychology of Women** (2 units)  
Focuses on some presenting problems and diagnostic profiles that are more prevalent among women than men, such as eating disorders, depression and the psychological consequences of childhood sexual abuse. Uses readings, lecture and discussion to learn clinical theory and practice in the psychodynamic tradition, including Jungian and self-psychology, self-in-relation theory and some new feminist perspectives on family systems. Includes ways of conceptualizing and practicing psychotherapy that are likely to be most effective with women clients.

25) **School and Community-Based Intervention with Children and Adolescents** (3 units)

This course will examine approaches to providing mental health services to children and adolescents in school and other community settings. Special attention will be paid to the development of multidimensional programs that serve children, their families, teachers, school administrators and community leaders. Specific topics will include: child advocacy, classroom consultation, multidisciplinary programming and collaboration and establishing and maintaining community supports and interagency alliances.

26) **Multicultural Family Therapy and Clinician Self-Awareness Development** (3 units)

In this course, multicultural family therapy skills are advanced in two ways. First, through a focus on technique and skill development utilizing the Bowen model, and second through a focus on clinician self-awareness development and ethnic identity development utilizing the same core model amplified by the work of Adler and Toman. Issues such as the facilitation of differentiation, de-triangulation and related processes in the context of sociocultural differences will be explored. Opportunities will be provided for reflective dialogue on identity, culture and resiliency, countertransference patterns and strategies for effectively addressing them in a culturally-syntonic style. This course is presented in a manner common among advanced family therapy courses in which technique development and self development go together. Research indicates that this combination facilitates development and enhances therapist presence and competence in handling the complex interpersonal processes that result from having several family members in the therapy room at the same time. The group process in class will be vital to energizing the class environment with openness, productivity, creative spirit, and humanity.

27) **Sex Roles and Gender** (3 units)

Gender and gender roles have complex consequences for the development of individual and group identity and behavior. This course examines the roles of society and biology in shaping our understanding of human experience within the context of gender, gender roles, and sexual orientation, with particular emphasis on the impact of difference and diversity in the construction of social meaning.

**PSY 8503 Elective Practicum** (0-3 units)

In addition to the required practicum experience, students gain further professional experience in this elective course.

**PSY 8505 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:* PSY 6140 and PSY 6523.

**PSY 8509 Supervision Seminar** (1, 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:* PSY 6509 and PSY 6510.

**PSY 8510 & PSY 8511 Supervision Seminar** (1, 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.  
*Prerequisite:* PSY 6509 and PSY 6510.

**PSY 8512 Supervision Seminar** (1 Unit) (San Diego)

Seminar examining the theory and techniques of clinical supervision. Students will apply these skills in the supervision of practicum students. This course is taken in the last year of a student's program, concurrent with PSY 8513.

**PSY 8513 Supervision Lab** (1 Unit) (San Diego)

Students in PSY 8512 are in this concurrent lab in which they are supervised by a faculty member in their supervision of a practicum student.

**PSY 8514 Supervision Practicum** (2 units) (San Diego, PhD)

Seminar and experience in theory and practice of clinical supervision. Students will learn basic theory, techniques, and research in didactic portion of course. In the experiential portion, students apply these skills in supervision of 2nd year clinical students, under the guidance of the instructor.

**PSY 8531 & PSY 8532 Advanced Clinical Seminar** (3, 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.  
*Prerequisites:* PSY7505/7506 and PSY7525/7526, or PSY7505/7506 and PSY7527/7528.

**PSY 8535 & PSY 8536 PhD Practicum II** (6 units per year)

A 16 hour/week field practicum for third year PhD program students in an agency setting approved by the school; 38 weeks required per year.  
*Prerequisites:* PSY 7571 and PSY 7505. Concurrent enrollment required in PSY 8531/8532.

**PSY 8537 & PSY 8538 PsyD Practicum III** (6 units per year)

A 16 hour/week practicum for third year PsyD program students in an agency setting approved by the school; 38 weeks required per year.  
*Prerequisites:* PSY7505/7506 and PSY7527/7528. Concurrent enrollment required in PSY8531/8532.

**PSY 8539 Professional Skills Workshop** (1 unit)

Workshops usually presented in weekend format on specific clinical skills, such as introduction to hypnosis, biofeedback, geriatric long term care issues and chronic pain treatment.

**PSY 8540 Family Therapy/Ethnic Families** (3 units)

*Prerequisites:* PSY 6129, PSY 6520, (and PSY 7161 for General Clinical Students).

**PSY 8541 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.

## Course Descriptions

### **PSY 8542 Advanced Family Therapy (1-2 units)**

Selected topics or focused attention on one school of family therapy.

*Prerequisite: PSY 7540.*

### **PSY 8542 Advanced Family Therapy (3 units)**

Advanced study of the theory and dynamics of family interaction. Attention will be given to the techniques of family therapy.

*Prerequisites: PSY 7543 and PSY 7544.*

### **PSY 8542 Advanced Family Therapy (3 units)**

This course offers direct supervised experience in family therapy based on short-term models. Students should be working with families at their internships.

*Prerequisite: PSY 7503.*

### **PSY 8543 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.

### **PSY 8544 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.

### **PSY 8545 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: PSY 6140 and PSY 6523.*

### **PSY8550 Practicum III (3 units)**

A 20 hour/week practicum for third year San Diego Clinical PsyD students in an agency setting approved by the school (minimum of 1000 hours required).

*Prerequisites PSY6541 and PSY7550. Concurrent enrollment required in PSY8551*

### **PSY 8551 Clinical Consultation Group – First Year (1-1.5 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.

*Prerequisite: PSY 7551.*

### **PSY 8552 Clinical Consultation Group – Second Year (San Diego) (1-1.5 units)**

For local internship students during their second half-time internship. In addition to the competencies addressed in PSY 8551, students also focus on evaluating treatment outcomes and modifying treatment plans accordingly.

*Prerequisite: PSY 8551.*

### **PSY8553 Advanced Clinical Skills: Psychotherapy (1-3 units)**

Topics vary and may include, but are not limited to:

#### **(1) Feminist Approaches to Psychotherapy.**

This seminar addresses the theory and practice of feminist therapy. The approach is considered in historical context, and the epistemological base of more traditional approaches, as well as the feminist approach, are explored. The emphasis is on application and focuses upon discussion of clinical issues and case supervision through discussion and role play.

#### **(2) Narrative Approaches.**

This course introduces students to the theory and practice of Narrative Therapy. It focuses on the work of Michael White and David Epston and their development of a “storied therapy”. The course assists students in conceptualizing problems as located within stories that influence identity. Problems are also situated within a socio-cultural context. In addition, the course attends to those moments that stand in contradiction to the plot of problems, and represent the promise of potential “counter-stories” that may profoundly reshape identities.

#### **(3) Couples.**

This section of Advanced Clinical Skills provides an overview of the most important theories of couple therapy. The course introduces students to the clinical assessment of couples, techniques of interview, and strategies of intervention. Special emphasis is given to systems theory, mechanisms of change, and issues of diversity. 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.

### **PSY8554 Advanced Clinical Skills (1-3 units)**

Topics vary and may include, but are not limited to:

#### **(1) Substance Abuse Treatment.**

This course will provide student clinicians with a general overview of treatment for substance use disorders, focusing on current empirically validated approaches to treatment. This course will identify and examine the etiology of substance use disorders and current interventions, including the various approaches for conceptualizing addiction and chemical dependency. Special attention will be paid to treatments geared toward specific substances of abuse, treatment modalities, and treatments for special populations of substance using clients.

#### **(2) Early Childhood Mental Health.**

This course is an introduction to early childhood mental health at child development centers subsidized by the State to serve low-income, high-risk families. The course begins with theoretical frameworks, including a review of systems, attachment and reinforcement theory. It then addresses understanding child behavior, and the underlying meaning it communicates to caretakers and providers, within cultural context. The culture of the classroom is also explored, as is the role of psychologists in working with educators in such classrooms. Parental and family influences on early childhood mental health are also addressed in the context of diversity.

*Prerequisite: Third year PsyD or PhD student, or consent of instructor.*

#### **(3) Clinical Applications of Psychopharmacology**

This course explores psychopharmacology from several perspectives. The medications for mental illnesses: Depression, Bipolar illness, Anxiety, and Psychosis especially, are examined considering individual case examples. The use of herbal and other non-prescription alternative treatments are also discussed. Applications of psychopharmacology in key patient populations such as children, adolescents, women, varying ethnic groups, substance abusers and the elderly are explored.

**PSY 8555 & PSY 8556 Neuropsychology**

(3, 3 units)

Study of basic neuroanatomy, neuropsychological theory and testing methods. Focus on developing a basic clinical approach to neuropsychological evaluation and teaching specific assessment skills.

*Prerequisites: PSY 6105, PSY 6505, PSY 6506.*

**PSY 8557 Family Violence and Psychological Trauma** (2 units)

Focus on family violence conceptualized as pathologies of power. Clinical theory, research and implications for practice examined from cultural, psychological, psychoanalytic, feminist and sociopolitical perspectives. Discussions of patriarchy, the politics of power and violence, gender entrapment, gender role socialization, constructions of masculinity and cultural complexities will illuminate the intersection of individual and social pathologies that result in family violence.

**PSY8558 Disabilities, Law, and Families**

(2 units)

The purpose of this course is sensitization and professional development in regards to disability issues (and the effects of multiple barriers, including accessibility, legal, transportation, and communication) for families with disabilities in forensic contexts. The course provides an overview of key concepts, including prejudice, stigma and discrimination against persons with disabilities, and statutes and case law on the civil rights of persons with disabilities as they relate to procreation, custody, parenting, and family life. Psychologists' roles as consultants and providers in these contexts are explored. Specific legal issues are covered, including the IDEA, IEPs, early intervention laws, and California statutory requirements for mental health services for minors in special education.

**PSY8559 Assessing and Remediating Legal Incompetencies** (2 units)

This is an advanced-level course required of all third-year Forensic Family Child Track students in the San Francisco PsyD program. The focus is on the legal, psychological, theoretical, and ethical issues pertaining to competency in a variety of contexts. Students will review research and practice issues involved in assessing and treating a broad array of incompetencies. They will also review benchmark legal cases addressing various aspects of competency. Specific topics include competency theory, competency to stand trial, other criminal competencies (e.g., to consent to searches/seizures, to confess, to waive the right to counsel, to testify, and to be sentenced to death), competency restoration and involuntary medication, competence to consent to medical treatment, testamentary capacity (e.g., for wills, trusts, and advance medical directives), other civil competencies (including conservatorships, guardianships, and substituted judgment), juveniles and developmental immaturity, and competency issues pertaining to people with developmental disabilities.

*Prerequisite: For Forensic Family Track Students in SF, PSY7563*

**PSY 8561 Consultation** (1-2 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.

*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.

**PSY 8562 Management** (2 units)

Topics vary and may include, but are not limited to:

(1) **Psychotherapist Practice Management**

This course addresses the practical dimensions of managing a psychotherapy practice. It includes office selection and structuring, financial arrangements and billing, record keeping systems, hiring and managing clerical staff, developing and maintaining electronic records, HIPAA compliance, advertising, developing and maintaining referral networks, linkage to community services, and valuing, selling and closing a practice. Ethical considerations are addressed with respect to each of these areas of concern.

(2) **Psychologists as Managers in Community and Health Care Organizations**

Psychologists are increasingly finding themselves in the position of managing other people, but are often not trained to perform this function. This course addresses basic management theories and practical applications. Historical and current approaches to management roles are reviewed, and problems related to community services and health care settings are addressed.



## Course Descriptions

### **PSY 8564 Supervision (1-2 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 pre-clinical level practicum students using an individual supervision model. Students in this course supervise Practicum I Psy.D. 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.

### **PSY 8565 Family Court Consultation and Expert Witness (2 units)**

This is a Supervision/Consultation course required of SF PsyD third-year Forensic Family Child Track students. 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.

### **PSY 8566 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.

### **PSY 8568 Consultation/Education in Clinical Practice (1 unit)**

Basic foundations course examining EAPs, stress management, parenting and relationship education, conflict resolution and multidisciplinary.

### **PSY 8569 Pragmatic Foundations of Clinical Practice (1 unit)**

Basic foundations course examining accounting, marketing, advertising and MIS.

### **PSY 8571 & PSY 8572 Third Year Clinical Practicum (3-5, 3-5 units)**

Experience in a mental health setting for 15 hours per week.

### **PSY 8573 & PSY 8574 Internship (5-7.5 units per semester)**

The required predoctoral clinical internship is, for most students, spread across the last two years of graduate study—the third and fourth years for PsyD students and the fourth and fifth years for PhD students. In each year, the intern is required to spend a minimum of 20 hours per week at an approved training program affiliated with the school. Primary supervision is by a licensed psychologist who provides formal evaluations of interns' performance to designated CSPP-Los Angeles staff psychologists who monitor the students' professional training experiences and progress and advise students about internship training options and placements. The internship focuses on the development of appropriate professional knowledge, skills and attitudes. The internship experience satisfies partial requirements for state licensure as a psychologist.

### **PSY 8600 General Elective**

#### **1) Psychology of Spirituality (2 units)**

Exploration of the history of the psychology of religion and survey of the variety of theories within the field. Develops understanding of the workings of psychological phenomena within religion and spiritual phenomena within psychology. Includes discussion of ideas of Freud and Jung, post-Freudian developments, contemporary psychoanalysis and a neo-Lacanian framework. Religions examined in relationship to psychoanalysis include Judaism, Buddhism, Christianity, and native forms of Shamanism.

#### **2) Women's Life Choices (2 units)**

Exploration of a woman's perception of choices in making specific life span transitions. Issues discussed are those which repeatedly surface as presenting problems for female clients: having a child, having a "career," being single or partnered, caring for parents and "creating" an adult (and aging) body. Multicultural influences on these "choices" will also be explored including ethnicity, religion, socioeconomic class, and disability.

#### **3) Adolescent Girls/Teen Women (2 units)**

An examination of the development and identity formation of adolescent girls/teen women from a social constructionist perspective. The impact of social and contextual factors are considered, including cultural attitudes about women and girls, race, ethnicity, religion, sexual orientation and class, on young women's development. Problems that young women frequently bring to therapy are considered (e.g., eating disorders, selfmutilation, teen pregnancy).

#### **4) Psychologists Working in Complex Systems (2 units)**

Develops a theoretical foundation for intervention with complex systems based upon the cognitive model, social learning principles and general systems theory. These analytical models are applied to organizational case studies which have been investigated and presented by the students. Practical interventions will be designed, critiqued, implemented and refined throughout the course.

#### **5) Supervision (2 units)**

An examination of the role of the supervisor and supervisee in psychotherapy and related treatment activities from psychodynamic and other perspectives. The course will focus on the major issues and challenges inherent in the supervision process. Theories of supervision, reviews of recent literature, guidelines for practice will be addressed. There will be ample opportunity for role play, demonstrations of supervision and guest speakers.

- 6) **Feminist Approach to Supervision, Teaching and Consultation** (2 units)  
This course emphasizes collaboration rather than competitive models in teaching. The course also teaches team building and cooperation in conflict resolution and consultation. The course also emphasizes empowerment and collaboration in supervision.
- 7) **Educational Consulting: Developing Effective Interventions for Behavior and Learning Problems in Children** (2 units)  
An in-depth look at a model intervention program for young children ages two to five and at delivery of effective interventions to school-age children. Core competencies include teacher and parent interviewing, classroom observation and functional assessment, teambased problem solving, evaluating intervention design and outcome and legal and ethical safeguards. Includes discussion of the Individualized Education Plan process, understanding medications for children, AB3632 services, wraparound family team processes and emergency responses to trauma in schools.
- 8) **Self Psychology** (3 units)  
Traces the development, major concepts and clinical application of psychoanalytic self psychology. Emphasis will be placed on current perspectives and interventions.
- 9) **Integration of Individual and Systemic Therapy** (3 units)  
Encourages students to integrate individual and systemic therapeutic approaches. Both theory and practice of integrated model will be taught and discussed.
- 10) **Psychotherapy East and West** (3 units)  
Explores Eastern concepts of consciousness, personal identity and sanity and compares and contrasts these with Western views, especially psychodynamic and existential perspectives. Emphasis is placed on integrating Eastern and Western concepts into a unified view of the nature of change and transformation. Acquaints students with the phenomenology of transcendental experience, including similarities and differences between mystical and psychopathological experience.
- 11) **Metaphorical Interventions in Psychotherapy** (3 units)  
Uses metaphorical/symbolic interventions in contrast to literal/analytical communication to promote therapeutic change. Through skill training emphasizing visio-spatial, perceptual, imagery, and holistic/systemic skills, students learn to use metaphorical interventions in their therapy. The role of metaphorical therapy in psychodynamic, cognitive-behavioral and family systems therapy is explored.
- 12) **Forensic Psychology** (3 units)  
Examines the nature of forensic evaluations, reports and expert witness testimony and the professional and ethical responsibilities involved. Surveys the primary areas of the law including family law, mental health law, criminal law, child abuse and juvenile law, personal injury law and Workers' Compensation. Students role-play the presentation of testimony in trial simulations.
- 13) **Understanding Violence and Nonviolence** (3 units)  
Focuses on understanding of structural, interpersonal and intrapersonal dynamics that contribute to war and other forms of violence versus the creation of peace. Emphases on processes of problem definition, in creation of theory, research and intervention for prevention of violence and promotion of peace on a community, national and international basis. Dynamics of justice, equality and connectedness are related to peace and processes of separation, dominance and oppression are related to war and violence. Roles for professional psychologists are stressed.
- 14) **Dream Interpretation** (3 units)  
The interpretation of a dream in a psychodynamic setting requires the therapist's full understanding of and ability to apply advanced analytic concepts. This course will focus on the therapist's exploration of and development of capacity with the client's intrapsychic functioning, free association, resistance and censoring, and ability to remember and work through. Students will also explore the therapist's unconscious process when listening to a dream as well as the therapist's ability to provide meaning for the dream in relation to the client's current life and conflict. The reading will cover both Freudian and Jungian perspectives on interpretation.
- 15) **Employee Assistance Programs** (1 unit)  
Includes a history and overview of employee assistance programs, clinical interventions in the workplace, organizational development, substance abuse in the workplace, the role of the psychologist in employee assistance programs and opportunities for employment in the field.
- 16) **Clinical Empathy in Theory and Practice** (3 units)  
Explores the definition and concept of empathy from classical psychoanalytic and self psychology points of view. Designed for internship level clinicians who have already gained experience in the therapeutic process. Provides the opportunity to reflect on their developing clinical style and to sensitively examine those touching moments of "I-thou" interaction that embody the essence of psychotherapy. Covers the factors that contribute to good and poor empathic connection in the clinical situation. Students share interactions from their own case material or personal work.
- 17) **Family Violence and Sexual Abuse** (2 units)  
Critically examines differing theoretical models that seek to explain the existence and continuity of family violence in our society. Explores current research in the areas of family violence and sexual abuse. Studies individual, family and societal characteristics that are associated with domestic violence. Examines multiple types of abuse and victims of abuse. Familiarizes students with therapeutic models of intervention for domestic abuse and how to determine the efficacy of those treatment models and programs.
- 18) **Suicidality/HIV Treatment** (1 unit)  
The first part of this course focuses on suicide rates, demographics, correlates and explanatory theories. The second half of the course is an up-to-date review of treatment approaches for HIV-positive clients.
- 19) **HIV Treatment** (1 unit)  
Update on treatment approaches for HIV-positive clients.
- 20) **Eating Disorders** (1 unit)  
The historical and sociocultural context of anorexia nervosa and bulimia nervosa is discussed. Course focuses on diagnosis, testing, assessment and treatment.
- 21) **Gay and Lesbian Issues from a Multicultural Perspective** (1 unit)  
This course is designed to provide students with an introduction to the theoretical and applied issues related to working with ethnic minority gay and lesbian clients. The course takes a historical/social approach to the issues related to population and balances with perspective to issues related to intrapsychic development.
- 22) **Suicidality** (1 unit)  
Suicide rates, demographics, correlates and explanatory theories.

## Course Descriptions

### 23) **Spirituality and Spiritual Development in Psychotherapy** (3 units)

An examination of the role of religion and spirituality in psychotherapy and the psychological healing process. Course focuses on critical analysis of representative literature, discussion of the ethical implications of the use of spirituality in psychotherapy and identifying and understanding countertransference issues that relate to religion and spirituality. Spiritual factors within faith traditions and their impact on mental health and mental health service delivery is explored. Attention is given to the role of the therapist's spirituality, the process of spiritual development, spirituality as an integral part of one's cultural heritage and community ties and therapeutic approaches that are appropriate with religiously oriented clients both at the individual and community levels in prevention as well as intervention efforts.

### 24) **Belief Systems and Psychotherapy** (3 units)

This course explores interrelationships between spirituality, cultural diversity and the process of psychotherapy. Examines recent literature in this area. The goal of this course is to expand awareness of the range of diverse belief systems held by human beings and to increase the student's skills in working with culturally diverse clients. Integrates didactic material with group and individual learning experiences to facilitate exploring potential areas of transference and countertransference. Students are challenged to examine personal values, beliefs and assumptions and how these impact their work as psychotherapists.

### 25) **Clinical Aspects of Dream Interpretation** (3 units)

Clinical implications and the implementation of dream interpretation in the psychotherapeutic process will be discussed. Freud's thoughts on dreams as well as later psychoanalytic revisions or modifications of these ideas will be reviewed to provide a conceptual context for dream interpretation. The amount of emphasis given to the interpretation of dreams, the timing of such interpretations, the repetitive dream and childhood dreams are among the technical aspects to be considered.

### 26) **Interprofessional Collaboration for Psychologists: Individual, Group, Organizational, and Cultural Contexts** (2 units)

Given the need for psychologists to work effectively with professionals from a diversity of disciplines and backgrounds (e.g., school, law enforcement, probation, medical, legal, social service), this course presents the philosophy, theory, ethics and practice of interprofessional collaboration. With the goal of preparing psychologists for the evolving healthcare environment, multiple professional roles and creative/effective interventions for underserved populations in diverse settings (schools, hospitals, community mental health, child welfare, etc.), the course will present practice skills in interprofessional collaboration. These include: diagnosis and intervention in dysfunctional collaboration, eco-systemic and transorganizational systems thinking, team development and leadership, negotiation/ conflict resolution, unconscious group dynamics and self-assessment of interpersonal needs.

### 27) **The Creative Imagination in Psychotherapy: A Case Seminar** (3, 3 units)

The goal of this year-long track sequence is to help students develop and use their own and their clients' creative imagination in psychotherapy. Through lectures, in-class supervision, role-playing, student presentations and experiential exercises, students will (1) learn to use client-generated metaphor and imagery in language, dreams, early memories and behavioral patterns to increase the depth and perhaps accelerate the rate of change in their therapy; (2) deepen their empathy for their clients and increase their ability to use their own inner experience, affective/metaphoric imagery and creative imagination, to resolve therapeutic impasses; and (3) develop an understanding of resistance as cocreated by both client and therapist as a conflict of their unconscious goals. Class discussion will include comparative/ integrative case conceptualization and interventions using psychodynamic, cognitive-behavioral and family systems approaches.

### 28) **Clinical Case Conference with Multicultural Populations** (3, 3 units)

This course will examine multiculturalism and its impact on the treatment process. Through readings, lectures, classroom discussion and formal case presentations students look at the issues of race, ethnicity, gender, class, age and sexual orientation as critical factors in psychotherapy. Explores how these factors interact with psychological theories and traditional psychotherapeutic approaches to enhance the treatment of multicultural populations.

### 29) **Analytic Dream Interpretation** (2 units)

Introduction to Jungian dream interpretation. Will review the basic working techniques of association and amplification and clarify dream functions as well as subject and object levels of interpretation. Completion of P522 encouraged for students prior to enrollment.

### **PSY 8605 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. *Prerequisite: PSY 6105, which may be taken concurrently.*

### **PSY 8610 Ecosystemic Child Theory, Assessment and Treatment Planning** (2 units)

Presents core theory and treatment conceptualization underlying the ecosystemic approach to clinical work with children and adolescents.

### **PSY 8612 Advanced Family Systems Theory** (2 units)

An intensive examination of the theory and practice of strategic systematic, narrative, or other special approaches to family therapy. Includes extensive use of video and role play examples. *Prerequisite: PSY 7529.*

### **PSY 8614 Sex Therapy** (3 units)

This course is offered with the conviction that sexuality is a major aspect of human experience. While the course focuses on dysfunction, it naturally assumes that one also understands what is meant by healthy homosexual and heterosexual sexual functioning. Students will be taught how to conceptualize sexual dysfunctions and how to treat them therapeutically.

### **PSY 8625 Concepts of Health Promotion and Disease Prevention** (3 units)

This course introduces the student to major principles of behavioral epidemiology and theories of health promotion and disease prevention. The scientific literature relating behavior to health and illness is surveyed. Students acquire a knowledge of the relationship between health promotion principles and their application to various medical problems.

**PSY 8626 Administration of Mental Health Services** (3 units)

Familiarizes students with the basic components of administering mental health agencies. Discusses the range of activities required to maintain effective agency functioning, to meet agency goals and to create a humane and supportive workplace where mental health specialists can function in an environment that allows them to use their abilities to the utmost and experience profound satisfaction in their work.

**PSY 8631 & PSY 8632 PsyD Program Track Sequences** (3, 3 units)

This two-semester course is designed by faculty in the health psychology, individual and family clinical psychology and multicultural community clinical psychology emphasis areas. Advanced courses in professional psychology for the practitioner. Topics and methodologies vary each year.

**PSY 8642 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.

**PSY 8645 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.

**PSY 8800 Advanced Seminar**

- 1) Treatment of Depression
- 2) Conduct Disorders and Anti-Social Behavior
- 3) Theoretical Psychodynamic Issues
- 4) Object Relations
- 5) Integrative Psychology
- 6) Humanistic Psychology
- 7) Research and Empirical Foundations of Psychoanalysis
- 8) Hypnotherapy

**PSY 8805 Advanced Seminars in Theoretical Issues** (3 units)

Advanced seminars cover various psychotherapeutic approaches.  
*Prerequisite: PS05.*

- 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

**PSY 8900 PhD Doctoral Dissertation Research and Design** (3 units)

**PSY 8900a Doctoral Project Proseminar** (1 unit)

**PSY 8901 & PSY 8902 Doctoral Project** (2-3, 2-3 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.

**PSY8903 PsyD Doctoral Project Extension** (2 units)

Extension of doctoral project work beyond two semesters. Registration is required each semester, excluding summer, for any student who has not finished the doctoral project after enrolling in PSY8901 and PSY8902

**PSY 8905 & PSY 8906 Research in Applied Settings** (3, 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.*

**PSY 8907 & PSY 8908 Dissertation Development** (4-5, 4-5 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.

**PSY 8912 PsyD Project Development** (2 units)

Focuses on selection of project committee members, development of methodology and completion of proposal.  
*Prerequisite: ORG 8911.*

**PSY 8913 & PSY 8914 PsyD Clinical Dissertation** (3, 3 units)

Required of third year PsyD students. Planning, designing and carrying out a PsyD dissertation.  
*Prerequisites: PSY 7003 and PSY 7004, PSY 8005 and PSY 8006; completion of dissertation proposal orals.*

**PSY 8980 PsyD Clinical Dissertation Group** (1-4 units)

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.  
*Prerequisite: PSY 7910 and completion of Competency Exam and Writing Proficiency.*

**PSY 8990 PhD Doctoral Dissertation Research Design and Research Seminar** (1-6 units)

Progressive seminar on planning, designing and conducting individual research. Consultation and guidance on all phases of the research process from early levels of exploration of an area, literature search and formulation of a specific research idea through research designs, data collection and analysis.

*Prerequisites: PSY 6021, PSY 6022, and PSY 6023.*

## Course Descriptions

### **PSY 8998 Topics in Research (1-2 units)**

Special topics preparatory to or parallel with research or other investigation. Several sections of this course may be offered simultaneously on different topics. Methodological topics include computer use, special multivariate analysis, phenomenological procedures and development of the dissertation proposal. Subject matter areas include psychopathology, test construction and intervention. May be repeated for credit with instructor's permission.

### **PSY 9310 Advanced Seminar: MFT (2-4 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.

### **PSY 9320 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: PSY 8311, PSY 8314, PSY 8315.

### **PSY 9321 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.

*Prerequisite:* PSY 9320, Approval of instructor

### **PSY 9324 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.

*Prerequisite:* PSY 6021, PSY 7302 or equivalent.

### **PSY 9325 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.

*Prerequisite:* PSY 7302 or equivalent.

### **PSY 9360 MFT Advanced Practicum (3 units)**

This course focuses on case presentations by doctoral candidates. Although there is no field placement requirement, all students must be working in an on-going capacity with individuals, couples and families. Didactic material will supplement case supervision by the instructor. This class is designed as a seminar where advanced MFT students learn techniques and methods from each other as well as the instructor. Must be taken twice.

*Prerequisites:* PSY 8314, PSY 8315

### **PSY 9388 Internship (3 units)**

Supervised experience in an approved clinic, hospital, or counseling center. Includes individual and group supervision of marriage and family therapy and individual and group psychotherapy, assessment, evaluation and consultation by a licensed psychologist. Total internship requirement is a minimum of 1500 hours at 30-40 hours per week.

*Prerequisite:* All required doctoral courses and approval of the MFT Training Coordinator.

### **PSY 9415 Organizational Psychology PsyD Internship (8 units)**

Advanced internship for PsyD students.

*Prerequisites:* Vary by campus.

### **PSY 9421 Consulting Psychology Internship: Individual/Group (1-4 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:* 3rd year graduate standing; PSY 7423, PSY 7429, PSY 7435.

### **PSY 9422 Consulting Psychology Internship: Systemwide Interventions (1-4 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:* 4th year graduate standing, PSY 8415, PSY 9421.

### **PSY 9500 Advanced Clinical Elective (3 units) (Topics vary)**

#### **1) Interventions with Adolescents**

Focus is on the systemic influences and context in which adolescents live and thrive, while attending to the individual changes and experiences occurring within the adolescent. Students learn how to evaluate adolescents and their families for treatment, how to decide on the most appropriate interventions and how to implement these interventions within the context of physical, emotional, social, cognitive, family, peer and school systems across these three stages: early, middle and late adolescence. This is an interactive and experiential course. Students are expected to participate in roleplays, practice interventions, provide supportive feedback to their classmates and be willing to explore, disclose and integrate their own experiences as an adolescent into what they learn in this course.

#### **2) Training and Supervision in Couple, Sex, and Family Therapy**

Highly experiential advanced course is designed to provide intensive, hands on training in couple and sex therapy. Students will have the opportunity to be in the role of therapist, supervisor, team consultant and family member. They will work with diverse couples with a variety of presenting problems. Students will be trained through videotape supervision as well as live supervision throughout the session. Students will learn to become competent therapists and they will also be taught the skills of live and videotape supervision. This advanced seminar will help you to sharpen the accuracy of your clinical lens and help you to maintain a well differentiated clinical stance. Important goals of this class are to: aid you in validating yourself, assist you in holding on to yourself and soothing your anxiety when working with difficult cases. Encourage students to look more closely themselves in their own families of origin.

### **PSY 9505 & PSY 9506 PsyD Internship (1st rotation) (15 units per year)**

The first of two half-time internship rotations in an approved agency for PsyD program students; 38 weeks required per year.

*Prerequisites:* PSY 8537/8538 and PSY 8531/8532; advancement to doctoral candidacy; completion of dissertation proposal orals.

### **PSY 9507 & PSY 9508 PsyD Internship (2nd rotation) (15 units per year)**

The second of two half-time internship rotations in an approved agency for PsyD program students; 38 weeks required per year.

*Prerequisite:* PSY 9505/9506.

**PSY 9509 & PSY 9510 PsyD Internship****(full-time)** (30 units per year)

Full time, year long, APPIC or CAPIC approved clinical psychology internship for students in the clinical PsyD program.

*Prerequisites: PSY 8537/8538 and PSY 8531/8532; advancement to doctoral candidacy; completion of dissertation proposal orals.***PSY 9515 & PSY 9516 PhD Internship****(1st rotation)** (15 units per year)

The first of two half-time internship rotations in an approved agency for PhD program students; 38 weeks required per year.

*Prerequisites: PSY 8535/8536 and PSY 8531/8532; advancement to doctoral candidacy; completion of dissertation proposal orals.***PSY 9517 & PSY 9518 PhD Internship****(2nd rotation)** (15 units per year)

The second of two half-time internship rotations in an approved agency for PhD program students; 38 weeks required per year.

*Prerequisite: PSY 9515/9516.***PSY 9519 & PSY 9520 Full Time Predoctoral Internship in Clinical Psychology****(30 units per year) (clinical PhD students)**

Full time, year long, APPIC or CAPIC approved clinical psychology internship for students in the clinical PhD program.

*Prerequisites: Clinical program enrollment; PSY 8535/8536 and PSY 8531/8532; advancement to doctoral candidacy; completion of dissertation proposal orals.***PSY 9525 & PSY 9526 Full Time APA-accredited Predoctoral Internship in Clinical Psychology****(30 units per year)**

Full time, year long, APA approved clinical psychology internship for students in either the clinical PsyD or clinical PhD program.

*Prerequisites: PSY 8531/8532 and PSY 8535/8536 or PSY 8531/8532 and PSY 8537/8538; advancement to doctoral candidacy; completion of dissertation proposal orals.***PSY 9531 & PSY 9532 Full-Time Predoctoral Internship in Clinical Psychology****(12, 12, 6 or 15, 15 for 30 units per year)**

Experience in a multidisciplinary mental health setting which meets California requirements for licensure. Forty hours per week, 2080 hours total.

*Prerequisite: Clinical program enrollment.***PSY 9556 & PSY 9557 Professional Roles****(3, 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.

**PSY 9581 First Half-time Internship** (6-7.5 units)

For students completing their first half-time internship. Minimum 20-hours/week (minimum 1,100 hours total each year) (varies by campus) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements.

*Prerequisites: PSY 7550 and clinical program enrollment. Must be taken concurrently with PSY 8551 for 1.5 units.***PSY 9582 Second Half-time Internship****(6-7.5 units)**

For students completing a second half-time internship. This course has the same requirements as those listed under PSY 9581.

*Prerequisites: PSY 9581 and clinical program enrollment. Must be taken concurrently with PSY 8552 for 1.5 units.***PSY 9585 & PSY 9586 Full-time Internship****(12, 12, or 15, 15 for 30 units per year)**

An optional full-time (40 or more hours per week) predoctoral internship which may be taken in the fourth/fifth year by both PsyD and PhD students. Some PsyD students with prior graduate degrees in psychology who are eligible to waive most first and second year courses may qualify for full-time internship placements in the fourth year. The majority of full-time internships take place in training programs that are accredited by the APA, or are members of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and which are nationally competitive in the intern selection process.

**PSY9605 & PSY9606 Post Doctoral Clinical Training I****(6 units per year)**

Practicum-level training for doctoral respecialization students in approved agency for 16 hours per week.

*Concurrent enrollment required in PSY7505 and PSY7506.***PSY9615 & PSY9616 Post Doctoral Clinical****Training II** (15 units per year)

Internship-level training for doctoral respecialization students in approved agency for 20-24 hours per week.

*Concurrent enrollment required in PSY7505/7506 (if not previously taken) or PSY8531/8532.***PSY9625 & PSY9626 Post Doctoral Clinical****Training III** (15 units per year)

Internship-level training for doctoral respecialization students in approved agency for 20-24 hours per week.

*Concurrent enrollment required in PSY8531/8532 if not previously taken.***PSY 9807 Professional Development Group****(1 unit)**

Scheduled meetings of Consulting Psychology students in field placement to discuss issues related to practice in organizations. Invited speakers address current issues and career development.

**PSY 9901 MFT Dissertation** (3, 5, or 8 units)

Successful completion of the doctoral dissertation, passing of the final oral exam and acceptance of a completed, corrected copy by the Library.

*Prerequisites: PSY 9324, PSY 9325; Special Field Exam***PSY 9905 Research Internship** (7, 7 units)

Students build additional research and scientific writing skills beyond those required in the clinical PhD program by working with an established researcher in programmatic research.

**PSY 9923 Supplemental Dissertation****(1-3 units)**

Supplemental dissertation units for students who have already completed all required dissertation units, but not internship.

*Can only be taken with permission of chair.***PSY 9925 & PSY 9926 PhD Doctoral****Dissertation** (7, 7 units)

Required of fourth year PhD students. Planning, designing and carrying out a dissertation proposal.

**PSY 9927 & PSY 9928 Research Seminar (4th Year)** (3, 3 units)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. See PSY 6016 for further information on research seminars. *Prerequisite: PSY 7013/7014 (SF), concurrent registration in PSY 8990 (SD).*

## Course Descriptions

### **PSY 9985 PsyD Clinical Dissertation Extension** (5 or 8 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.

### **PSY 9995 PhD Clinical Doctoral Dissertation Extension** (5 or 8 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.

## Psychology – Japan Only

### **PSY 6005 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.  
*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6115 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.  
*Prerequisite: Enrollment in the Clinical Psychology MA program – Japan*

### **PSY 6141 & PSY 6142 Clinical Psychology Foundation** (2, 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.  
*Prerequisite: Enrollment in the Clinical Psychology MA program – Japan; PSY6141 must be completed prior to PSY6142.*

### **PSY 6203 & PSY 6204 Psychopathology** (1.5, 1.5 units)

In this two-part course, an overview of psychiatric disorders as defined by the DSM-IV 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.  
*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan; PSY6203 must be completed prior to PSY6204.*

### **PSY 6213 & PSY 6214 Clinical Interviewing** (2, 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/counter-transference, barriers to treatment, and crisis management, as well as relevant multicultural issues in Japan, are also discussed.  
*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan; PSY6213 must be completed prior to PSY6214.*

### **PSY 6221 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.  
*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6516 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 role-play and group presentations. Relevant multicultural issues in Japan will also be discussed.  
*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6527 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.  
*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

### **PSY 6535 & PSY 6536 Sociopathology** (1.5, 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.  
*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan; PSY6535 must be completed prior to PSY6536.*

### **PSY 6557 & PSY 6558 Professional Development and Group Approaches (First Year)** (.5, .5 unit)

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 role-plays, group exercises, and group discussions to explore various issues experienced in the context of psychotherapy. Relevant multicultural issues in Japan will also be discussed.  
*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan; PSY6557 must be completed prior to PSY6558.*

### **PSY 6581 & PSY 6582 Clinical Assessment** (2, 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.  
*Prerequisite: Enrollment in the Clinical Psychology MA program – Japan; completion of PSY6005; PSY6581 must be completed prior to PSY6582.*

**PSY 6991 & PSY 6992 Master's Paper in Clinical Psychology** (1, 1 units)

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.

*Prerequisite: Enrollment in the Clinical Psychology MA program – Japan; completion of PSY 6005; PSY 6991 must be completed prior to PSY 6992.*

**PSY 7520 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.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

**PSY 7531 & PSY 7532 Basic Practicum**

(1, 1 units)

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.

*Prerequisite: Enrollment in the Clinical Psychology MA program – Japan; Must be taken together with PSY 7573 and PSY 7574*

**PSY 7539 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.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

**PSY 7557 & PSY 7558 Professional Development and Group Approaches (Second Year)** (.5, .5 unit)

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.

*Prerequisite: Enrollment in the Clinical Psychology MA program - Japan*

**PSY 7573 & PSY 7574 Advanced Practicum** (2, 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.

*Prerequisite: Enrollment in the Clinical Psychology MA program – Japan; Completion of PSY 6141, 6142, 6557, 6558, 6516, 6115, 6527, 6213, 6214, 6203, 6204, 7557, 7558, 6221, 6005, 7539, 6581, and 6582; Must be taken together with PSY 7531 & 7532.*

**Senior Experience****SEN 4900 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.

*Prerequisite: Students must be seniors.*

**SEN 4910 Internship** (3 units)

Internship in-business, school, nonprofit organization, volunteer organization or in another group or organization approved by the program director or dean. Must be in the student's major area of study. A minimum of 180 hours required. (Grading is credit/no credit)

*Prerequisite: Students must be seniors.*

**Sociology****SOC 2201 Introduction to Sociology** (3 units)

Dynamics of group life, social process, and social organization; social institutions and systems (family, education, economics, politics, religion, health); fundamental theoretical concepts underlying sociology, their use in organizing and elucidating data on social phenomena, and relationship to contemporary social issues and problems.

*(Alliant Mexico only)*

**SOC 2202 U.S. Diversity: Ethnicity, Class, and Gender** (3 units)

Sociocultural heterogeneity of American life; summary of history of racial, ethnic, and gender relations; theories of inter-racial and inter-ethnic group relations; American culture and society as a case study illuminating ethnic diversity, social stratification, social class, and majority/minority relations.

**SOC 2205 The Family in the U.S.** (3 units)

Historical roots and development of American kinship. Focuses on the structure, function, and changing dynamics of family life in the U.S.

*Prerequisite: ENG 1106*

*(Alliant Mexico only)*

**SOC 2210 Sociology of Interpersonal Interactions** (3 units)

History of the study of human behavior: 1600 – present; examines individualistic and social models of human behavior, the psychological importance of the human group, and perspectives and methodology used in micro-sociological analysis.

*(Alliant Mexico only)*

**SOC 3301 Social Problems** (3 units)

Problems of deviance, social inequality, violence, crime, and delinquency in the U.S. and other countries; sociological causes and consequences; sociological definition and analysis of problems; special emphasis on exploring possible amelioration of the world's contemporary social problems.

**SOC 3305 Deviant Behavior** (3 units)

Ways people violate norms and laws in their societies; social norms and value structures; theories of deviance and their relation to various social conditions: social inequality, sexual variation, substance abuse and chemical dependency, physical and mental illness, and disruptive or criminal activity.



## Course Descriptions

### **SOC 3310 Family and Kinship in a Multicultural Context** (3 units)

Systems and practices of courtship, mate selection, marriage, parenting, and family life within a culturally diverse setting such as U.S. and other industrialized parts of the world; ethnic diversity and social inequality and kinship functions; bi-cultural marriages.

### **SOC 3315 Sociology of Intercultural Relations** (3 units)

Comparison of sociocultural institutions in various societies; focuses on dominant theoretical orientations—technoeconomic, ideological, psychological, social structural, and environmental; processes of socialization and acculturation.

### **SOC 3500 Social Conflict and Resolution** (3 units)

Conflict at intrapsychic, interpersonal, social, organizational, national and international levels, focusing on the destructive as well as the constructive functions of individual and social conflict.

### **SOC 4010 Social Inequality in the U.S.** (3 units)

Social stratification, social status and resulting social inequalities; age, gender, health, race, and ethnicity as factors; possibilities for continued cultural pluralism or assimilation and amalgamation.

### **SOC 4015 The City in the U.S.: Problems and Solutions** (3 units)

Socio-historical analysis of urban America; field studies; urbanism as a way of life; inquiry into social problems and possible solutions.

### **SOC 4021 Collective Behavior in Diverse Contexts** (3 units)

The nature of collective behavior, specifically crowds, masses and mass communication, and social movements; focuses on methodologies in the study of collective behavior, both quantitative and field approaches.

### **SOC 4025 Perspectives on the Future of Human Society** (3 units)

Theories of social change and evolutionary, functional, and ecological orientations; the structure and dynamics of human society during the 21st century.

*Prerequisite: ENG 1106*

## Spanish

### **SPN 1000 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. C– or higher competency required to take SPN 1001.(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.)

*Prerequisite: ENG 1106*

*(Alliant Mexico only)*

### **SPN 1001 Beginning Spanish II** (3 units)

Second course in a sequential series; basic language skills continued. C– or higher competency required to take SPN 1002.(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.)

*(Alliant Mexico only)*

### **SPN 2000 Intermediate Spanish I** (3 units)

Study texts of contemporary literary and social interest while focusing on improvement of listening, speaking, reading, and writing skills; course conducted in Spanish. (Course not open to native speakers of Spanish.)

*Prerequisite: SPN 1001 or three years of high school Spanish.*

*(Alliant Mexico only)*

### **SPN 2001 Intermediate Spanish II** (3 units)

Study texts of contemporary literacy and social interest while focusing on improvement of listening, speaking, reading and writing skills; course conducted in Spanish. (Course not open to native speakers of Spanish.)

*Prerequisite: SPN 2000 or three years of high school Spanish.*

*(Alliant Mexico only)*

### **SPN 2500 Advanced Grammar and Composition** (3 units)

Systematic review of grammar with written compositions on various topics; course conducted in Spanish and English.

*Prerequisite: SPN 2001*

*(Alliant Mexico only)*

### **SPN 3001 Literature in Spanish I** (3 units)

Analysis and interpretation of outstanding works of literature in Spanish; course conducted in Spanish.

*Prerequisite: SPN 2500*

*(Alliant Mexico only)*

### **SPN 3002 Literature in Spanish II** (3 units)

Analysis and interpretation of outstanding works of literature in Spanish; course conducted in Spanish.

*Prerequisite: SPN 3001*

*(Alliant Mexico only)*

### **SPN 3004 Advanced Spanish I** (3 units)

Study of Spanish through an integrated skills approach; emphasis on the development of reading, writing and oral communication skills.

*Prerequisite: Second-year Spanish.*

### **SPN 3005 Advanced Spanish II** (3 units)

Study of Spanish through an integrated skills approach; emphasis on the development of reading, writing and oral communication skills.

*Prerequisite: Advanced Spanish I.*

### **SPN 4000 Culture and Civilization of Spain** (3 units)

Study of the history, arts, and important personages of Spain; course conducted in Spanish.

*Prerequisite: SPN 2500*

*(Alliant Mexico only)*

### **SPN 4005 Culture and Civilization of Latin America** (3 units)

Study of the history, arts and important personages of Latin America; course conducted in Spanish.

*Prerequisite: SPN 2500*

*(Alliant Mexico only)*

## Special Topics

From time to time, faculty design and offer special courses. Check with department chairs for course titles and descriptions of upcoming offerings. These courses will be offered on a demand basis.

The following numbers are used for Special Topic courses:

#### **(Disciplinary prefix) 1999 and 2999**

Used for lower division undergraduate courses

#### **(Disciplinary prefix) 3999 and 4999**

Used for upper division undergraduate courses

#### **(Disciplinary prefix) 5999**

Used for teacher education prerequisite courses to doctoral programs

#### **(Disciplinary prefix) 6999 and 7999**

Used for master's courses

#### **(Disciplinary prefix) 8999 and 9999**

Used for doctoral courses

## Sustainable Business

### Alliant San Diego Courses

#### **SUB 6500 Sustainable Management** (3 units)

This course reviews the foundations and principles of sustainable business management. The goal of this course is to help students develop a better understanding of the approaches that can be used to manage resources and people sustainably, resolve conflicts, and create new business applications and opportunities. This class is designed to help prepare professionals to be effective workers and leaders in Sustainable Management by develop the necessary capacities, skills and knowledge to lead companies and organizations in ways that are more responsible as well as successful.

#### **SUB 6510 Environmental Management Reporting** (3 units)

This course reviews the foundations and principles of environmental management reporting. Environmental management reporting is a rapidly evolving area of management, accounting and finance. It enables an organization and its stakeholders to evaluate the organization's performance with economic, social and environmental measures. This requires careful and thoughtful use of accounting tools, measurements, auditing, analysis and creativity in developing and applying company specific metrics. Emphasis is placed on improved consideration of all costs and compliance with new international standards such as (ISO14000), the EU Eco-management and Audit Scheme, and the Global Reporting Initiative.

#### **SUB 6520 Sustainable marketing** (3 units)

This course provides a background of the sustainable marketing orientation as it evolves from the societal, consumer and environmental marketing perspectives. The goal of this course is to help students develop responsible marketing objectives and create effective marketing strategies that consider economic benefits, environmental concerns and social equity. Students will gain knowledge and background about green market segmentation, integrated marketing management, stakeholder involvement, and issues such as "greenwashing" "sustainable advantage" and "long term sustainability

#### **SUB 6530 Ecopreneurship** (3 units)

Ecopreneurs are individuals or groups who imagine new green business opportunities and then take on the risks required to convert these ideas into reality. Ecopreneurship develops when enterprising individuals and groups identify and solve critical problems and meet unmet needs in ways that improve the profitability and sustainability of operations, institutions, and products. Ideally ecopreneurship will meet triple bottom line of providing profits, while improving people's health and restoring the environment. Ecopreneurship is the task of meeting human needs in ways that provide satisfaction, comfort, joy, and health without diminishing the options or richness for future generations.

#### **SUB 6540 Environmental Science and Law** (3 units)

Managers benefit from having an understanding of the scientific method and the function of both managed and natural ecosystems. The basic problems and strengths of environmental science are reviewed in relation to manufacturing, materials, maintenance, and disposal of waste. The relevant environmental laws will be discussed and used to illustrate the application of environmental science to real problems. Students will be introduced to the U.S. laws [such as the Clean Air and Water Acts, the Endangered Species Act, and CERCLA, SARA Title III (EPCRA), and RCRA] and European and international rules and regulations.

#### **SUB 6550 Sustainable Development and Planning Strategy** (3 units)

Managers are often called upon to make strategic decisions about placement of facilities and strategic planning for providing services and products. This course provides an introduction into the increasingly complex world of planning and sustainable development, ranging from destination resorts to urban infill on "brownfields" sites. The tools for design with nature and ecosystem analysis are introduced and used in case studies and problem solving exercises.

#### **SUB 6560 Sustainable Products and Services** (3 units)

This course provides an interactive introduction to design and meeting human needs with eco-effective goods and services. It explores how we interact with the environment around us, how we can make things fit and feel better (ergonomics), improve productivity and health, and how we can substitute services for ownership. Emphasis is placed on the use of materials and manufacturing methods that are earth and people friendly. This course includes case studies, design projects, labs, and experiments. It is also designed to help students rediscover their creativity and ability to find new solutions to complex problems.

#### **SUB 6570 Sustainable Operations and Production** (3 units)

This course reviews the foundations and principles of production and operations management from an environmental and sustainability perspective. The goal of the course is to help students develop a better understanding of production and operations impact the environment and resource use, and to identify and evaluate alternatives to mitigate or avoid those impacts. Topics covered include a review of common production technologies and processes, process mapping (flow diagramming), material balances, waste minimization and pollution prevention, design for environment, industrial ecology, and sustainability principles applied to production processes.

#### **SUB 6580 Ecotourism** (3 units)

This course reviews the foundations and principles of ecotourism, a growing part of the enormous tourism industry. The goal of this course is to develop a better understanding of ecotourism, ecological economics, enterprise accounting, and the approaches that can be used to manage resources sustainably, resolve conflicts, and create new ecotour business applications and opportunities. Ecotourism opportunities in agriculture, adventure, guiding, and destination management are discussed and explored. Skill development in research, analysis, and communication are key elements of this course.

#### **SUB 6590 Triple Bottom Line Leadership** (3 units)

This course explores the leadership challenge in bringing sustainable practices into use. Having good ideas and excellent solutions is not sufficient without the leadership to change internal company philosophies and thought processes, assumptions and behaviors to embrace the new tools and techniques. Organizational and cultural changes are the missing ingredients in the implementation of triple bottom line management. This course covers the challenge of improving governance and leadership. The first step in becoming this new type of leader is developing a better sense of the total person in relationship to the natural environment and the universal responsibility we bear as crew members of spaceship Earth.

### **Sustainable Management** Presidio School of Management MBA Courses

#### **SUS 6000 Managerial Accounting** (4 units)

This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include financial statements and their interpretation; the bookkeeping process and transaction analysis; accounting for assets, liabilities, and owners' equity; cost-volume-profit relationships; budgeting; and internal analysis techniques. The class will also explore environmental, social, and ethical accounting issues, which challenge students to apply existing accounting systems to new settings and critically analyze existing and proposed accounting systems. The goal is to equip students to become managers and/or designers of accounting systems that produce relevant information to facilitate corporate and organizational decision-making, and to assure that appropriate information is tracked so managers can make more successful and sustainable decisions.

#### **SUS 6010 Principles of Sustainable Management** (4 units)

The primary objective of this course is to impart a basic understanding of the social and environmental sustainability challenges facing managers in today's world. The course seeks to develop students' critical capacities for self-reflection and action in relation to these concepts. Course graduates will possess the understanding and experience to integrate environmental and social sustainability with commercial and economic success. Lectures and readings provide an overview of the critical literacies in environmental and social issues, the history of the sustainability movement, including the various social and economic movements from which the current practices of sustainability in business and society grew, and the key actors and the basic literature in the field. The course also addresses the global issues surrounding sustainable management and reviews the major frameworks of sustainability that provide the scientific foundations and economic principles of how sustainability can help managers to achieve natural competitive advantage.

#### **SUS 6015 Business, Government and Civil Society** (3 units)

This course provides an overview of definitions, frameworks and perspectives regarding the role of business in society. The goal is to understand the history and the theoretical perspectives that underpin arguments for responsible business and will aid students in: 1) analyzing the relationships between various stakeholders 2) better understanding the policy and governance context 3) identifying appropriate programs and 4) exploring and building the business case for sustainability and social justice.

#### **SUS 6020 Managerial Economics** (4 units)

This course is a one-semester introduction to the fundamentals of managerial economics, focusing on microeconomics. It has three primary objectives: provide an understanding of the standard or neoclassical microeconomic model and how this model relates to, and is useful for, business decision-making; provide a critique of this model and present a more heterodox view of economics; and provide a variety of quantitative skills that are useful for economic analysis as well as other aspects of managerial decision-making. The course will cover basic economic relationships, focusing on analysis at the margin, supply and demand theory, production theory, capital theory, profit maximization and cost minimization, firm structure, and types of markets. The critical aspect of the class will both consider how the neoclassical model is unrealistic, and therefore of limited value, and how this model is problematic in terms of sustainability. Quantitative skills developed include linear algebra, statistics, graphing, linear programming, and game theory.

#### **SUS 6040 Managerial Finance** (4 units)

This course begins with a survey of the finance area, including financial ratios; management of current assets and liabilities; liquidity; long-term capital; rate of return and net present value. The focus then moves to developing the necessary skills to be an effective financial manager. These skills include analysis of cash flow; financial planning and forecasting; and risk assessment and management. Students will explore decision-making through the capital asset pricing model, as well as 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. Socially responsible investment (SRI) models and the relationship between human, natural and financial capital will be examined.

#### **SUS 6050 Strategic Management** (4 units)

This course presents cutting-edge ideas on how strategy is evolving and the implications for socially and environmentally engaged management. Through considering classical approaches to strategy (such as resource-based views of the firm that capture capability logic), modern approaches (such as hyper-competition and high-velocity perspectives that embody guerrilla logic), and emerging approaches (such as eco-systemic and chaos theory-based views that incorporate a complexity logic), the course covers traditional, mainstream and progressive perspectives on strategic management. As a whole, it provides conceptual tools and practical methodologies for catalyzing organizational transformation based on a strategic, systemic and sustainable appreciation of change. The knowledge, skills and attitudes developed throughout the course focus on consideration of the emerging trends and new areas of opportunity to be taken into account in developing strategies and designing processes and structures in sustainable organizations of the 21st century.

#### **SUS 6060 Managerial Marketing** (4 units)

The purpose of this course is to introduce a framework for marketing management. It provides a survey of trends and an overview of concepts and techniques as they relate to marketing opportunities, marketing strategies and communicating effective marketing programs within the context of sustainable management. Students will engage in an exploration of the implications of sustainability and be challenged to critically analyze marketing strategies, plans and decisions. Most importantly, students will gain the mindset of a marketer – the ability to inquire into real needs, of the individual and society, and to serve them.

#### **SUS 6090 Sustainable Products and Services** (3 units)

The evolving principles of sustainable management will be leveraged to explore the creation and development of sustainable products and services. The course merges theory and practice, investigates the linkages between products and services, examines historic, current, and future examples of sustainable products and services, and guides students toward practical tools of inquiry and application that will serve them in their careers in sustainable management. The final course outcomes are professional-quality group projects to be published (or be deemed publishable by Presidio faculty) in a major trade or academic journal.

### **SUS 6105 Culture, Values, and Ethics** (4 units)

“Culture, Values, and Ethics” builds upon the personal development and experiential work done in the human dimension of sustainable management during the first year of course work. Topics for study include: impact of societal issues on sustainable management; stakeholder identification and analysis; ethical issues between organizations, people, cultures and the natural world; and key issues of social responsibility with particular emphasis on how these topics enhance commercial success.

### **SUS 6110 Operations and Production** (4 units)

This course provides an overview of strategic, tactical, and operational decision making environments in service and manufacturing companies. Major topics are process analysis, supply chain management, quality management, service systems management, and operations strategy. These areas are explored through lectures, case studies, assigned readings, and class discussions. The course utilizes concepts of probability, statistics, and optimization commonly applied in operations management tools. It includes a special focus on companies implementing sustainability initiatives in their operations and introduces the new field of industrial ecology, which deals with tools and processes for sustainable operations management.

### **SUS 6130 Implementation of Sustainable Business Practices** (3 units)

To integrate the skills and knowledge accumulated over the two years of the Sustainable Management MBA, students examine and use the Natural Capitalism Group taxonomy for guiding organizations to a more sustainable future. Calling on the four strands of coursework – numbers, markets, people and sustainability – students explore the step-by-step process for transforming a company, both internally and externally.

### **SUS 6135 Implementation of Sustainable Business Practices** (4 units)

To integrate the skills and knowledge accumulated over the two years of the Sustainable Management MBA, students examine and use the Natural Capitalism Group taxonomy for guiding organizations to a more sustainable future. Calling on the four strands of coursework, money, markets, people and sustainability, students explore the step-by-step process for transforming a company, both internally and externally.

### **SUS 6145 Integrative Capstone Venture Plan** (4 units)

The purpose of the integrative capstone course is to plan, start or build an ethical, sustainable and profitable venture for an existing or new business, NGO or governmental organization. Students may work individually or in a group to complete a strategic business plan that will include a management plan, financial statements, risk analysis, operations and marketing plan as well as an action plan to implement the venture. Course instruction will center around a series of integrated modules that will focus on the practical implementation of all aspects of the curriculum. Students will explore the interconnections between the strategic foundation of the venture and the cultural, sustainable and spiritual aspects of their values, core purpose and goals within a global business context. The result will be evidence of mastering the core MBA competencies and fulfilling the student’s purpose for attending Presidio School of Management – to define and implement their goals of a sustainable future.

### **SUS 6175 Capital Markets** (4 units)

Building upon the fundamentals of finance and economics, this course is an overview of capital markets, including the financial instruments and institutions that comprise the global financial system. This course will offer an in-depth study of the marketplaces that play central roles in the global - down to the local – economies. Topics include: financing enterprises through venture capital and private equity funding, initial public offerings (IPOs), fixed income securities offerings, commercial paper, and angel investing. Financial instruments in a global market will be examined through a review of spot exchange, currency forwards, hedging, options, swaps as well as international bonds and equities. Fundraising in the non-profit sector will likewise be considered. Basics of macroeconomics will also be presented as a background to financial decision-making. Topics include monetary and fiscal policy, aggregate demand and supply, exchange rates and inflation. When time permits, the course also surveys the legal aspects of organizing, financing and operating a business enterprise, with emphasis on contracts, government regulation, intellectual property rights, corporate governance and shareholder rights, as well as the national and international finance and investment systems, including a sustainability critique and reorientation.

### **SUS 6195 Effective Management, Communication, and Action** (3 units)

This course will take a strengths-based approach to fostering the essential individual leadership and communication capabilities needed for managers in business and public administration. These capacities are necessary for collaborating, influencing and acting as an effective change agent for sustainability in any type of business, organization or community. We will explore various aspects of the human dimension of sustainability including social justice, work/life balance, emotionally intelligent team building and the personal aspects of learning, change, commitment, and courage. We will practice communication skills and strengthen our personal effectiveness through self assessment, feedback, and practice in a reflective, supportive environment. We will work in teams to develop our abilities to observe and respond to team challenges and prepare to work in Service Learning Teams in future Presidio courses.

### **SUS 6200 Ecological Economics and Macroeconomics** (4 units)

This course is a continuation of managerial economics, focusing on two additional realms of economics: macro-economics and ecological economics. Macroeconomics is concerned with the economic aspects associated with national level economic policy and international economic issues, rather than the behavior of households and firms (the realm of microeconomics). Ecological economics is an evolving branch of, or approach to, economics that understands markets in a far more complex, evolving and interrelated manner than traditional economics. It parallels ecology in that it sees elements of the economy as part of an ecosystem rather more than as isolated components. This course has two primary objectives: provide an understanding of the central elements of the macroeconomic model and how these elements relate to managerial decision making, and provide an overview of the field of ecological economics and how this field views and illuminates the issue of sustainability.

## Course Descriptions

### **SUS 6210 Leadership for Sustainable Management** (4 units)

This course is a learning journey through which we invite you to explore your relationship to others and to the environment – so that you may serve as leaders and collaborators in creating a sustainable world. We begin by making explicit the emerging worldview that challenges the current status quo and allows for visions of possibility to emerge: the systems perspective. We explore the meaning of leadership as it has changed over time and the new roles required to facilitate organizational and social transformation toward sustainability. Collaborative processes, as the core of the transformational work at the human level required to bring about sustainability, will be seen as a complement to the overemphasis on individual capacity and competition prevailing in the business world.

### **SUS7010: Introduction to Public Administration & Policy** (4 units)

This foundational course presents key themes in public administration and policy. It focuses on developing increased understanding of public administration theories and on applying this information for professional growth. The course will introduce the history of public administration theory, including a discussion of key figures, theorists, and eras. Topics of both technical and practical interest such as budgeting, human resources, ethics, agenda setting, policy development, policy process, and leadership development will be introduced. The course will also introduce students to meta-narratives of public administration and discuss their importance to practice and theory.

### **SUS7020: Civic Leadership, Decision-Making & Systems Thinking** (4 units)

This course defines civic leadership and systems theory in the context of public administration and sustainable development planning and policy. It considers the role of citizens, government, special interest groups, and private organizations in environmental decision making. The course explores links the development of environmental policy and public and non-profit sectors during the Progressive Era. It explores theories of networks, community building, civil society, democratic decision making, citizen inclusion, citizen diversity, and government participation. The course provides foundation for sustainable development assessment, decision making, and planning. This course is service learning intensive and requires students to complete a community service project.

### **SUS7050 Sustainable Development: Local & Global Institutions** (3 units)

Sustainable development and sustainability are increasingly important to public administration planning and infrastructure design. As the theoretical concepts guiding sustainability and sustainable development are translated into practice, it is important to understand the local to global implications of sustainable action. This course introduces issues of governance, citizen participation, organizational change, networks, and scarcity by exploring institutions, policies, organizations structures, stakeholders, and infrastructures. Readings and service learning focus on leading transformational change in public administration through sustainable development for non-profit and public organizations.

### **SUS7060: Public Sector Finance** (4 units)

This course focuses on microeconomics, finance, and budgeting theories and their application to policy and management in the public and non-profit sectors. In this course, the concept of efficiency is developed and applied along with the goal of social equity to help determine the roles of the public, private and non-profit sectors in the provision of goods and services. The relationship between finance/applied economics and sustainable development will also be discussed. Students will learn concepts and theories foundational to public finance and learn to apply them in public administration and sustainable management.

### **SUS7070: Implementation of Sustainable Development Practices** (3 units)

This course focuses on the implementation of sustainable development theories to public administration practice at the organizational level. It offers public administrators the opportunity to improve their sustainable management skills through an intensively praxis and service oriented design. The course explores economic and policy applications of sustainable development, human and social welfare goals for sustainability, measures of sustainable development outcomes, and citizen participation in decision making.

### **SUS7080 Information Management, Technology & Policy** (4 units)

This course focuses on the information technology and related applications, ethics, and policy. The course discusses the importance of data security, information tools, citizen outreach through the use of technology, and related laws, policy, and rulemaking. The theories of information technology, dissent in government information sharing, the changes in information management policy, the structure of information systems, and the potential for information technology to create more efficient and sustainable systems delivery and communications, are explored. The course also addresses information access, transparency, privacy, and equity issues and implementation, evaluation, and planning processes.

### **SUS7090: Integrative Capstone Plan** (4 units)

This course aims to integrate and synthesize the material learned throughout the program in sustainable public administration. The objective of the course is for the student to demonstrate an understanding and mastery of the practical skills, knowledge and attributes needed to plan, establish and run a sustainable program, project or policy initiative in the public sector. Students will articulate a systemic understanding of issues as well as explore current and emerging trends in their chosen field/area of specialization.

## Teaching

### **TCH 7621 Critical Thinking for Teaching and Learning** (3 units)

An in-depth study of the art of critical thinking and its application to teaching at all levels of education. Three dimensions of reasoning are examined including the elements of critical thinking, universal intellectual standards and intellectual virtues, which in combination make up the process of fair-minded critical thinking. The course includes application of specific critical thinking strategies to the classroom from elementary to adult education.

### **TCH 7640 New Models of Instruction and Learning** (3 units)

Exploration of a variety of instructional strategies, curriculum theories and research. Investigation of emerging trends in instructional delivery systems. Exploration of effective instructional strategies in culturally diverse classrooms. Focus on active involvement in constructing a personal repertoire of teaching behaviors in order to encourage an equity pedagogy.

**TCH 7660 Methods of Assessment** (3 units)

Critical examination of contemporary and traditional techniques for evaluating both individual learners and learning environments. Roles of various types of assessments including performance-based psycho-educational, portfolio and others.

**TCH 7670 Preparation for National Board Certification** (3 units)

Focuses on the knowledge, skills and dispositions required for National Board Certification. Begins preparation of required portfolio.

**TCH 7680 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.

**TCH 7685 Research Seminar** (3 units)

A survey of research methodology applicable to schools in data-driven environments. Technology applications in research. Articulates guidelines for development of the Practicum/Curriculum Project as the capstone for the Master of Arts in Education: Teaching.

**TCH 7690 Practicum/Project in Teaching** (3 units)

Field-based project involving inquiry and the application of knowledge to solve a classroom teaching problem.  
*Prerequisite: Completion of 32 units of study*

## Technology and Learning

**TEL 7001 Digital Literacy** (3 units)

This course explores the use of technology to facilitate learning. Includes the Windows environment, word processing, databases, spreadsheets, the Internet and applications such as: computer assisted instruction, simulations, games and tools to facilitate writing and communication. Another component of this course includes evaluation of software.

**TEL 7120 Digital Media in Education** (3 units)

This course provides an introduction to communicating and teaching with digital media. Students will gain hands-on experience with the latest software for developing digital media.

**TEL 7165 Future Trends in Technology** (3 units)

This course examines current standards in hardware, networking, operating systems and applications. A second component of the course assesses future trends in technology such as wireless networking, handheld devices, display technologies, operating systems and estimates their application and value in enhancing learning environments.

**TEL 7170 Technology in the Curriculum** (3 units)

This course will cover the integration of technology into the curriculum as it relates to frameworks, standards, and best practices in the field. Focus on constructivist uses of technology and current research on technology and learning. Students will gain first hand experience using the internet, word publishing, spreadsheet, database, sophisticated search engine techniques, and media rich teaching materials and then design lessons based on their use.

**TEL 7180 Exploration of Web-Based Learning Environments** (3 units)

Exploration of current theories and practices in designing Web mediated, distance learning environments.

**TEL 8125 Contemporary Topics in Technology and Learning** (3 units)

This course provides an opportunity to conduct in-depth examinations of current theories and practices in the field of education technology. Topics may include: technological trends in education, corporate and educational training models, new methods of communication, technology and the disabled, technology tools for teachers, technology and societal changes, virtual learning communities, and emerging technology.

**TEL 8130 Computer as a Thinking Tool** (3 units)

A critical examination of using computers to teach thinking skills. The course includes essential components of theoretical backgrounds, research effectiveness, and technological applications in educational settings, e.g. creativity and cognitive aids, visualization tools, and knowledge acquisition tools.

**TEL 8160 Practicum: Applied Technology** (3 units)

This course provides Candidates the opportunity to apply the theoretical foundations and practical skills in the field of education technology they have acquired to the development of effective learning environments in their chosen field of study.

**TEL 8170 Planning and Management of Technology** (3 units)

This course addresses principles, approaches, and problem-based explorations of technology planning and management as well as the impact of technological change on the individual, the workplace, and society as a whole.

**TEL 8175 Integrative Technology Systems in Colleges** (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.

**TEL 8999 Special Topics in Technology and Learning** (3 units)

This special topic course is a flexible course oriented to current issues of concern to educators/administrators, connections between education technology and stated Learning Outcomes for the Higher Education Administration program, and/or special research topics of interest to faculty.

## Teaching English to Speakers of Other Languages (TESOL)

**TES 7040 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.

**TES 7050 Academic Instruction Designed for Culturally and Linguistically Diverse Students (K-12)** (3 units)

Examination of theories and strategies of specially designed content instruction delivered in English. Focuses on designing curriculum, developing lessons and assessment plans and creating materials for content area instruction. Investigates purpose and method of language and content area assessment and student placement procedures.

## Course Descriptions

### **TES 7410 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.

### **TES 7420 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.

### **TES 7430 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.

*Recommended: TES 7410*

### **TES 7440 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.

*Recommended: TES 7410*

### **TES 7450 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.

### **TES 7460 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.

### **TES 7470 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.

### **TES 7475 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.

### **TES 7480 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.

### **TES 7485 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.

### **TES 7490 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.

### **TES 8410 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.

*Prerequisite: TES 7410*

### **TES 8420 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.

### **TES 8430 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.

### **TES 8441 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.

*Prerequisite: EDU 7431*

### **TES 8445 TESOL Field Research Project** (1-3 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.

### **TES 8451 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.

**TES 8460 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-switching 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.

**TES 8470 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.

**TES 8480 Seminar: Current Topics in TESOL (3 units)**

This course offers an in-depth exploration of particular current topics in TESOL research and pedagogy.

**TES 8490 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.

**TES 8495 Academic Development Reflection Project (1 unit)**

This course is designed to provide an opportunity for students to reflect upon and assess their progress and achievements at the mid-point of their doctoral coursework. Students engage in an in-depth reflective project, report self assessments, and address future needs.

## Tourism Management

**TOU 3020 International Travel and Tourism (3 units)**

Description and geography of international travel from the viewpoint of the North American traveler and travel entrepreneur, problems encountered in travel; popular international destinations; major gateway cities and routes for international air travel.

*Prerequisite: Introduction to Hospitality and Tourism Management*

**OU 4010 Tourism Management (3 units)**

A study of tourism management methods currently used in advanced and developing countries. Topics include tourism planning and policy issues, resource and market analysis, conceptual and master plans, economic and financial plan implementation and human resources development..

*Prerequisite: Introduction to Hospitality and Tourism Management*

**TOU 4020 Tourism Development (3 units)**

Study of the planning and development of tourism destinations from a political, social, cultural and economic perspective.

*Prerequisite: Introduction to Hospitality and Tourism Management*

**TOU 4030 Tourism Economics (3 units)**

A review of the economic aspects of tourism; economics of hotels/motels, restaurants, airlines and other tourism sectors; introduction to the multiplier effect, forecasting tourism demand, linear programming and other econometric models.

*Prerequisites: Introduction to Hospitality and Tourism Management, Microeconomics, Macroeconomics*



## College Level Examination Program (CLEP Test) Offerings

Passing score is 50 unless otherwise noted.

### Composition and Literature

American Literature  
Analyzing and Interpreting Literature  
English Composition  
English Literature  
Freshman College Composition  
Humanities

### Foreign Languages

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

### History and Social Sciences

American Government  
Human Growth and Development  
Introduction to Educational Psychology  
Introductory Psychology  
Introductory Sociology  
Principles of Macroeconomics  
Principles of Microeconomics

Social Sciences and History

U.S. History I: Early Colonizations to 1877  
U.S. History II: 1865 to the Present  
Western Civilization I: Ancient Near East to 1648  
Western Civilization II: 1648 to the Present

### Science and Mathematics

Biology  
Calculus  
Chemistry  
College Algebra  
College Mathematics  
Natural Sciences  
Precalculus

### Business

Financial Accounting  
Introductory Business Law  
Information Systems and Computer Applications  
Principles of Management  
Principles of Marketing

For information regarding CLEP examination, see page 14.

## Advanced Placement (AP Test)

Alliant will consider granting transfer credit for the following exams with a grade of 3 or higher:

Please see your academic advisor for equivalency information.

Art History  
Biology  
Calculus AB  
Calculus BC  
Chemistry  
Chinese Language and Culture  
Computer Science A  
Computer Science AB

Macroeconomics  
Microeconomics  
English Language  
English Literature  
Environmental Science  
European History  
French Language  
French Literature

# Faculty

## University Professors

### Geoffrey M. Cox

*President, Alliant International University;  
University Professor*

PhD, 1987; University of Chicago

Research interests: social and political philosophy, leadership in higher education

### Marshall Goldsmith

*University Professor*

PhD, 1977; University of California Los Angeles

Research interests: leadership, 360-feedback; managerial excellence, executive coaching

### Ian Mitroff

*University Professor*

PhD, 1967; University of California Berkeley

Research interests: crisis management, spirituality and work; strategy

## California School of Forensic Studies

### Core Faculty

#### Eric Hickey

*Dean, Professor, California School of Forensic Studies, Fresno*

PhD, 1990; Brigham Young University

Research interests: serial killers, sexual paraphilias, criminology, forensic psychology

#### William Holcomb

*Program Director, Associate Professor, California School of Forensic Studies, Fresno*

PhD, 1979; University of Missouri, Columbia

Research interests: vocational guidance research, personality types, alcohol and drug abuse, cognitive and behavioral predictors

#### Robert Leark

*Interim Program Director, Professor, California School of Forensic Studies, San Diego*

PhD, 1982; United States International University, San Diego

Research interests: criminal cases, specialty in death penalty cases, neuropsychology (brain-behavior relationships) including neurofibromatosis, disorders of attention, executive functioning and impulse control and development of psychological and neuropsychological tests: test construction

#### Deborah S. Miora

*Interim Program Director, Assistant Professor, California School of Forensic Studies, Los Angeles*

PhD, 1987; California School of Professional Psychology

Research interests: neuropsychological underpinnings of functional abilities relevant to competency to stand trial, waive Miranda Rights and fitness for adult court, juvenile competency and its neuropsychological underpinnings, immature brain development as related to capital matters in adults and juveniles and executive functions as measures of reasoning, judgment and impulse control in capital cases.

#### Sean Sterling

*Interim Program Director, Assistant Professor, California School of Forensic Studies, Irvine*

PhD, 1996; California School of Professional Psychology, Berkeley/Alameda

Research interests: behavior and social learning, cognitive behavioral therapy, integrative approaches to personality disorders

#### Lenore Tate

*Assistant Program Director, Associate Professor, California School of Forensic Studies, Sacramento*

PhD, 1980; California School of Professional Psychology

Research interests: life satisfaction and death anxiety in aged women, California's mental health system

#### Kyle Boone

*Professor, California School of Forensic Studies, Los Angeles*

PhD, 1984; California School of Professional Psychology

Research interests: validation of tests to measure response bias, and impact of demographic factors on neuropsychological scores.

#### Peter English

*Associate Professor, California School of Forensic Studies, Fresno*

PhD, 2003; University of Arizona

Research interests: behavioral and social facts in legal decision making, a ceiling or consistency effect for the comprehension of jury instructions.

#### Annette Ermshar

*Assistant Professor, California School of Forensic Studies, Los Angeles*

PhD, 2000; Loma Linda University

Research interests: the nature of psychopathy and executive functioning among forensic patients, velocardiofacial syndrome in children

#### Valerie Forward

*Assistant Professor, California School of Forensic Studies, Fresno*

PhD, 1985; California School of Professional Psychology, Fresno

Research interests: working through grief and loss issues, treatment of depression and anxiety, adolescent sex offender treatment issues, violence against women, and victim intervention and counseling

#### Debra Glaser

*Assistant Professor, California School of Forensic Studies, Los Angeles*

PhD, 1983; California School of Professional Psychology

Research interests: risk management, women in law enforcement, and police behavior programs

## Faculty

### Glenn Lipson

Associate Professor, California School of Forensic Studies, San Diego  
PhD, 1986; California School of Professional Psychology (CSPP), San Diego

Research interests: stalking of groups as opposed to individuals and long-term psychological impact of extended lock-down status on inmates

### Jana Price-Sharps

Assistant Professor, Fresno  
EdD, 1999; University of the Pacific

Research interests: drug and alcohol abuse and its behavioral and neurological consequences; attention deficit hyperactivity disorder

### Sherry Skidmore

Associate Professor, California School of Forensic Studies, Los Angeles  
PhD, 1975; United States International University, San Diego, CA

Research interests: brain injury, current legal trends in psychology and using psychological experts in criminal cases.

### Candice Skrapek

Lecturer, California School of Forensic Studies, Fresno  
PhD, 1997; The Graduate School of the City University of New York

Research interests: serial killers

### David Tanner

Lecturer, California School of Forensic Studies, Fresno  
PhD, 1984; Texas A&M University

Research interests: assessing student achievement, evaluating classroom assessment instruments and evaluating the performance of teachers and teacher candidates

### James Turner

Lecturer, California School of Forensic Studies, San Diego  
PhD, 1976; University of Arkansas

Research interests: security and safety, crisis intervention, hostage incidents, threat assessment, and issues in police and criminal psychology

### Amy Tillery

Lecturer, California School of Forensic Studies, Fresno  
PhD, 2007; Alliant International University

Research interests: substance abuse in the justice system

### Dennis Weis

Professor, Alliant International University, San Diego  
PhD, 1971; Brown University

Research interests: dynamical systems, mathematical physics, mathematics education, natural science, and mathematical finance.

### Joseph Whalen

Lecturer, California School of Forensic Studies, Sacramento

### Dale White

Assistant Professor, California School of Forensic Studies, Fresno  
PhD, 1996; Alliant International University

Research interests: using social problem-solving curriculum with foster children: a means of preventing later psychopathology, exploration of treatment variables on outcome and efficacy of inpatient mental health treatment, factors underlying academic success

## California School of Professional Psychology

### Core Faculty

#### Diane M. Adams

Associate Professor, San Francisco, PsyD Program  
PhD, 1983; Wright Institute

Research interests: adult development; psychotherapy; biographical interviewing; case histories and theoretical or conceptual analytic thesis; clinical and theoretical issues involving ethnic minority populations, particularly African American and the application of psychoanalytic theory in practice and research

#### Kristi Alexander

Associate Professor, San Diego, PhD Program  
PhD, 1992; University of Alabama

Research interests: pediatric and child clinical psychology with special interest in social skills and children's injuries

#### Omar Alhassoun

Assistant Professor, San Diego, PhD Program  
PhD, 2003, San Diego State University/University of California, San Diego

Research interests: neuropsychological assessment; multimodal neuroimaging including magnetic resonance spectroscopy and diffusion tensor imaging; CNS changes in alcohol and drug dependence and abstinence; neuroimaging and neuropsychological correlates of psychopathy and other personality characteristics

### Sue Ammen

Professor, Fresno, PhD Program; Coordinator, Infant-Preschooler Mental Health Certificates Program; Fellow, Rockway Institute  
PhD, 1989; California School of Professional Psychology, Fresno

Research interests: parent-child relationship assessment; early childhood intervention program evaluation; qualitative research methods

### Matthew Baity

Assistant Professor, Fresno/Sacramento, PsyD Program  
PhD, 2003; University of Arkansas

Research interests: personality assessment with a focus on Cluster B disorders; multi-method psychological assessment; treatment process and alliance; premature termination; prediction of substance abuse relapse; neuropsychological factors in psychiatric disorders

### John Bakaly

Associate Professor, Los Angeles, PsyD Program  
PhD, 1988; University of Southern California

Research interests: clinical intervention with children and adolescents and their families; treatment of depression, anxiety, and general childhood disorders

### Lynette E. Bassman

Professor and Assistant Director, Fresno, PsyD Program  
PhD, 1990; New York University

Research interests: fibromyalgia and Chronic Fatigue Syndrome; complementary/alternative/integrative approaches to health care; psychodynamic correlates of self-care behavior; defense mechanisms and health

### Linda Beckman

Distinguished Professor, Los Angeles, PhD Program  
PhD, 1969; University of California, Los Angeles

Research interests: women's health; substance abuse; population psychology; social-psychological models in health promotion

### Anabel Bejarano

Assistant Professor, San Diego, PsyD Program  
PhD, 2000; City University of New York

Research interests: childhood trauma; Latino mental health; child development and attachment; multicultural psychology

**Debra Bekerian**

Associate Professor, Fresno, PsyD Program  
PhD, 1978; University of California, Berkeley;  
Chartered Psychologist, Chartered Scientist:  
British Psychological Association; Accredited  
Gestalt Practitioner: British Association of  
Counseling and Psychotherapy

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. Clinical interests:  
group psychotherapy; trauma, including PTSD;  
chronic mental health issues; abuse

**Ellin L. Bloch**

Professor and Program Director, Los Angeles, PhD  
Program; Director of Professional Training, Los  
Angeles

PhD, 1972; University of Cincinnati

Research interests: post-traumatic stress disorder;  
trauma and crisis intervention

**Stephen R. Blum**

Professor, San Francisco, PsyD Program  
PhD, 1973; University of California, Berkeley

Research interests: ethical issues in medical and  
mental health care and policy, community  
psychology; birth and death of persons and  
programs; values and beliefs considered from a  
multicultural perspective both domestically and  
internationally; the causes and results of the  
pleasures of hating

**Edward F. Bourq**

Professor, San Francisco, PsyD Program  
PhD, 1973; California School of Professional  
Psychology, San Francisco

Research interests: family and marital therapy and  
process; prevention and rehabilitation in chronic  
and acute illness; the roles of relaxation and  
meditation in health psychology

**Milton Z. Brown**

Assistant Professor, San Diego, PhD Program  
PhD, 2002; University of Washington

Research interests: personality disorders; suicidality  
and self-injury; shame and self-hatred; rejection  
sensitivity; cognitive-behavior therapy; exposure  
therapy; dialectical behavior therapy

**Stephen Brown**

Professor, Irvine, MFT Program  
PhD, 1996; University of Southern California

Research interests: quantitative and qualitative  
research design in MFT; measurement and  
evaluation in MFT; statistical analysis; professional  
education and teaching; performance improvement  
and quality assurance in mental health service  
delivery

**Steven F. Bucky**

Professor, San Diego, PsyD Program; Director of  
Professional Training, San Diego; Executive  
Director, Addictions Institute  
PhD, 1970; University of Cincinnati

Research interests: childhood psychopathology;  
chemical dependency; alcoholic family; children of  
alcoholics; forensic psychology; ethics; sports  
psychology

**Elaine Burke**

Associate Professor, Los Angeles, PsyD Program  
PsyD, 1989; University of Denver

Research interests: multicultural and international  
issues particularly in the areas of sex roles and  
gender, children, health, trauma, and class;  
pediatric and geriatric neuropsychology

**John V. Caffaro**

Professor, Los Angeles, PsyD Program  
PhD, 1989; The Fielding Institute

Research interests: child maltreatment; sibling  
relationships; post-traumatic stress disorder; group  
psychotherapy

**Benjamin Caldwell**

Assistant Professor and Site Director, Los Angeles,  
MFT Program  
PsyD, 2004; Alliant International University, San  
Diego

Research interests: marital myths; attitudes toward  
marriage; couples therapy outcome; educational  
effectiveness; MFT cost-effectiveness

**Joanne E. Callan**

Distinguished Professor, San Diego, PhD and PsyD  
Programs  
PhD, 1970; University of Texas

Research interests: life span development  
(development, adjustment, psychopathology, and  
treatment from a psychoanalytic perspective);  
psychology of women; gender identity  
development; application of psychoanalytic theories  
(attachment and object relations); education and  
training in psychology; professional ethics

**Shannon Casey-Cannon**

Assistant Professor, San Francisco, PhD Program  
PhD, 2002; Stanford University

Research interests: adolescent development within  
diverse family and school contexts; multicultural  
and bicultural identity; measurement of identity;  
women's issues, including interactions between  
physical and psychological issues such as  
depression and eating disorders

**Alison Cerezo**

Assistant Professor, San Francisco, PsyD Program  
PhD, 2009; University of Oregon

Research interests: educational persistence,  
vocational development, and reduction of  
substance abuse among communities of color  
and LGBT populations; development of critical  
consciousness, political empowerment, and  
activist identity

**Tai Chang**

Associate Professor, San Francisco, PsyD Program  
PhD, 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

**William Chien**

Assistant Professor, Los Angeles, PsyD Program  
PsyD, 1996; California School of Professional  
Psychology, Los Angeles

Research interests: Research interests: Asian-  
American mental health issues; psychotherapy with  
Asian-Americans; bereavement; depression

**Eddie Yu-Wai Chiu**

Assistant Professor, San Francisco, PsyD Program  
PhD, 1996; California School of Professional  
Psychology, Los Angeles

Research interests: ethnic minority stress and  
coping; immigrant and refugee mental health;  
cultural specific assessment and intervention;  
problem gambling; child and family issues

**Liang-Ying Chou**

Assistant Professor, Irvine, MFT program  
PhD, 2009; Syracuse University

Research interests: Asian/Asian American in MFT;  
MFT education and training; diversity issues;  
immigrant families; violence in cultural context

## Faculty

### Victor Cohen

Associate Professor, Los Angeles, PsyD Program  
PhD, 1981; University of Michigan

Research interests: counter transference phenomenon and the interpersonal processes in therapist-client psychotherapy relationships; psychotherapist self-development and teaching and training of clinical skills; alternative paradigms for studying subjective and experiential aspects of the psychotherapy process

### Michael Connor

Professor, San Francisco, PsyD Program  
PhD, Clinical Psychology, 1972; University of Hawaii, Manoa

Research interests: systems-approaches to enhance the psychological well-being of African American males; fathers and fathering--maintaining and improving relationships with children; exercise and sport psychology

### Harriet Curtis-Boles

Associate Professor, San Francisco, PsyD Program  
PhD, 1984; University of California, Berkeley

Research interests: issues related to multiculturalism and peoples of color; psychotherapy process and outcome with African-American clients; influence of violence exposure on children and families in the inner cities; African-American women and substance abuse

### Constance J. Dalenberg

Professor, San Diego, PhD Program  
PhD, 1983; University of Denver

Research interests: countertransference; memory for trauma child abuse; trauma-related disorders, dissociation; recovered repressed memory; ethics and standards in psychology; empirical foundations of psychoanalytic concepts; trauma related to racism and discrimination

### Sean Davis

Assistant Professor and Site Director, Sacramento, MFT Program  
PhD, 2005; Virginia Tech

Research interests: common factors across effective MFT models; MFT training and supervision; commonalities of healthy and distressed couples; process and outcome research; observational research; bridging the scientist/practitioner gap in MFT

### David J. Diamond

Associate Professor, San Diego, PsyD Program  
PhD, 1983; University of Michigan

Research interests: psychoanalytic approaches to the understanding of human development, personality, psychopathology, and clinical work (including modern psychoanalytic approaches such as self-psychology and intersubjectivity, the function and use of dreams, and the treatment of personality disorders); reproductive traumas (infertility, perinatal loss, disorders of pregnancy and postpartum, adoption, surrogacy, etc.); other topics related to the reproductive process (including, for example, the development of parental identity, decisions about childbearing, and parenting issues for gay and lesbian couples)

### Ronda Doonan

Assistant Professor, Los Angeles, PsyD Program  
PhD, 2004; California School of Professional Psychology, Los Angeles

Research interests: couples and family therapy from a differentiation perspective; couples and families dealing with critical/chronic illness or physical disability or in which one partner has high-functioning autism or Asperger's disorder

### Marina Dorian

Assistant Professor, San Diego, PsyD Program  
PhD, 2007; University of Illinois at Urbana-Champaign

Research interests: couples and family intervention; family stress process; culture and family; mindfulness and acceptance; integrative psychotherapy; gender roles; intimacy; family caregivers of the mentally ill

### Dalia Ducker

Professor, San Francisco, PhD Program; Associate Dean for Academic Affairs, CSPP  
PhD, 1974; City University of New York

Research interests: psychology of women, including role strain, work, and health; gender roles; issues relevant to the practice of professional psychology; graduate education

### Ron E. F. Durán

Associate Professor, Los Angeles, PhD Program;  
Associate Dean for Administration, CSPP  
PhD, 1994; University of California, Los Angeles

Research interests: group-based interventions for persons living with chronic and life-threatening medical conditions; collaboration with community-based agencies to improve health-related service delivery; the measurement of social and academic adjustment of non-traditional undergraduate and graduate students

### Krystal Edmonds-Biglow

Associate Professor, Los Angeles, PsyD Program  
PhD, 2001; California School of Professional Psychology, Los Angeles

Research interests: oppression and mental health; ethnic identity; emotional distress resulting from racism, PTSD and trauma; psychodiagnostic assessment; community clinical psychology

### Donald Eulert

Professor, San Diego, PsyD Program  
PhD, 1968; University of New Mexico

Research interests: integrative psychology; C. G. Jung's archetypal psychology; postmodern cultural and spirituality issues; moral development; creativity and expressive arts; multicultural wisdom traditions, nature-based therapies and ecopsychology; liberation psychology and action research methods

### Manuel Figueroa-Unda

Professor, Fresno, PhD Program  
PhD, 1985; Stanford University, ABPP (Clinical Psychology)

Research interests: multicultural research and topics in learning and motivation; social bases of behavior; multicultural studies

### Wesley T. Forbes

Professor, Fresno/Sacramento, PsyD Program;  
Director of Professional Training, Fresno/  
Sacramento  
EdD, 1983; University of Massachusetts, Amherst

Research interests: psychology, religion, and spiritualism; psychotherapy from a racial perspective; the impact of rejection throughout the stages of human development; forensic psychology/corrections; cultural diversity issues

### Sharon L. Foster

Distinguished Professor, San Diego, PhD Program;  
Associate Provost for Research and Scholarship  
PhD, 1978; State University of New York, Stony Brook

Research interests: childhood social competence and peer relations; aggression in girls; treatment of disruptive behavior disorders

**Darryl Freeland**

Associate Professor, San Diego/Irvine, MFT Program  
PhD, 1972; University of Southern California

Research interests: philosophical epistemology and applied psychology/MFT; chaos/complexity theory and natural living systems; ecosystems, creative imagination and psychotherapy processes; autobiographical memory, narrative formation, identity and personal historiography; Humanistic Existentialism, ecosystems and differentiation of self; class, post colonial thought and the liberation of marginalized minorities; narratology, dramatic thought and self formation in psychology/MFT

**Michi Fu**

Associate Professor, Los Angeles, PhD Program  
PhD, 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

**James Garbanati**

Professor, Los Angeles, PhD Program  
PhD, 1980; University of Connecticut

Research interests: chronic disease conditions and behavior; smoking in adolescents; chronic illnesses and pain conditions; interactions of health and mediators of coping, such as social support, communication, and cultural factors; biological underpinnings/constraints on behavior; development of regulation/stability in physiological and behavioral systems; development of affective behaviors

**Linda Maria Garcia-Shelton**

Visiting Professor, San Francisco, PhD program  
PhD, 1979; Michigan State University

Research interests: study of outcomes at the intersection of physical and mental health (e.g., chronic or acute illness, in-home caring for dependent elderly, adolescent accommodation to chronic illness); psychology and the U.S. health care system (health policy); resiliency in families under stress—social, racial, cultural, economic, and political

**Samuel Gerson**

Professor, San Francisco, PsyD Program  
PhD, 1978; University of Texas, Austin

Research interests: intersubjectivity; gender and sexuality; interaction of affect and clinical judgment; the process of therapeutic interactions; schools of psychodynamic psychotherapy

**Richard N. Gevirtz**

Distinguished Professor, San Diego, PhD Program  
PhD, 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

**Tatiana Glebova**

Assistant Professor, Sacramento, MFT Program  
PhD, 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

**Robert-Jay Green**

Distinguished Professor, San Francisco, PhD  
Program; Executive Director, Rockway Institute  
PhD, 1975; Michigan State University

Research interests: same-sex couples; gay and lesbian parents and their children; gay, lesbian, bisexual, and transgender issues in public policy, education, and mental health care; psychology of men and masculinity; couple/family therapy

**Veronica Gutierrez**

Assistant Professor, San Diego, PsyD Program  
PhD, 2004; University of California, Santa Barbara

Research interests: issues of multiculturalism; lesbian, gay, and bisexual issues; therapist competence in multicultural issues; therapeutic process and outcome; diverse student populations, specifically Latinos

**Frederick J. Heide**

Associate Professor, San Francisco, PsyD Program  
PhD, 1981; Pennsylvania State University

Research interests: charismatic communication; using humor in psychotherapy; constructivist therapies transpersonal psychology; cognitive therapy; psychedelics

**Tracy L. Heller**

Associate Professor, Los Angeles, PhD Program;  
Associate Provost for Administrative Affairs  
PhD, 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

**Sheila J. Henderson**

Visiting Associate Professor, San Francisco, PhD  
Program; Systemwide Associate Director,  
I-MERIT  
PhD, 2002; Stanford University; MBA, 1989;  
University of Chicago

Research interests: international multicultural psychology and competency development; multicultural career development; achievement motivation in child and adult creativity

**Judith Holloway**

Assistant Professor, Los Angeles, PsyD Program;  
Fellow, Rockway Institute  
PhD, 1991; California School of Professional Psychology, Los Angeles

Research interests: issues in ecopsychology; relationships between health, well-being, and relationship with nature and the natural world; use of therapeutic adventure programming as an adjunct to psychotherapy, and as a tool in the training of psychologists; LGB issues

**Erica Holmes**

Assistant Professor, Los Angeles, PsyD Program  
PsyD, 2001; California School of Professional Psychology, Los Angeles

Research interests: multicultural mental health issues; cross-cultural psychology; identity development; trauma treatment; health disparities; sexual health; relationship between physical and mental health; Christian integration; program development and evaluation; community psychology

**Davis Ying Ja**

Professor, San Francisco, PhD Program  
PhD, 1981; University of Washington

Research interests: substance abuse and AIDS treatment and prevention in multicultural communities; program evaluation in behavioral health systems including managed care systems; juvenile and adult justice systems including drug courts and alternative community approaches in juvenile probation; organizational systems with a focus on managed behavioral health policy, evaluation, and analysis; early childhood prevention and intervention; multicultural influences in family therapy; cost analysis; studies in programs for assertive community treatment (PACT)

## Faculty

### Valata Jenkins-Monroe

*Professor and Program Director, San Francisco, PsyD Program*

PhD, 1978; California School of Professional Psychology, Berkeley

Research interests: cognitive styles and problem-solving abilities of Third World children; development of children of substance abusive mothers; child sexual abuse treatment; African American women and substance abuse; intergenerational study of black teen parenting; race and racism; special needs children; forensic psychology

### Paula Johnson

*Professor, Los Angeles, PhD Program*

PhD, 1974; University of California, Los Angeles

Research interests: peace studies; values related to war; gender roles and power; community psychology models of system interventions; social policy research using social and community psychology models; values and methodology

### David Katz

*Associate Professor and Program Director, Los Angeles, PsyD Program; Fellow, Rockway Institute*

PhD, 1999; University of Kentucky; ABPP (Clinical Neuropsychology)

Research interests: neuropsychology of emotion; neuropsychological test construction; neuropsychanalysis; transgender psychology; clinical psychology training issues and student competency evaluation

### Debra Kawahara

*Associate Professor, San Diego, PsyD Program*  
PhD, 1994; California School of Professional Psychology, Los Angeles

Research interests: multicultural and community psychology; Asian American mental health; feminism and women's issues; cultural competency in mental health services and supervision; qualitative research methodology

### Mojgan Khademi

*Assistant Professor, San Diego, PsyD Program*  
PsyD, 1992; Indiana University of Pennsylvania

Research interests: psychodynamic theory and treatment; psychotherapy intervention and treatment outcome studies; treatment outcomes; eating disorders; suicide; multicultural issues; psychotherapy; feminism

### Richard R. Kopp

*Distinguished Professor, Los Angeles, PsyD Program*  
PhD, 1972; University of Chicago

Research interests: use of metaphor in psychotherapy; Adlerian psychology; psychotherapy integration; resolving interpersonal and intrapersonal power conflicts

### Sue A. Kuba

*Professor, Fresno, PsyD Program; Systemwide Director for Online Education at CSPP; Fellow, Rockway Institute*

PhD, 1981; California School of Professional Psychology, Fresno

Research interests: women's health; eating disorders in multi-cultural populations; phenomenology; sister relationships; women's development; gay and lesbian issues

### Tracey A. Laszloffy

*Associate Professor, San Diego, MFT Program*  
PhD, 1997; Syracuse University

Research interests: diversity and oppression; African-American families; interracial couples and multiracial identity; adolescents and violence; trauma; MFT education and training

### Ann Lawson

*Professor, San Diego, MFT Program*

PhD, 1988; United States International University

Research interests: family chemical dependency, intergenerational family processes, family therapy evaluation

### Gary W. Lawson

*Professor, San Diego, PsyD Program*

PhD, 1975; Southern Illinois University

Research interests: clinical psychology; marriage and family therapy; chemical dependency

### Paul Lebby

*Professor, Fresno, PhD Program*

PhD, 1994; University of California, Berkeley

Research interests: methods used to assess neurocognitive function in children, adults and geriatrics

### Alex Leung

*Associate Professor and Program Director, Hong Kong, PsyD Program*

PhD, 1984; University of Manitoba

Research interests: cross-cultural comparison of counseling approach preference; inpatient and outpatient psychodiagnostic evaluation; psychopharmacology; work related injury evaluation; forensic examination; sexual dysfunction; crisis intervention and critical incident debriefing

### Beth Limberg

*Professor and Co-Program Director, Sacramento, PsyD Program*

PhD, 1999; California School of Professional Psychology, Fresno

Research interests: parent-child interaction; child development

### Alan J. Lincoln

*Professor, San Diego, PhD Program; Program Coordinator, Applied Behavior Analysis Certificate Program*

PhD, 1980; California School of Professional Psychology, San Diego

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

### Michael Loewy

*Associate Professor and Program Director, San Francisco, PhD Program; Fellow, Rockway Institute*

PhD, 1994; University of California

Research interests: social justice in psychology and psychotherapy; multicultural competence; Health at Every Size; LGBTQIA issues; impact of social privilege and oppression, especially as regards to body size, physical appearance, sexual orientation, race, gender, gender expression, religion, age, and social class

### James N. Madero

*Professor, San Diego, PsyD Program*

PhD, 1975; Catholic University

Research interests: projective tests; differential diagnoses; workplace violence prevention; school violence prevention

### Cristina Magalhaes

*Assistant Professor, Los Angeles, PsyD Program; Fellow, Rockway Institute*

PhD, 2005; Nova Southeastern University

Research interests: gender variance; LGBT youth and families; art therapy; child/family therapy; infant mental health; immigration/acclulturation/minority issues; cross-cultural assessment; child abuse/trauma

### Glenn Isoa Masuda

*Associate Professor, Los Angeles, PsyD Program*  
PhD, 1988; University of Washington

Research interests: Asian-American mental health, community mental health service delivery, interventions with adolescents, diversity competency training

### Richard Mendoza

*Professor, Los Angeles, PhD Program*

PhD, 1980; University of California, Irvine

Research interests: acculturation among refugees and immigrant individuals; implications for mental health, psychopathology, and psychotherapy

**Gerald Y. Michaels**

Associate Professor, San Francisco, PsyD Program;  
Director, PSC Child/Family Program  
PhD, 1981; University of Michigan

Research interests: developmental psychopathology; transition to parenthood; adolescent pregnancy; parents' and children's social perceptions in the family; children of divorce; primary prevention strategies in mental health

**Marcia L. Michaels**

Associate Professor and Site Director, Irvine, MFT Program  
PhD, 1996; University of Georgia

Research interests: divorce and remarriage; cross-cultural issues in research and therapy; prevention of mental health problems in high-risk families; healthy family functioning; the use of mindfulness meditation and hypnosis in therapist training and marriage and family therapy

**Marianne Miller**

Assistant Professor, San Diego, MFT Program  
PhD, 2003; Texas Tech University

Research interests: spirituality in MFT training and practice; qualitative methodology; feminist issues; eating disorders

**Valory Mitchell**

Professor, San Francisco, PsyD Program  
PhD, 1983; University of California, Berkeley

Research interests: psychology of women; development of personality across the lifespan; lesbian/gay issues; interface of feminist, self, relational, and psychodynamic theory

**Eduardo Morales**

Distinguished Professor, San Francisco, PhD Program; Fellow, Rockway Institute  
PhD, 1976; Texas Tech University

Research interests: HIV; substance abuse; intervention for adolescents; community prevention; ethnic and sexual minorities; drug-exposed infants and parents; juvenile delinquency; workforce development and pipeline; Latino health and higher education

**Joan Murray**

Associate Professor, Los Angeles, PsyD Program  
PhD, 1979; University of California, Los Angeles

Research interests: women's issues; environmental issues

**Rajeswari Natrajan**

Assistant Professor, Irvine, MFT Program  
PhD, 2004; Purdue University

Research interests: immigration; cross-cultural research; cultural immersion programs; self-of-therapist training and supervision; qualitative research; systemic training and evaluation

**Nicholas Noviello**

Associate Professor, Los Angeles, PhD Program  
PhD, 1985; University of California, Irvine

Research interests: personality traits and emotional expressiveness, content analysis of speech and text, personal belief systems, well-being

**Randy Noblitt**

Professor, Los Angeles, PsyD Program  
PhD, 1978; University of North Texas

Research interests: cult and ritual abuse; child abuse; trauma and dissociation; dissociative identity disorder; psychopharmacology

**Kevin J. O'Connor**

Professor and Co-Program Director,  
Fresno/Sacramento, PsyD Programs; Program Director, Fresno PhD Program; Fellow,  
Rockway Institute  
PhD, 1980; University of Toledo

Research interests: parent-child attachment; child psychotherapy process; play therapy

**Rumiko Okada**

Associate Professor, Los Angeles, PsyD Program  
PhD, 1988; California School of Professional Psychology, Los Angeles

Research interests: Asian-American mental health; diversity and multicultural issues; child/family issues; childhood disorders; chronic mental illness; community mental health; international training; supervision and consultation

**Yuki Okubo**

Assistant Professor, San Francisco, PsyD Program  
PhD, 2007; Columbia University

Research interests: Asian-American mental health; cultural adjustment and coping with immigrants; notion of self as it relates to help-seeking behaviors

**Rhoda Olkin**

Distinguished Professor, San Francisco, PsyD Program; Director, Institute on Disability and Health Psychology  
PhD, 1981; University of California, Santa Barbara

Research interests: the social model of disability; disability rights activism; marriage and family therapy; psychopathology, diagnosis, and case formulation; cognitive behavioral therapy

**Janet L. Osborn**

Assistant Professor and Clinical Training Coordinator, Sacramento, MFT Program  
PhD, 1997; Syracuse University

Research interests: issues facing LGBTQI community life; therapy with the LGBTQ community; training of MFTs in relation to the LGBTQI community; addiction; training of MFTs in relation to addiction

**Fernando Ortiz**

Assistant Professor, San Diego, PhD Program  
PhD, 2005; Washington State University

Research interests: cross cultural and multi-cultural issues; personality assessment and personality structure; mental health and minority populations

**Siobhan O'Toole**

Associate Professor and Assistant Program Director,  
Fresno, PhD Program  
PhD, 2000; California School of Professional Psychology, Fresno

Research interests: evaluating cultural competence in clinicians; child abuse, primarily physical and verbal; body image

**Elena Padrón**

Assistant Professor, San Francisco, PsyD Program; Fellow, Rockway Institute  
PhD, 2003; University of Minnesota

Research interests: the developmental psychopathology of attachment, particularly disorganized attachment; the intergenerational transmission of attachment and trauma; dyadic and family therapy with Latino families

**Suni Peterson**

Associate Professor, Sacramento, PsyD Program  
PhD, 1997; University of Florida

Research interests: health psychology with minority populations; creating and testing evidence-based interventions for underserved minority populations with cardiovascular disease and cancer; health promotion and using computerized interventions for cost-effective approaches to health behavior change; the changing roles of grandparents and keeping families connected when geography interferes

**Patrick Petti**

Assistant Professor, San Francisco, PsyD Program  
PhD, 1991; California School of Professional Psychology, Alameda

Research interests: education and training in psychology; clinical competency evaluation; child development and treatment approaches in child therapy

**Jason J. Platt**

Assistant Professor and Program Director, Mexico City, MA Counseling Psychology; Site Director, Mexico City, MFT Program  
PhD, 1986; Syracuse University

Research interests: clinical competency, evaluation, supervision, and family therapy training practices; gender and multiculturalism; clinical outcome research; brief family therapy



## Faculty

### Matthew Porter

Assistant Professor, San Diego, PsyD Program  
PhD, 2005; New School for Social Research

Research interests: resilience; moral/existential development; psychology of spirituality; integrative psychology; health psychology; highly stressed populations (AIDS, cancer, refugees); individual differences; quantitative and qualitative methods

### Natalie Porter

Professor, San Francisco, PhD Program  
PhD, 1981; University of Delaware

Research interests: leadership in women; feminist and anti-racist models of therapy, ethics, clinical training, mentoring, and supervision; adolescent girls' and women's development; critical theory and social justice issues

### John D. Preston

Professor, Fresno/Sacramento, PsyD Program  
PsyD, 1979; Baylor University; ABPP (Counseling Psychology)

Research interests: psychopharmacology; neuropsychology; trauma; aging

### Adele S. Rabin

Professor and Program Director, San Diego, PhD Program  
PhD, 1984; University of Houston

Research interests: major depression: prediction, assessment, treatment, and cross-cultural issues; women's mental health; psychological factors affecting physical health

### Susan J. Regas

Professor, Los Angeles, PhD Program  
PhD, 1983; Purdue University

Research interests: sex, intimacy, and relationship problems; differentiation assessment; couple therapy effectiveness

### Neil G. Ribner

Professor and Program Director, San Diego, PsyD Program  
PhD, 1971; University of Cincinnati

Research interests: family studies; divorce; stepfamilies; custody; parenting; siblings

### Hye-Sun Ro

Assistant Professor, Los Angeles, MFT Program  
PhD, 2007; Texas Tech University

Research interests: therapy with minority couples and families, and couple relationships including trans- and intra-cultural/racial couple relationships, dating, and marriage

### Irwin S. Rosenfarb

Professor, San Diego, PhD Program  
PhD, 1986; University of North Carolina at Greensboro

Research interests: schizophrenia; mood disorders; the role of psychosocial factors in the course and treatment of severe psychopathology

### Kristin Samuelson

Assistant Professor, San Francisco, PhD Program  
PhD, 1998; University of Virginia

Research interests: post-traumatic stress disorder and trauma (intimate partner violence, child abuse combat); neuropsychological functioning in PTSD; impact of maternal PTSD on parenting; PTSD treatment; psychodiagnostic assessment

### Kumea Shorter Gooden

Professor, Los Angeles, PsyD Program; Systemwide Director, I-MERIT  
PhD, 1978; University of Maryland, College Park

Research interests: identity development in African-American females; impact of racism and sexism on people of color; psychodynamic psychotherapy with people of color; diversity training and consultation; qualitative methods in multicultural psychology

### Brandon Silverthorn

Assistant Professor, Irvine, MFT Program PhD,  
2005; Michigan State University

Research interests: identity development in African American females; impact of racism and sexism on people of color; psychodynamic psychotherapy with people of color; diversity training and consultation; qualitative methods in multicultural psychology

### Brandon Silverthorn

Assistant Professor, Irvine, MFT Program  
PhD, 2005; Michigan State University

Research interests: contextual family therapy; client suicide; MFT professional development; therapist well-being; fatherhood; cross-cultural issues

### Jill Stoddard

Assistant Professor, San Diego, PhD and PsyD Programs  
PhD, 2007; Boston University

Research interests: adult anxiety disorders (including PTSD); chronic pain; Cognitive Behavioral Therapies; Acceptance & Commitment Therapy; mindfulness

### Ronald Stolberg

Assistant Professor, San Diego, PsyD Program  
PhD, 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

### Erika E. Swift

Assistant Professor, San Diego, PhD Program  
PhD, 2002; Case Western University

Research interests: child clinical and health psychology; health-promoting behaviors and beliefs; quality of life among pediatric patients; obesity/overweight; Type 1 and 2 diabetes; sleep disorders

### Alan J. Swope

Professor, San Francisco, PsyD Program  
PhD, 1969; Columbia University; ABPP (Clinical Psychology)

Research interests: psychoanalytic psychotherapy; the core curriculum in professional psychology; psychology and technology; theories of culture; evaluation of clinical competency; music and personality

### Narumi Taniguchi

Assistant Professor, San Diego, MFT Program  
PhD, 2006; Texas Tech University

Research interests: multicultural and multinational issues; family of origin; statistics and quantitative methodology

### Daniel O. Taube

Professor, San Francisco, PsyD Program  
PhD, 1987; Hahnemann University; JD, 1985; Villanova University

Research interests: ethical and legal issues for mental health professionals; child maltreatment; substance abuse; child and family forensics

### Ronald W. Teague

Professor, Fresno, PsyD Program  
PhD, 1973; California School of Professional Psychology, San Francisco; ABPP (Clinical Psychology)

Research interests: psychology of antiquity; psychohistory phenomenology; Jungian psychology; psychoanalysis; psychoanthropology; psychology and the humanities; history of psychology

**Peter Theodore**

Assistant Professor, Los Angeles, PhD Program;  
Fellow, Rockway Institute  
PhD, 2005; University of Miami

Research interests: intersection of substance abuse and HIV-related risk behaviors among gay and bisexual men (GBM); health disparities among LGBT persons; affirmative addictions treatment models; mental health issues among LGBT youth

**Quyen Tiet**

Associate Professor, San Francisco, PhD Program  
PhD, 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

**Jeffrey Tirengel**

Professor, Los Angeles, PsyD Program  
PsyD, 1991; California School of Professional Psychology, Los Angeles

Research interests: positive psychology in diverse cultural communities; resilience; strength-based approaches; wellness; cardiac psychology; attachment; couples; emotionally focused interventions; evidence-based practice and practice-based evidence; applications of Choice Theory in education, counseling, and management

**Steven R. Tulkin**

Program Director, San Francisco, Clinical  
Psychopharmacology Program  
PhD, 1971; Harvard University

Research interests: psychopharmacology; behavioral medicine in primary care; chronic pain; chemical dependency

**H. Luis Vargas**

Assistant Professor, San Diego, MFT Program  
PhD, 2005; Loma Linda University

Research interests: international MFT; Latino-Hispanic acculturation processes; cultural integrity; bridging cultural divides; social integration processes; therapeutic relationship building; social network theory

**Donald J. Viglione, Jr.**

Professor, San Diego, PhD Program  
PhD, 1981; Long Island University

Research interests: Rorschach and personality assessment; assessment of malingering and response manipulation; child psychopathology; trauma, dangerousness, and sexual offenses

**Linna Wang**

Associate Professor and Site Director, San Diego,  
MFT Program  
PhD, 1996; Brigham Young University

Research interests: cross-cultural issues; mental health service delivery issues; MFT training in the multicultural context; survey research; impact of family factors on children; Native American studies

**Paul D. Werner**

Professor, San Francisco, PhD Program  
PhD, 1976; University of California, Berkeley

Research interests: personality and family assessment; violent behavior and its prediction; gender roles; activism; sexuality and reproductive behavior; aesthetics and the experience of music; disaster preparedness

**Kathryn White**

Professor, Los Angeles, PhD Program  
PhD, 1982; University of North Carolina; HMD,  
1995; Hahnemann College of Homeopathy;  
MTDM, 1995; Emperor's College of Traditional  
Oriental Medicine

Research interests: psychology and complementary and alternative medicine (acupuncture, Chinese medicine, herbology, homeopathy, Ayurveda, nutritional medicine); psychotherapy East-West; psychology and meditation; clinical health psychology; somatic therapies; sexual and physical abuse; women's issues; object relations; self-psychology

**Scott R. Woolley**

Professor and Systemwide Director, San Diego,  
MFT Program  
PhD, 1995; Texas Tech University

Research interests: emotionally focused therapy; courtship, marriage, couples therapy; MFT process, and outcome research; observational research; cultural issues in couple relationships; MFT supervision processes; MFT therapy training; chemical dependency

**Randall Wyatt**

Associate Professor, San Francisco, PsyD Program;  
Director of Professional Training, San Francisco  
PhD, 1989; California School of Professional  
Psychology, Alameda

Research interests: creative arts and psychology; trauma recovery; child, family and society; existential/psychodynamic psychotherapy; cultural anthro-psychological approaches to diversity studies; evidence-based practice and the therapeutic relationship

**Diane Zelman**

Professor, San Francisco, PsyD Program  
PhD, 1989; University of Wisconsin, Madison

Research interests: health psychology; chronic pain; disability; on-line learning pedagogy; neuropsychology; addictions; psychopharmacology

**Lecturer Faculty****Terece S. Bell**

Principal Lecturer, Los Angeles, PhD Program  
PhD, 1982; University of Southern California, Los Angeles

**Barbara Filippone**

Lecturer and Clinical Training Coordinator, Irvine,  
MFT Program  
MA, 1981; Pepperdine University

**Martin Landau-North**

Lecturer, San Diego, MFT Program  
PsyD, 2006; California School of Professional Psychology, San Diego

**Clinical Psychology: PsyD Program, Hong Kong****Core CSPP faculty teaching in the Hong Kong PsyD program:**

(For a detailed description of core program faculty background, research and practice interest, please see the alphabetical listing for the California School of Professional Psychology faculty.)

**Diane Adams, PhD**  
**Benjamin Caldwell, PsyD**  
**Tai Chang, PhD**  
**Eddie Yu-Wai Chiu, PhD**  
**Morgan Sammons, PhD**  
**Ronald Teague, PhD**  
**Scott Woolley, PhD**  
**Diane Zelman, PhD**

**Hong Kong based faculty:**

**Geoffrey Blowers, PhD**  
**Iris Chau, PhD**  
**Gerald Lui, PhD**  
**Mary Poon, PsyD**  
**Charlotte Tang, PhD, Assistant Program Director**  
**Erica Liu Wollin, PhD**  
**Mark Yang, PsyD, Interim Director of Training**

## Faculty

### Other Program Faculty:

**James Chipps, PhD**

**Laurie Edwards, PhD**

**Alex Leung, PhD, Program Director**

**Irving Leung, EdD**

**Thomas McGee, PhD**

**Christopher Tori, PhD**

**Amy Watt, PhD**

## Master of Arts in Clinical Psychology – Japan Faculty

### Akira Enatsu

MA, 1992; Institute of Transpersonal Psychotherapy

Research interests: dream analysis; narrative therapy; transpersonal and spiritual psychology; EAP

### Masayuki O. Asai

PhD, 2002; University of Hawaii-Manoa

Research interests: gerontology, family caregiving, elder abuse, social work

### Mikang Hong

PsyD, 2006; California School of Professional Psychology, San Diego

Research interests: multicultural issues

### Tomoko Ishii

PhD, 2002; California School of Professional Psychology, Berkeley/Alameda

Research interests: PTSD sexual assault; PTSD stress and resilience; resilience building child rearing; social-cognitive training for autistic children

### Miwako Y. M. Ishii

*Assistant Program Director*

MS, 2002; San Francisco State University

Research interests: chemical dependency; co-parenting; bilingual family; midlife issues

### Angelica Junko Isomura

PhD, 2002; Pacific Graduate School of Psychology

Research interests: neuropsychological assessment; neuroimaging; Alzheimers; family support

### Yoshiyuki Kogo

MA, 2000; California Institute of Integral Studies

Research interests: problems of youth in Japan, e.g., Hikikomori, wrist cutting; treatment of victims and perpetrators of domestic violence; transpersonal psychology

### Takashi Kubo

MA, 2006; John F. Kennedy University

Research interests: somatic psychology; integral psychotherapy; attachment theory

### Tomoe S. Naoi

PsyD, 2006; California School of Professional Psychology

Research interests: identity development of bicultural children; support systems for recent immigrant families; divorce and children

### Kazumi Nishio

PhD, 1982; California School of Professional Psychology, San Francisco

Research interests: domestic violence and child abuse issues; trauma treatment

### Nahoko Nishizawa

PsyD, 2004; California School of Professional Psychology, San Francisco

Research interests: children and youth issues; multicultural issues

### Satoru Saito

MD, 1968; Keio University; PhD, 1989; Keio University

Research interests: ACA issues; domestic violence and child abuse issues; eating disorders; trauma care

### Yoko Kay Tanaka

*Associate Director*

PhD, 2001; Loma Linda University

Research interests: psychotherapy and assessment issues of children and adolescents; ADHD; couples therapy

### Reiko H. True

*Program Director, MA Clinical Psychology Program, Japan, San Francisco and Tokyo*

PhD, 1976; California School of Professional Psychology, San Francisco

Research interests: multicultural psychology; gender issues

### Sayuri Wada

MA, 1992; Chiba University; ABD, 1997; University of Tokyo

Research interests: Big Five Model of Personality and its application; scale and survey development; multivariate data analysis

### Toshiko Watanabe

PsyD, 1998; California School of Professional Psychology, Los Angeles

Research interests: CBT; multicultural issues

### Akiko Yagi

MSSW, 1996; University of Wisconsin, Madison

Research interests: EAP, critical incident stress management, domestic violence, HIV/AIDS

## Masters of Arts in Counseling Psychology – Mexico City Faculty

**Laura Patricia Betancourt Arriaga, PhD**

**Darryl Freeland, PhD**

**Ann Lawson, PhD**

**Gary Lawson, PhD**

**Jason Platt, PhD**

**Luis Vargas, PhD**

**Scott Woolley, PhD**

## Postdoctoral Master of Science in Clinical Psychopharmacology Faculty

### Claire Advocat

PhD, 1975; Rutgers University

Research interests: psychopharmacology; research design

### John Bolter

PhD, 1984; University of Memphis

Research interests: neuropsychological dysfunction in adults and children; neuropsychological assessment procedures; consequences of head trauma

### Thomas Brady

MD, 1982; University of Alabama, Birmingham

Research interests: child and adolescent psychiatry; treatment of trauma and depression; crisis management

### Joseph Comaty

PhD, 1992; Finch University of Health Sciences, The Chicago Medical School

Research interests: psychopharmacology; chronic pain patients

### Esther Gwinnell

MD, 1979; University of Washington

Research interests: refractory depression; addictions; insanity defense evaluations

### Elaine Orabona-Foster

PhD, 1988; Nova Southeastern University

Research interests: gender and ethnicity issues in psychopharmacology; integration of psychopharmacology and psychotherapy; advocacy

**David Presti**

PhD in Clinical Psychology, 1990; University of Oregon; PhD in Molecular Biology and Biophysics, 1979; California Institute of Technology

Research interests: molecular psychopharmacology; treatment of severe drug and alcohol dependence problems often co-occurring with combat-related PTSD

**John D. Preston**

Professor, Sacramento, PsyD Program PsyD, 1979; Baylor University

Research interests: psychopharmacology; neuropsychology; trauma; aging

**Morgan T. Sammons**

Dean, California School of Professional Psychology PhD, 1989; Arizona State University

Research interests: psychopharmacology; pharmacotherapeutics

**Randall Tackett**

PharmD, 1979; University of Georgia

Research interests: pathophysiological changes that occur in the development of cardiovascular diseases and the impact of drug therapy

**Steven R. Tulkin**

Program Director PhD, 1971; Harvard University

Research interests: psychopharmacology; behavioral medicine in primary care; chronic pain; chemical dependency

## Shirley M. Hufstедler School of Education

**Core and Non-Core Faculty****Joseph Adwere-Boamah**

Assistant Professor, San Francisco; Educational Leadership and Management PhD, 1970; University of California, Berkeley

**Frederick Ansoff**

Associate Professor, San Diego; Educational Leadership and Management PhD, 1998; Georgetown University

Research interests: statistical analyses

**Hassana Alidou**

Professor, San Diego/Irvine; Teaching English to Speakers of Other Languages/Language Education, Cross Cultural Studies, PhD, 1997; University of Illinois, Urbana-Champaign

Research interests: sociolinguistics; teacher training in TESOL

**Shirley Baker**

Instructor and Director of the International Language and Cultural Center, Fresno; Teaching English to Speakers of Other Languages/Language Education

MA, 1987; University of Kentucky; MA, 1999; United States International University

Research interests: TESOL program description, TESOL teacher preparation

**Terrence Barber**

Vice President and Chief International Officer, Alliant International University; University Professor, Sacramento; Shirley M. Hufstедler School of Education System Programs MBA, 1984; Harvard University

Research interests: spirituality and global leadership, sustainable community development, global competitive strategy and innovation

**Suzanne Borman**

Professor, San Diego; TeachersCHOICE, Technology and Learning EdD, 1983; Teachers College of Columbia University

Research interests: curriculum and instructional planning

**Mary Ellen Butler-Pascoe**

Professor and Systemwide Program Director, Teaching English to Speakers of Other Languages/Language Education, San Diego EdD, 1990; United States International University

Research interests: ESL/EFL Teacher Training; integration of technology and second language instruction; EFL/ESL program and curriculum design

**Ana Guisela Chupina**

Assistant Professor, San Francisco; TeachersCHOICE, Educational Leadership and Management: Higher Education, Cross Cultural Studies PhD, 2004; Iowa State University

Research interests: cross cultural studies and higher education leadership

**Geoffrey M. Cox**

President, Alliant International University; University Professor, San Francisco; Educational Leadership and Management: Higher Education PhD, 1987; University of Chicago

Research interests: social and political philosophy, leadership in higher education

**Trudy Day**

Associate Professor and Systemwide Assistant Dean of the Shirley M. Hufstедler School of Education; Systemwide Director, TeachersCHOICE; San Francisco; TeachersCHOICE, Higher Education EdD, 1996; University of Louisville

Research interests: leadership and crisis, first year teachers, shared governance, instructional strategies for the university professor

**Steven Fisher**

Assistant Professor and Systemwide Director, Educational and School Psychology, San Diego PhD, 1998; United States International University

Research interests: clinical psychology

**Xuanning Fu**

Assistant Professor and Program Coordinator, Educational Leadership and Management, Fresno

PhD, 1993; Brigham Young University

Research interests: program analysis and evaluation

**James Hiramoto**

Assistant Professor and Program Director, Educational and School Psychology, San Francisco

PhD, 2004; University of California, Berkeley

Research interests: current theories of cognitive abilities and their relationship to neuropsychological functioning, and finding innovative teaching methods/curriculum to reach the hard to reach

**Shu-Yu Huang**

Lecturer: Research/International Programs Liaison and HSOE Systemwide Accountability Officer, San Francisco; TeachersCHOICE

EdD, 2008; University of San Francisco

Research interests: statistical analysis, international strategic planning, instructional multimedia

**Bailong Jiao**

Lecturer and Technology Research Coordinator, San Diego; TeachersCHOICE

MA, 1998 and MS, 1999; United States International University

Research interests: instructional technology, online language pedagogy

**Kenneth Kelch**

Principal Lecturer and Director, International Languages and Cultural Center; San Diego; TESOL

EdD, 2005; Alliant International University EdD, 2005; Alliant International University

Research interests: TESOL pedagogy

## Faculty

### Jerry Kill

Assistant Professor, Irvine; Educational Leadership and Management  
EdD, 2005; California Coast University

Research interests: educational leadership, school administration

### Irving Leung

Assistant Professor, San Francisco; TeachersCHOICE  
EdD, 1998; University of San Francisco

Research interests: bilingual education, special education

### Estela C. Matriano

Professor, San Diego; Educational Leadership and Management: Cross Cultural Studies; Secretary for the World Council for Curriculum and Instruction

EdD; 1968; Indiana University

Research interests: global education

### Jerold D. Miller

Professor, San Diego; Program Director, TeachersCHOICE

EdD, 1985; United States International University

Research interests: technology planning and curriculum development

### Beverly J. Palley

Assistant Professor and Systemwide Program Assessment Coordinator, San Francisco; TeachersCHOICE

EdD, 2003; Fielding Graduate Institute

Research interests: teacher training programs, Improving alternative certification approaches in teacher internship programs

### Carlton Parks

Professor, Los Angeles; Program Director, Educational Psychology, Los Angeles  
PhD, 1986; University of Minnesota

Research interests: interpersonal relations, interpersonal violence, sexual and ethnic minorities, psychosocial aspects of HIV infection/AIDS, feminist studies, spirituality and mental health

### Suzanne Power

Assistant Professor and Systemwide Program Director, Educational Leadership and Management, San Diego

EdD, 2006; Alliant International University

Research interests: educational leadership, curriculum and instruction design, administrator preparation and support, school innovation and educational reform

### Debra Reeves-Gutierrez

Assistant Professor, San Francisco; TeachersCHOICE  
EdD, 2005; University of Pacific

Research interests: multicultural & bilingual education pedagogy; cooperative & collaborative learning practices & theory; teacher education theory & practices that promote multiculturalism, critical pedagogy, & teaching for social justice; Diaspora theory; segmented assimilationism

### Thomas Ryerson

Lecturer and Program Coordinator, School Psychology, Los Angeles; Educational Psychology  
PsyD, 2004; Alliant International University

Research interests: families with dual sensory impaired children, school based mental health

### Edward Shenk

Assistant Professor and Program Director, Educational Leadership and Management: Higher Education, San Francisco  
EdD; University of Oregon

Research interests: student discipline issues, leadership in higher education: community colleges

### Michele D. Smith

Assistant Professor and Program Director, TeachersCHOICE-Early Completion Option, Sacramento/Fresno; TeachersCHOICE, Educational Leadership and Management: Higher Education  
PhD, 2005; Ohio University

Research interests: sports psychology & administration, mentoring women doctoral candidates, leadership in higher education, cross-cultural studies, innovative teacher education reform

### George Stamos

Associate Professor, San Francisco; TeachersCHOICE; Educational Leadership and Management  
EdD, 1996; Northern Arizona University

Research interests: teacher education reform

### Barbara Stein-Stover

Assistant Professor, San Diego; TeachersCHOICE  
EdD, 2006; Alliant International University

Research interests: adolescent mental health issues, pedagogy

### Karen Schuster Webb

Professor and University Dean of the Shirley M. Hufstедler School of Education, San Francisco; Educational Leadership and Management: Higher Education, TESOL  
PhD, 1980; Indiana University-Bloomington

Research interests: language and cognition, discourse pragmatics, inclusive pedagogy

### Holly Wilson

Associate Professor, San Diego; TESOL  
PhD, 1999; University of New Mexico

Research interests: second language learner errors, grammar instruction, proposer of covert grammar

### Donald Wofford

Assistant Professor and Program Director, Educational and School Psychology, Irvine  
PsyD, 2002; California School of Professional Psychology/Alliant University

Research interests: school based mental health

## Clinical Practice Instructors

### Patricia Anderson

San Francisco Bay Area; Instructor and Director of University Supervisors  
MA, St. Mary's College

### Robert Clifford

Los Angeles; Instructor and Director of Administration and Program Advancement, TeachersCHOICE  
MS, National University

### Eric DeSobe

Los Angeles; Instructor and Director of Administration and Program Advancement, TeachersCHOICE  
MEd, Loyola Marymount University, M. Theological Studies, Harvard University

### Amanda Klein

San Francisco Bay Area; Instructor and Program Manager for the TeachersCHOICE Early Completion Option Program  
MA, University of San Francisco

## Adjunct Faculty

### Christine Alexander

San Diego  
EdD, 2001; United States International University

### Remijio Alvarez

Lecturer, Irvine  
MA; 1976 Pepperdine University

### Robert Appenzeller

San Diego  
MA, 1987; United States International University

### Tomiko Lynn Bobo

Los Angeles  
PPS Credential in School Counseling, National University

### Celeste Cusumano

Senior Lecturer, Fresno  
EdD, 1984; University of the Pacific

Research interests: program evaluation and curriculum design

**Greg Dhuyvetter***Lecturer, Irvine*

MA, 2002; United States International University

**Diane di Bari***San Francisco*

MS, 1976; California State University, Fresno

**Richard G. Duke***Fresno*

EdD, 1981; Brigham Young University

**Krystal Edmonds-Biglow***Los Angeles*

PsyD, 2001; California School of Professional Psychology, Alliant International University, LA

**Joe Fox***Irvine*

MA, 1966; University of Northern Colorado

**Mary Lou Hamaker***Lecturer, Irvine*

PhD, 1986; University of Southern California

**Leanne Harmon-Doyle***Los Angeles*

PsyD, 2003; Alliant International University

**Christine A. Hoffman***Irvine*

EdD, 1997; Northern Arizona University

**Erica L. Holmes***Los Angeles*

PsyD, 2001; California School of Professional Psychology, Alliant International University, LA

**Elena M. Ingrao***San Diego*

MS, 1993; National University

**Adina Janzen***Fresno*

MA, 1968; California State University, Fresno; JD, 1985; San Joaquin College of Law

**Vallarie Johnson***Los Angeles*

PsyD, 2004; Alliant International University, LA

**Dan Kettlehake***San Diego*

PhD, 1997; Bowling Green State University

**Yuri Kostin***Fresno*

PhD, 1997; Bowling Green State University

**Lori Lambertson***Lecturer, San Francisco*

MA, 1993; San Francisco State University

**Bill Madigan***San Diego*

MA, 1990; San Diego State University

**Sally Madruga***San Diego*

MA, 1981; San Diego State University

**N. Bert McIntosh, Jr.***San Diego*

MA, 1969; San Diego State University

**Erv Metzgar***San Diego*

MA; San Francisco State University

**Susan Moore***San Diego*

EdD, 2005; Alliant International University

**Emil Nolte***Lecturer, Irvine***Romelia Orozco***San Diego*

EdD, 2002; Alliant International University?

**Cyndi Paik***Lecturer, Irvine*

MA, 2002; United States International University

**Walter T. Parry***San Diego*

MA, 1964; Stanford University

**Jill Porter***San Diego*

EdD; Alliant International University

**Ernest Proud***Los Angeles*

PhD; California School of Professional Psychology

**Thomas Ryerson***Los Angeles*

PsyD, 2004; Alliant International University

**Jerry Salazar***Lecturer, Irvine*

MA, 1972; CSU, Long Beach

**Marilyn Shepherd***Fresno*

EdD, 1996; University of California, Davis

**Erlinda Teisinger***Fresno*

EdD, 2000; University of Southern California

Research interests: second language pedagogy

**Marvin Warner***San Diego*

MA, 1978; Azusa Pacific College

**Marshall Goldsmith School of Management****Marshall Goldsmith***University Professor*

PhD, 1977; University of California Los Angeles

Research interests: leadership; 360-feedback; managerial excellence; executive coaching

**James A. Goodrich***Founding Dean*

PhD, 1979; University of California at Los Angeles

Research interests: leadership, executive coaching, and strategic alliances

**Jay Finkelman***Systemwide Associate Dean – Organizational Psychology Programs**Professor and Program Director (Los Angeles & San Diego)*

PhD, 1970; New York University

Research interests: forensic industrial/organizational psychology; gender, race, age, disability and other sources of employment discrimination; sexual harassment; contingent workforce productivity; attitudes and organizational citizenship; human resource management practices; and human factors engineering

**Ian Mitroff***University Professor, San Francisco*

PhD, 1967; University of California Berkeley

Research interests: crisis management, spirituality and work; strategy

**Business and Management****Core and Non-Core Faculty****David Bainbridge***Associate Professor, San Diego; Coordinator, Sustainable Management Concentration*

MS, 1973; University of California at Davis

Research interests: sustainable management, true cost accounting, and environmental management reporting

**Ute Jamroz***Associate Professor, San Diego*

PhD, 1996; Clemson University

Research interests: consumer psychology, sustainable and international marketing, and sustainable tourism

## Faculty

### Louise Kelly

*Professor, San Diego*

PhD, 1996; Concordia University, Canada

Research interests: strategic entrepreneurship in developing countries; self-efficacy, social networks, diversity, top management teams, and strategic leadership; family business; women economic empowerment; women leadership and entrepreneurship; technology strategies in developing countries; strategic metrics and risk assessment.

### Mohamed Ali Khalil

*Professor, San Diego*

PhD, 1967; University of California at Los Angeles

Research interests: finance

### Meenakshi S. Krishnamoorthy

*Professor, San Diego*

PhD, 1960; Manchester University

Research interests: quantitative methods and TQM

### Rachna Kumar

*Program Director and Professor, Business and Management Programs*

PhD, 1994; New York University

Research interests: software process and productivity metrics, transfer of technology skills to developing cultures, technology synchronization and organizational performance, technology mediated learning and knowledge retention, technology intervention and emotional maturity

### Fred Lemke

*Assistant Professor, San Diego*

PhD, 2003; Cranfield University, Cranfield School of Management, UK

Research interests: experience marketing, relationship quality, hidden needs analysis, business-to-business marketing, innovation management, and product design

### René M. Naert

*Associate Professor, San Diego*

PhD, 1996; Walden University

Research interests: information systems

### Henry Petersen

*Associate Professor, San Diego*

PhD 2004; University of Calgary, Canada

Research interests: corporate governance, sustainable development strategies, corporate social responsibility.

### Fred Young Phillips

*Professor, San Diego*

PhD, 1978; University of Texas at Austin

Research interests: technology management, technology-based economic development, and intersectoral relations

### Hamid Rahman

*Professor, San Diego*

PhD, 1987; Syracuse University

Research interests: finance

### James V. Sullivan

*Associate Professor, San Diego*

PhD, 1993; United States International University

Research interests: management and economics

### Leon White

*Assistant Professor, San Diego*

PhD, 2009; Webster University, CA

### Adjunct Faculty

#### Xavier Aguilar

*Adjunct Faculty, Mexico City*

PhD, 1970; Heidelberg and Saarland Universities, Germany

#### Mahmud Al-Kailani

*Adjunct Faculty, San Diego*

#### Alejandra Alvarado

*Adjunct Faculty, Mexico City*

MA, 2000; ITAM, Mexico; MA, 1989; University of London, England

#### Frederick Ansoff

*Adjunct Faculty, San Diego*

PhD, 1998; Georgetown University

#### Timothy Becker

*Adjunct Faculty, San Diego*

#### Christian M. H. de Greef

*Adjunct Faculty, San Diego*

MBA, 1962; Pepperdine University

#### Andrew Dunk

*Adjunct Faculty, San Diego*

#### John Dunk

*Adjunct Faculty, San Diego*

JD, 1990; Pepperdine University School of Law

#### Eduardo Dyer

*Adjunct Faculty, Mexico City*

MA, 1975; Philips Executive School, The Netherlands

MBA, 1977; TEC de Monterrey, Mexico

#### Richard Gardner

*Adjunct Faculty, San Diego*

MA, 2002; San Diego State University

#### Eduardo Garcia Garza

*Adjunct Mexico City*

MIBA, 2001; Alliant International University, Mexico

#### Amando Gaspar

*Adjunct Faculty, San Diego*

MBA, 1971; Northwestern University

#### Gregory Lorton

*Adjunct Faculty, San Diego*

DBA, 2006; Alliant International University, San Diego

### Andrea Luoma

*Adjunct Faculty, San Diego*

### Sky Magdalin

*Adjunct Faculty, San Diego*

DBA, 2006; United States International University  
MBA, 1992; San Diego State University

### Hamid Maleki

*Adjunct Faculty, San Diego*

PhD, 1970; University of Geneva, Switzerland

### Bijan Massrouf

*Adjunct Faculty, San Diego*

DBA, 1994; Alliant International University, San Diego

### Margaret McGavin

*Adjunct Faculty, Mexico City*

M.Ed., 2003; Endicott College, Mexico City

### John K. Miller

*Adjunct Faculty, Mexico City*

### Aberlardo Mitre

*Adjunct Faculty, Mexico City*

MBA, 1980; Georgia College

### Chayo Moreno

*Adjunct Faculty, San Diego*

### Jack Phadungtin

*Adjunct Faculty, San Diego*

PhD, 2003; Alliant International University

### Joel Pilco

*Adjunct Faculty, San Diego*

MIBA, 2003; Alliant International University, San Diego

### Patrick Pilz

*Adjunct Faculty, San Diego*

MBA, 1998; United States International University

### Claud Pitts

*Adjunct Faculty, San Diego*

DBA, 1980; United States International University

### Ignacio Prado

*Adjunct Faculty, Mexico City*

### Marcela Revilla

*Adjunct Faculty, Mexico City*

MBA, 2002; Institute d'Etudes Politiques de Paris, France

### Juan Manuel Rodriguez

*Adjunct Faculty, Mexico City*

PhD, 1969; UNAM, Mexico

### Edwin Simmons

*Adjunct Faculty, San Diego*

### Dennis Weis

*Adjunct Faculty, San Diego*

PhD, 1971; Brown University

**Ralf Wilhelms**

Adjunct Faculty, San Diego  
DBA 2008, Marshall Goldsmith School of Management, Alliant International University

Concentrations: Marketing, International Business. Management Research Interest: Culture, Entrepreneurship, Marketing: Consumer Behavior

**Mary Yonker**

Adjunct Faculty, Mexico City  
Ed.S., 2003; University of Michigan at Ann Arbor MA, 1999; University of Michigan at Ann Arbor

**International Studies**

**Core and Non Core Faculty**

**David Felsen**

Associate Professor and Program Director, International Studies Program  
DPhil, 2001; Oxford University

Research interests: international relations, comparative politics, public policy, Latin American politics, European politics

**Gary Goodman**

Assistant Professor, San Diego  
PhD, 2006; University of California - Riverside

Research interests: Comparative politics, public policy, Mexican politics, Latin American politics

**Adjunct Faculty**

**Michael Turner, San Diego**

PhD, 1975; Kent State University  
Research interests: international security, US foreign policy, US intelligence

**Ghaleb Krame**

Adjunct Faculty, Mexico City  
MA; University of Sheffield  
PhD candidate, (expected 2008)

**Camilio Perez**

Adjunct Faculty, Mexico City  
JD; Northeastern University Law School

**Ana Christina Peterson**

Adjunct Faculty, Mexico City  
PhD; (ABD) UNAM, Mexico

**Paola Robotti**

Adjunct Faculty, San Diego  
PhD, 2003; University of Warwick

Research Interests: international political economy, research methods

**John Stoessinger,**

Adjunct Faculty, San Diego  
PhD; Harvard University

Research interests: international relations

**Organizational Psychology**

**Core and Non-Core Faculty**

**Herbert George Baker**

Program Director of the Leadership PhD Program;  
Professor and Associate Program Director of I/O Psychology, San Diego  
PhD, 1977; United States International University

Research interests: leadership assessment and development; performance management; individual and organizational values; organizational climate surveys

**Camela Boyce**

Lecturer, San Diego  
PhD, 1994; University of Akron Ohio

Research interests: group dynamics, women and negotiation, conflict management, communication styles, leadership, self-monitoring, decision-making, performance, emotional intelligence, coaching, and organizational design

**Sherry Camden-Anders**

Principal Lecturer, Fresno/Sacramento  
PhD 2000; Benedictine University

Research interests: mergers and acquisitions (merging of cultures); organizational change-large systems change; strategy development; executive and leadership development; implementation of training and design; information technology implementations

**Nurcan Ensari**

Associate Professor, Los Angeles  
PhD, 1999; University of Southern California

Research interests: intergroup relations and prejudice, personalization model; leadership, diversity management, and cross-cultural psychology

**Mary J. Fambrough**

Associate Professor, San Francisco; Fellow, Rockway Institute for LGBT Psychology  
PhD, 2000; Case Western Reserve University

Research interests: qualitative research methods and alternative forms of representation; a critical look at social systems; organizations; groups; social movements and their impact on marginalized populations in view of power and control; feminist approaches to research and practice; and issues of gender, sexuality, and identity expression, particularly in work environments

**Bernardo M. Ferdman**

Professor, San Diego  
PhD, 1987; Yale University

Research interests: diversity, multiculturalism, and inclusion in organizations; inclusive leadership; Latinos/Latinas in the United States; Latino/a leadership; ethnic and cultural identity; group and intergroup behavior; organization development; organizational behavior; psychology in the Americas

**Jay Finkelman**

Systemwide Associate Dean, Organizational Psychology Programs  
Professor and Program Director, Los Angeles & San Diego  
PhD, 1970; New York University

Research interests: forensic industrial-organizational psychology; gender, race, age, disability and other sources of employment discrimination; sexual harassment; contingent workforce productivity; attitudes and organizational citizenship; human resource management practices; and human factors engineering

**Dale N. Glaser**

Principal Lecturer, San Diego  
PhD, 1993; California School of Professional Psychology, San Diego

Research interests: multivariate statistics, statistical modeling, psychometric testing, and survey research

**Kathryn Goldman Schuyler**

Associate Professor, San Francisco  
PhD, 1979; Columbia University

Research interests: strategic change, somatic foundations of organizational learning, executive development and leadership, developing healthy organizations, organizational ethics and social responsibility, Tibetan Buddhism and transformational change, and organizational consulting

**Barry Grossman**

Principal Lecturer & Field Placement Coordinator, San Francisco  
PhD, 1975; Indiana University (Bloomington)

Research interests: organization consulting models and processes; effective management of consultant-client relationships including management of client resistance; team development; implementation of organization change and innovation in diverse settings.

**Calvin C. Hoffman**

Principal Lecturer, Los Angeles  
PhD, 1984; University of Nebraska

Research interests: job analysis and job design, selection system design and validation, human resource systems, management and employee development, and performance evaluation and feedback



## Faculty

### John Kantor

*Associate Professor, San Diego*  
PhD, 1988; California School of Professional Psychology

Research interests: leadership; organizational diagnosis; survey development; consumer research

### Toni A. Knott

*Associate Professor, Fresno*  
PhD, 1999; The Fielding Graduate Institute

Research interests: collaboration, team development, appraisal systems (feedback, appreciative inquiry), international organization development, and organizational change

### Mark Kriger

*Visiting Professor*  
DBA, 1983; Harvard University

Research interests: executive leadership, strategy implementation processes, knowledge transfer and the creation of organizational value, especially in technology-intensive companies

### Ira Levin

*Professor and Program Director, Organizational Psychology Programs, San Francisco*  
PhD, 1986; University of Illinois at Chicago

Research interests: organization transformation; organization culture realignment; leadership development; team development; ethical issues related to the consulting process/consulting relationships, and post-merger integration

### Patricia Denise Lopez

*Assistant Professor, Los Angeles*  
PhD, 1996; Columbia University

Research interests: managerial and team effectiveness; motivation and employee engagement; organizational change; gender and cross-cultural management; organizational issues related to globalization

### Rodney L. Lowman

*Distinguished Professor, San Diego*  
*Past Provost/VPAA & Acting President*  
PhD, 1979; Michigan State University

Research Interests: organizational consulting psychology, career assessment and counseling, coaching, ethical issues in the practice of consulting and Industrial-organizational psychology, occupational mental health. Currently editor, *Consulting Psychology Journal: Practice and Research*.

### Carl Mack

*Program Director and Principal Lecturer, Fresno/Sacramento*  
PhD, 1975; University of California, Berkeley

Research interests: group dynamics (in small, medium, and large groups), cultural diversity, experiential learning, and group relations conferences

### John Renner

*Assistant Professor, San Diego*  
*Director, Organizational Consulting Center (OCC)*  
PhD, 1968; University of Alberta

Research interests: management coaching, leadership development and program evaluation

### Jyotsna Sanzgiri

*Professor, San Francisco*  
PhD, 1977; University of Pittsburgh

Research interests: women in management; cross-cultural comparison of core values; social responsibility in business; international organizational behavior

### Norbert Tanzer

*Associate Professor, San Diego*  
PhD, 1983; University of Vienna

Research interests: assessment of individual differences in organizations, program evaluation, and cross-cultural research

### Jonathan Troper

*Assistant Professor & Field Placement Coordinator, Los Angeles*  
PhD, 1997; University of California, Los Angeles

Research and practice interests: organizational change, employee surveys, organizational communication, consulting, training new consultants and students as consultants, leadership assessment and development, training and development, performance assessments, group leadership and learning

### Rebecca Turner

*Professor, San Francisco*  
PhD, 1987; George Washington University

Research interests: executive coaching and leadership development; team development and dynamics; conflict management in teams; process consultation in organizations; action learning; emotional intelligence and social processes in organizations; qualitative and quantitative approaches in organizational assessment; psychodynamic and perspectives on organizational behavior

## Adjunct Faculty

### Patricia Addresso

*Adjunct Faculty, San Diego*  
PhD, 1998; United States International University

### Kevin Aeling

*Adjunct Faculty, San Diego*

### Lysha Albright

*Adjunct Faculty, San Francisco*  
PhD, 1997; California School of Professional Psychology

### Cynthia Alt

*Adjunct Faculty, Los Angeles*  
PhD, 1993; California School of Professional Psychology, San Diego

### Steven Ashworth

*Adjunct Faculty, San Diego*  
PhD, 1983; University of Houston

### Patricia Marrone Bennett

*Adjunct Faculty, San Francisco*  
PhD, 2004; Fielding Graduate Institute

### Christopher Beverly

*Adjunct Faculty, Fresno*  
PsyD, 2004; Alliant International University

### James Bramson

*Adjunct Faculty, San Diego*  
PsyD, 1999; University of Northern Colorado

### David Chaudron

*Adjunct Faculty, San Diego*  
PhD, 1991; United States International University

### Jeanne Cherbeneau

*Adjunct Faculty, San Diego*  
PhD, 1981; Union University and Institute

### Jason Cole

*Adjunct Faculty, Los Angeles*  
PhD, 2002; California School of Professional Psychology, San Diego

### Michael Collins

*Adjunct Faculty, San Francisco*  
PhD, 1980; Purdue University

### Joanie Connell

*Adjunct Faculty, San Diego*  
PhD, 2000; University of California, Berkeley

### Bruce Cooper

*Adjunct Faculty, San Francisco*  
PhD, 1983; University of California, Berkeley

### Kevin Christophe

*Adjunct Faculty, Fresno/Sacramento*  
PhD, 2003; Alliant International University

### Albert Edwards

*Adjunct Faculty, Fresno*

### Karen Marie Erickson

*Adjunct Faculty, Fresno*  
PsyD, 2006; Alliant International University

**Vincent Fortunato**

*Adjunct Faculty, Fresno/Sacramento*  
PhD, 1996; University at Albany, SUNY

**Patrick Giannetto**

*Adjunct Faculty, San Diego*  
PhD, 1995; California School of Professional  
Psychology, San Diego

**Margaret (Peggy) Grant**

*Adjunct Faculty, Fresno*  
MAOB, 1994; California School of Professional  
Psychology, Fresno

**Paul Hersey**

*Adjunct Faculty, San Diego*  
EdD; University of Massachusetts at Amherst

**Jeremy Hof**

*Adjunct Faculty, San Diego*

**Davis Ying Ja**

*Adjunct Faculty, San Francisco*  
PhD, 1981; University of Washington

**Suresh Kanekar**

*Adjunct Faculty, San Diego*  
PhD, 1972; University of Iowa

**Charles Klein**

*Adjunct Faculty, San Diego*  
PhD, 1994; United States International University

**Robert Koenigs**

*Adjunct Faculty, San Diego*  
PhD, 1973; St. Louis University

**Jan Lamb**

*Adjunct Faculty, San Diego*  
PhD, 1991; United States International University

**Nancy Lorsch**

*Adjunct Faculty, San Diego*  
PhD, 1981; University of California, Santa Barbara

**Maryam Malek**

*Adjunct Faculty, San Diego*  
PsyD, 2000; United States International University

**Kim Malloy**

*Adjunct Faculty, San Diego*  
PhD, 1996; California School of Professional  
Psychology

**Michelle Neal**

*Adjunct Faculty, San Diego & Los Angeles*  
PhD, 1998; United States International University

**Delbert Nebeker**

*Adjunct Faculty, San Diego*  
PhD, 1972; University of Washington

**Mark Nicholson**

*Adjunct Faculty, San Diego & Los Angeles*  
PhD, 2002; United States International University

**Susannah Paletz**

*Adjunct Faculty, San Francisco*  
PhD, 2002; University of California, Berkeley

**David Peterson**

*Adjunct Faculty, San Francisco*  
PhD, 1993; University of Minnesota

**Paul E. Pierce**

*Adjunct Faculty, Fresno*  
MA, 1998; University of San Francisco

**Eric Roth**

*Adjunct Faculty, San Diego*  
PhD, 1997; University of Georgia at Athens

**Jacqueline L. Ryle**

*Adjunct Faculty, Fresno*  
PhD, 1994; The Fielding Institute

**George Seymour**

*Adjunct Faculty, San Diego*  
PhD, 1978; University of Missouri at Columbia

**John Shantz**

*Adjunct Faculty, Fresno*  
PsyD, 2003; Alliant International University

**Upkar (September) Singh**

*Adjunct Faculty, Fresno*  
MA, 2003; University of Missouri

**Greg Timberlake**

*Adjunct Faculty, Fresno*  
PsyD, 2004; California School of Professional  
Psychology

**Lynne Valek**

*Adjunct Faculty, Fresno*  
PhD, 1999; The Fielding Graduate Institute

**Etienne Wenger**

*Adjunct Faculty, San Francisco*  
PhD, 1990; University of California at Irvine

**Lisa Williams**

*Adjunct Faculty, San Diego*  
PhD, 1992; Ohio State University

**Esther Wyss-Flamm**

*Adjunct Faculty, San Francisco*  
PhD, 2002; Case Western University, Cleveland,  
Ohio

**Ron Young**

*Adjunct Faculty, Fresno*  
PsyD, 2003; California School of Professional  
Psychology

**Organizational Psychology Adjunct  
Research Faculty****Steven Ashworth**

*Adjunct Research Faculty, San Diego*  
PhD, 1983; University of Houston

**Donald Grayson**

*Adjunct Research Faculty, San Diego*  
PhD, 1979; University of Utah

**Delbert M. Nebeker**

*Adjunct Research Faculty, San Diego*  
PhD, 1972; University of Washington

**Richard Sorenson**

*Adjunct Research Faculty, San Diego*  
PhD, 1965; University of Washington

**B. Charles Tatum**

*Adjunct Research Faculty, San Diego*  
PhD, 1973; University of New Mexico

**Ester Wyss Flamm**

*Adjunct Research Faculty, San Francisco*  
PhD, 2002; Case Western University

**Presidio World College –  
Faculty****Nicola Acutt**

*Lecturer, Presidio World College*  
PhD, 2003; University of East Anglia

Research interests: corporate environmentalism  
(researcher at the Centre of Social and Economic  
Research on the Global Environment in the UK)

**Dwight Collins**

*Lecturer, Presidio World College*  
PhD, 1973; Cornell University

Research interests: strategic planning, supply chain  
design and optimization and sustainable business

**Steven M. Crane**

*Lecturer, Presidio World College*  
PhD, 2000; California School of Professional  
Psychology

Research and practice interests: organizational  
culture, change and development, organizational  
performance, relationship between human and  
financial capital, organizational design, small to  
medium enterprise advising, coaching, and learnin

**Alexander Laszlo**

*Lecturer, Presidio World College*  
PhD, 1992; University of Pennsylvania

Research interests: social innovation and  
sustainable development

## Faculty

### **Kathia Laszlo**

*Lecturer, Presidio World College*  
PhD, 2000; Saybrook Graduate School

Research interests: systems thinking, strategy, organizational learning, educational change and sustainable development

### **Paula Thielen**

*Lecturer, Presidio World College*  
PhD, 2005; Fielding Graduate University

Research interests: managerial accounting and finance

### **Margrethe Winslow**

*Lecturer, Presidio World College*  
PhD, 2002; University of California, Berkeley

Research interests: environmental policy, distributional impacts of energy use and energy policy

## Undergraduate Programs

### **Core and Non-Core Faculty**

#### **Miles Beauchamp**

*Assistant Professor, San Diego*  
PhD, 2005; Warnborough University

Research interests: writing, media, American literature

#### **Mary Ellen Brooks**

*Associate Professor, San Diego*  
PhD, 1983; United States International University

Research interests: sociology, family studies and parenting, and qualitative methods of research

#### **Wendy V. Chung**

*Principal Lecturer, San Diego*  
PhD, 1992; Howard University

Research interests: leadership and organizational culture, intercultural communication, diversity issues, marketing public relations

#### **Dawn Griffin**

*Lecturer, San Diego*  
PhD, 2005; Alliant International University

Research interests: developmental psychopathology with emphasis on attachment, trauma in early childhood, presexualization and neurological development as a result of complex trauma

#### **Judy Law**

*Assistant Professor, San Diego*  
EdD, 2003; Alliant International University

Research interests: English as a second language, French, linguistics, and intercultural studies

#### **Dennis G. Weis**

*Professor, San Diego*  
PhD, 1971; Brown University

Research interests: applied mathematics, mathematics education, and natural science

#### **Al Zolynas**

*Professor, San Diego*  
PhD, 1973; University of Utah

Research interests: creative writing, poetry, English and comparative literature, composition

### **Adjunct Faculty**

#### **Ann Davis**

*San Diego*  
PhD, 2006; Fielding Graduate University, Human and Organizational Development

Research interests: transformative learning, intercultural communication, diversity issues, and TESOL

#### **Jim Barker**

*San Diego*  
BA, 1984; National University

Research interests: law enforcement ethics, crisis negotiations and police response to domestic violence

#### **Daniel M. Blumberg**

*San Diego*  
Clinical Psychologist, 1989; PhD, 1987; Clark University

Research interests: police psychology; trauma prevention and intervention; personnel selection

#### **Lisa Conradi**

*San Diego*  
PsyD, 2004; California School of Professional Psychology

Research interests: child trauma, domestic violence offenders and victims, systems improvement

#### **Richard W. Gardner**

*San Diego*  
MA, 2002; San Diego State University

#### **Todd Havert**

*San Diego*  
MS, 1998; Elmira College

#### **Susan H. Haydar**

*San Diego*  
Dual PhD (Clinical-I/O), 2007; California School of Professional Psychology

#### **Steven Jella**

*San Diego*  
PsyD, 2007; California School of Professional Psychology

Research interests: marriage and family therapy, children, adolescents, and families; self-injurious behaviors; community-based programming; social service information; sharing and clinically focused research

#### **Joanna Savarese-Levine**

*Lecturer, San Diego*  
PhD, 2008; California School of Professional Psychology

Research interests: neuropsychology, psychophysiology, circadian rhythms

**Colleen Mullen**

*San Diego*  
MA, MFT, 2002; United States International University

Research interests: marriage and family therapy, chemical dependency, complex dynamical systems, therapist anxiety

**Steve Robinson**

*San Diego*  
MA, 2004; San Diego State University

**Andrew Shean**

*San Diego*  
EdD; Alliant International University

Research interests: due process hearings in SPED, drop out recovery in K-12, effective 21st century teaching tools

**Emilio Vargas**

*Board of Advisor MPR Program, San Diego*  
MBA, Strategic Marketing; MBA, Organizational Behavior

Research interests: Hispanic marketing, diversity marketing, relationship marketing, strategic level leadership, product management

**Mexico Faculty****Core and Non-Core Faculty****Arturo Cherbowski**

*Division of International Studies*  
Professor, Mexico City  
PhD, 2000; Yale

Research interests: public policy and development; Latin American affairs

**Margaret McGavin**

*Business and Management Division*

**Jason Platt**

*Psychology*  
Lecturer, Mexico City  
PhD

**Ignacio Prado**

*Liberal Arts*  
Lecturer, Mexico City  
PhD; New York University

Research interests: Spanish language and culture

**Ruth Troeller**

*Business and Management Division*  
Lecturer, Mexico City  
PhD; London School of Economics, England

Research interests: economics and philosophy

**Guillermo Zarate**

*Business and Management Division*  
Lecturer, Mexico City  
PhD; North Carolina State University

Research interests: statistics and business intelligence

**Adjunct Faculty****Xavier Aguilar**

*Business and Management Division*  
PhD; Heidelberg and Saarland Universities, Germany

**Alejandra Alvarado**

*Business and Management Division*  
MA, 2000; ITAM, Mexico; MA, 1989; University of London, England

**Gernot Antretter**

*Business and Management Division*  
PhD; Vienna University

Research interest: international finance

**Steven Bell**

*Business and Management Division*  
MBA; University of California at Berkeley

Research interests: marketing, strategic planning

**Barbara Bennett**

*Business and Management Division*  
M.Ed., 2003; Endicott College, Mexico City

**Laura Betancourt**

*Psychology*

**Eduardo Dyer**

*Business and Management Division*  
MA, 1975; Philips Executive School, The Netherlands; MBA, 1977; TEC de Monterrey, Mexico

**Eduardo García Garza**

*Business and Management Division*  
MIBA, 2001; Alliant International University, Mexico City

Research interests: strategic management; operations; international business

**Norman Garret**

*General Education*

**Myra Ingmanson**

*Liberal Arts*  
MA; Universidad Interamericana, Puerto Rico

Research interests: English language and culture

**Jerrilou Johnson**

*Business and Management Division, Psychology*  
MA; Colorado College, MA; Roosevelt University, MA; United States International University, Mexico

Research interests: literature, leadership, and psychology

**Ghaleb Krame**

*International Studies Division*  
PhD candidate (expected 2008); University of Sussex; MA; University of Sheffield

Research interests: security issues, conflict, arbitration, and conflict resolution

**Karl Lananne**

*Business and Management Division*  
MBA; TEC de Monterrey, Mexico

**Herman Littlewood**

*Psychology*  
MA; University of Akron, USA

**Margaret McGavin**

*Business and Management Division*  
M.Ed., 2003; Endicott College, Mexico City

**John K. Miller**

*Business and Management Division*

**Abelardo Mitre**

*Business and Management Division*  
MBA, 1980; Georgia College

Research interests: accounting, finance, strategic planning

**Camilo Perez**

*International Studies Division, Liberal Arts*  
JD; Northeastern University Law School, USA

**Ana Christina Petersen**

*International Studies Division*  
PhD; (ABD) UNAM, Mexico

**Philip George Philip**

*International Studies Division*  
PhD; University of Kent at Canterbury, England  
Research interest: international relations

**Harry Porter**

*General Education*  
MA; Dallas Theater Center

**Marcela Revilla**

*Business and Management Division*  
MBA; Institute d' Etudes Politiques de Paris, France

**Juan Manuel Rodriguez**

*International Studies Division*  
PhD, 1969; Universidad Nacional Autónoma de México

## Faculty

Research interests: international economics and finance

### **Raul Nuñez Sherif**

*International Studies Division*  
JD; Seton Hall University

Research interest: international law

### **Mary Yonker**

*Business and Management Division*

Ed.S., 2003; University of Michigan at Ann Arbor;  
MA, 1999; University of Michigan at Ann Arbor

## Emeriti Faculty

### **I.M. Abou-Ghorra**

*Founding Campus Dean, 1973-1981*  
*Fresno Campus*

PhD, 1961; University of Southern California

### **Richard Baker**

*Professor Emeritus*  
*San Diego*

PhD, 1981; University of New Mexico

### **James L. Chipps**

*Professor Emeritus*  
*San Diego*

PhD, 1954; University of Washington

### **John D. Cone**

*Professor Emeritus*  
*San Diego*

PhD, 1968; University of Washington

### **James V. DeLeo**

*Professor Emeritus*  
*San Diego*

PhD, 1976; California School of Professional  
Psychology, San Diego

### **Anwar Dil**

*Professor Emeritus*  
*San Diego*

PhD; Indiana University

### **Afia Dil**

*Professor Emeritus*  
*San Diego*

PhD; Stanford University

### **Lucy Rau Ferguson**

*Professor Emeritus*  
*San Francisco*

PhD, 1957; University of California, Berkeley

### **Thomas S. Gale**

*Professor Emeritus of International Relations*  
PhD; School of African and Oriental Studies,

London University

### **Kelin Gersick**

*Professor Emeritus*  
*Los Angeles*

PhD, 1976; Harvard University

### **Bill R. Hampton**

*Professor Emeritus of Education*  
*San Diego*

EdD; St. Louis University

### **Ann Hozier**

*Professor Emeritus*  
*Los Angeles*

PhD, 1957; University of Kansas

### **Young Hum Kim**

*Professor Emeritus*  
*San Diego*

PhD, 1960; University of Southern California

### **Arthur L. Kovacs**

*Professor Emeritus*  
*Los Angeles*

PhD, 1958; University of Michigan

### **Thomas F. McGee**

*Professor Emeritus*  
*San Diego*

PhD, 1960; University of Chicago

### **Julian Meltzoff**

*Professor Emeritus*  
*San Diego*

PhD, 1950; University of Pennsylvania

### **Terry G. Newell**

*Professor Emeritus, 1973-1989*  
*Fresno*

PhD, 1967; University of Minnesota

### **Mary Philips**

*Professor Emeritus of Performing Arts*  
*San Diego*

PhD; University of California, Los Angeles

### **Kenneth E. Richardson**

*Professor Emeritus*  
*San Diego*

PhD; Claremont Graduate University

### **Mark Sherman**

*San Diego*

PhD, 1970; University of Connecticut

### **Donald E. Smith**

*Professor Emeritus of Art*  
*San Diego*

PhD; Florida State University

### **Lawrence Solomon**

*San Diego*

PhD, 1954; University of Illinois

### **Richard C. Sorenson**

*Professor Emeritus*  
*San Diego*

PhD, 1965; University of Washington

### **Patrick A. Sullivan**

*University Professor Emeritus of Strategic*  
*Management*

*San Diego*

DBA; United States International University



# Academic Calendar 2009-2010

**This is a systemwide academic calendar. Please check campus calendars for campus-specific dates.**

## Fall Semester 2009

**Aug. 24 Monday**

Faculty contract begins

**Aug. 24-29 Monday - Saturday**

New student orientation (check online campus calendar for campus-specific dates – [www.alliant.edu](http://www.alliant.edu)). Attendance is mandatory for new students.

**Convocation Ceremonies**

Monday, August 24 – San Diego  
Tuesday, August 25 – Los Angeles  
Wednesday, August 26 – Sacramento  
Thursday, August 27 – Irvine/San Francisco  
Friday, August 28 – Fresno

**Aug. 31 Monday**

Instruction begins for Fall Semester [full-term (15-week) and Session 1 (8-week) courses]\*. Last day for payment of tuition and fees without paying late fee.

**Sept. 7 Monday**

Labor Day Holiday. Classes do not meet. University offices are closed.

**Sept. 15 Tuesday**

Add/Drop Deadline for Fall Semester full-term courses. Last day to add or drop without late fee. Last day to drop a full-term course for 100% refund.\*

**Sept. 18 Friday**

Health Insurance Waiver Deadline

**Sept. 25 Friday**

Last day to withdraw from Fall Semester Session 1 courses in good standing.

**Oct. 23 Friday**

Last day to withdraw from Fall Semester full-term courses in good standing.

**Oct. 24 Saturday**

Alliant Makes a Difference Day

**Oct. 25 Sunday**

Last day of Fall Semester Session 1 courses.

**Oct. 26 Monday**

Instruction begins for Fall Semester Session 2 (8-week) courses.\*

**Nov. 6 Friday**

Fall Semester Session 1 grades due to Registrar's Office.

**Nov. 11 Wednesday**

Veterans Day Holiday. Classes do not meet. University offices are closed.

**Nov. 20 Friday**

Last day to withdraw from Fall Semester Session 2 courses in good standing. Fall Semester Session 1 grades available online.

**Nov. 26-27 Thursday-Friday**

Thanksgiving Holiday. Classes do not meet. University offices are closed.

**Nov. 30 Monday**

Registration for Winter Intersession and Spring begins.

**Dec. 13 Sunday**

Last day of Fall Semester full-term courses.

**Dec. 14-20 Monday - Sunday**

Final Examinations; make up classes (in case of holidays, etc.); semester-end activities.

**Dec. 20 Sunday**

Last day of Fall Semester Session 2 courses. Faculty off-contract.

**Dec. 21-Jan. 3 Monday - Sunday**

Semester Break

**Jan. 8 Friday**

Fall Semester full-term and Session 2 grades due to Registrar's Office.

**Jan. 22 Friday**

Fall Semester grades available online.

## Academic Calendar

### Winter Intersession 2010

- Jan. 1 Friday**  
Re-application period begins for students who need financial aid for Fall 2010 through Summer 2011.
- Jan. 4 Monday**  
Faculty contract resumes.  
Instruction begins for Winter Intersession.\* Last day for payment of tuition and fees without paying late fee.
- Jan. 6-8 Wednesday - Friday**  
All Faculty Meeting in San Jose.
- Jan. 8 Friday**  
Last day to withdraw from Winter Intersession courses in good standing.
- Jan. 18 Monday**  
Dr. Martin Luther King, Jr. Holiday observed. Classes do not meet. University offices are closed.
- Jan. 24 Sunday**  
Last day of Winter Intersession classes.
- Feb. 5 Friday**  
Winter Intersession Grades due to Registrar's Office.
- Feb. 19 Friday**  
Winter Intersession grades available online.

### Spring Semester 2010

- Jan. 19-22 Tuesday - Friday**  
New student orientation (check online campus calendar for campus-specific dates: [www.alliant.edu](http://www.alliant.edu)). Attendance is mandatory for new students.
- Jan. 25 Monday**  
Instruction begins for Spring Semester [full-term (15-week) and Session 1(8-week) courses]\*. Last day for payment of tuition and fees without paying late fee.
- Jan. 29 Friday**  
Deadline Graduation Applications due for Spring 2010 to Registrar's Office. (Doctoral, Master's and Bachelor's degrees)
- Feb. 8 Monday**  
Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop without late fee. Last day to drop a full-term course for 100% refund.\*
- Feb. 12 Friday**  
Health Insurance Waiver Deadline
- Feb. 15 Monday**  
President's Day Holiday. Classes do not meet. University offices are closed.
- Feb. 15 Monday**  
Financial Aid Priority Deadline for Graduate Students for 2010-2011.

- Feb. 19 Friday**  
Last day to withdraw from Spring Semester Session 1 courses in good standing.
- Mar. 2 Tuesday**  
Undergraduate state and institutional priority deadline to file FAFSA. Transfer and future term students may need to request previous college to complete Cal Grant GPA verification form.
- Mar. 11 Thursday**  
Annual Student Leadership Conference
- Mar. 19 Friday**  
Last day to withdraw from Spring Semester full-term courses in good standing.
- Mar. 21 Sunday**  
Last day of Spring Semester Session 1 courses.
- Mar. 22-28 Monday - Sunday**  
Spring Break. Classes do not meet. Faculty off-contract.
- Mar. 26 Friday**  
Cesar Chavez Day Holiday Observed. Classes do not meet. University offices are closed.
- Mar. 29 Monday**  
Instruction begins for Spring Semester Session 2 (8-week) courses.\*

#### Commencement Ceremonies

May 28	Friday - San Diego & Irvine
June 4	Friday - San Francisco & Sacramento MFT
June 5	Saturday - Fresno & Sacramento (not MFT)
June 6	Sunday - Los Angeles

- Apr. 9 Friday**  
Spring Semester Session 1 grades due to Registrar's Office.
- Apr. 23 Friday**  
Last day to withdraw from Spring Semester Session 2 courses in good standing. Spring Semester Session 1 grades available on-line.
- Apr. 26 Monday**  
Summer and Fall Registration Begins
- May 16 Sunday**  
Last day of Spring Semester full-term courses.
- May 17-23 Monday-Sunday**  
Final Examinations; make-up classes (in case of holidays, etc.); semester-end activities.
- May 23 Sunday**  
Last day of Spring Semester Session 2 courses.
- May 28 Friday**  
Spring Semester full-term grades due to Registrar's Office.
- May 31 Monday**  
Memorial Day Holiday. University offices are closed.
- June 4 Friday**  
Spring Semester Session 2 grades due to Registrar's Office.
- June 7 Monday**  
Faculty contract ends.
- June 11 Friday**  
Spring Semester full-term grades available online.
- June 18 Friday**  
Spring Semester Session 2 grades available on-line.

**Summer Term 2010**

- June 7 Monday**  
Instruction begins for Summer Term [full-term (10-week) and Session 1 (5-week)].\* Last day for payment of tuition and fees without paying late fee.
- June 23 Wednesday**  
Last day to withdraw from Summer Term Session 1 courses in good standing.
- June 25 Friday**
- July 5 Monday**  
Independence Day Holiday observed. Classes do not meet. University offices are closed.
- July 9 Friday**  
Last day to withdraw from a Summer Term full-term course in good standing.
- July 11 Sunday**  
Last day of Summer Term Session 1 courses.
- July 12 Monday**  
Instruction begins for Summer Term Session 2 (5-week) classes.\*

- July 23 Friday**  
Summer Term Session 1 grades due to Registrar's Office.
- July 28 Wednesday**  
Last day to withdraw from Summer Term Session 2 courses in good standing.
- Aug. 6 Friday**  
Summer Term Session 1 grades available on-line.
- Aug. 15 Sunday**  
Last day of Summer Term full-term and Session 2 courses.
- Aug. 27 Friday**  
Summer Term full-term and Session 2 grades due to Registrar's Office.
- Sept. 11 Friday**  
Summer Term grades available online.

Alliant International University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the U.S. Department of Education. Alliant is an equal opportunity employer and educator.

\* Tuition refunds and add/drop deadlines differ based on course length (i.e., 16-week, 8-week, 5-week, 3-week, etc.). Please refer to the "Tuition Refund" section in the catalog. The add/drop deadline for standard Session I and II 8-week (or 5 weeks for Summer) courses is 7 calendar days from the start of the course.

The add/drop deadline for non-standard courses less than 6 weeks in length is 3 calendar days from the start of the course.



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