



System Catalog

2001-2002

California School of Professional Psychology

College of Arts & Sciences

College of Organizational Studies

School of Education

School of Social and Policy Studies

United States International College of Business

Education with a
Global Perspective

GENERAL INFORMATION

Alliant International University (AIU) is a private, not-for-profit, institution offering undergraduate and graduate programs.

AIU locations are in Fresno; Irvine; Los Angeles; Nairobi, Kenya; Mexico City, Mexico; San Diego; and the San Francisco Bay area. There is also a satellite program in Sacramento, administered by the Fresno campus.

ACADEMIC FREEDOM

Alliant International University (AIU) 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, may be obtained from the AIU President's Office.

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's address and phone number are: Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001.

AIU is also accredited by the State of California Board of Education. Credential programs offered by the AIU School of Education are approved by the California Commission on Teacher Credentialing.

The four PhD and four PsyD clinical psychology programs located on the Fresno, Los Angeles, San Diego, and San Francisco Bay 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. Additional PsyD programs at Sacramento and San Diego are not accredited. The address of the APA Committee on Accreditation is 750 First St., N.E. Washington, DC 20002; (202)336-5970.

The Marraige and Family Therapy program at San Diego is accredited by the American Association for Marraige and Family Therapy (AAMFT). The AAMFT's address is 1133 15th St., NW, Suite 300, Washington, DC 20005-2710; (202) 452-0109.

GOVERNANCE AND MANAGEMENT

The Board of Trustees is the central governing body of Alliant International University. Board members represent the fields of professional psychology, education, law, business and health care. Students, faculty, and alumni/ae are also represented.

Management responsibility for the school is delegated to the president, who is supported by a senior vice president, and vice presidents, each charged with a major administrative function. Also within the President's Office is a chief human resources officer, a chief institutional technology officer, admissions and financial aid personnel, and a systemwide business office.

Academic program management is handled by systemwide deans — each with responsibility for one of the schools at AIU— in collaboration with academic program directors. The systemwide deans report to the vice president for academic affairs.

In addition to the academic program directors, each AIU location is served by a director of campus and student services (DCSS). The DCSS is charged with providing leadership and guidance for the campus community, coordinating campus activities, ensuring that students get support and assistance as needed, and supervising fiscal functions. They share

these tasks with a number of on-site-based administrators. Also present on each campus are student services, financial aid, admissions, and business office personnel.

At each location, the core faculty members are organized into a Faculty Senate 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 are directly involved in all aspects of the program including student recruitment, selection, monitoring, evaluation, curriculum development, faculty recruitment, and performance monitoring.

Policy recommendations often originate from standing and ad hoc committees of faculty as well as student representatives. Students are also represented by a Student Senate at each campus, which is a self-governing body involved in developing an effective student role in institutional life, student welfare, and the quality of education. There is also a systemwide Student Senate, and four student representatives sit on the Board of Trustees.

SYSTEMWIDE ADMINISTRATION

Alliant International University President's Office
2728 Hyde Street, Suite 100
San Francisco, California 94109
(415) 346-4500
(800) 585-5087; TDD
Admissions and Financial Aid
(800) 457-1273
Continuing Education
(800) 457-1273

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ADMISSIONS AND REGISTRATION

ADMISSIONS AND REGISTRATION - FORMERLY USIU

Admissions and registration arrangements and regulations will differ depending on whether a student has been accepted into a program of the former Alliant University (comprising the California School of Professional Psychology, the College of Organizational Studies, the School of Education, or the School of Social and Policy Studies) or a program of the former United States International University. If you were accepted into a USIU program you should go by the USIU (first) part of this section, starting on page ?? . If you were accepted into an Alliant program you should go by the Alliant (second) part of this section, starting on page ?? .

APPLICATION PROCEDURES

Applications for admission may be completed online at www.alliant.edu or obtained by mail or in person at the following locations:

Alliant International University
10455 Pomerado Road
San Diego, CA 92131
Telephone: (858) 635-4772
FAX: (858) 635-4739
E-mail: Admissionsdept@alliant.edu

AIU University Center – Orange County
2500 Michelson Drive, Suite. 400
Irvine, CA 92612-1548
Telephone: (949) 833-2651
FAX: (949) 833-3507
E-mail: OrangeCountyCampus@alliant.edu

United States International University in Nairobi
P.O. Box 14634
Nairobi, Kenya
Telephone: 011-254-2-802532
FAX: 011-254-2-803764
E-mail: admit@usiu.ac.ke

Alliant International University – Mexico
Universidad Internacional de Mexico, A.C.
Alvaro Obregon #110
Colonia Roma, CP 06700
Mexico City, Mexico
Telephone: 011-52-5-264-2187
FAX: 011-52-5-264-2188
E-mail: admissions@usiumexico.edu

All applicants are expected to satisfy procedures and criteria for admission to AIU, 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.

Conditionally admitted students must present the required documents within the first term of study. Failure to do so will prohibit further registration.

Deadlines for Applications

All applicants must complete the Application for Admission and submit it to the Admissions Office at the appropriate location. A non-refundable processing fee must accompany the application.

The Admissions Office processes applications for admission on a continuous basis year-round. **Applications and required supportive documents should be on file in the Admissions Office 30 days prior to the term for which the applicant desires admission.**

Financial Guarantee for International Applicants

International applicants to the United States are required to provide evidence of financial support for their studies at AIU's San Diego location. International applicants must file the original International Student Financial Certification Form provided with the application packet, signed by the sponsor, and certified by a bank official. A bank statement is also requested. This should be submitted with the application packet. The University

reserves the right to require advance payment of funds for students from selected countries where a past history of processing student funds has been unsatisfactory. 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 one year of the student's start date at the University.

Transcripts

All undergraduate applicants to AIU must request that the high school from which they are graduating or have graduated send official transcripts to the AIU Admissions Office. Transcripts should include records of all work taken and a date of graduation. In addition, applicants should have all college(s) previously attended send official transcripts directly to the AIU Admissions Office. Student grade reports are not accepted in lieu of a transcript. Mailed or hand delivered sealed records that are addressed to the AIU Admissions Office should bear the official seal or certification and 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 where research data are helpful toward objectively reviewing application documents from international applicants. Documents submitted to the

University in support of a student's application become the property of the University, and the documents cannot be returned or forwarded.

Admissions Tests

As appropriate, applicants must submit an official record of scores from the Miller Analogies Test (MAT), Graduate Management Admission Test (GMAT), or Graduate Record Exam (GRE). GRE/MAT scores submitted must be current within the last five years. There is no time limitation for the GMAT. The Test of English as a Foreign Language (TOEFL) must be current within the last two years.

English Language Proficiency

All international students must provide evidence of English Language proficiency.

- Undergraduate applicants may take the AIU English Proficiency Examination or present a score of 550 or higher (213 computer based) on the official Test of English as a Foreign Language (TOEFL).
- Applicants for all master's degree programs except the Master of Arts in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL) must take the AIU English Proficiency Examination or present a score of 550 or higher (213 computer based) on the official Test of English as a Foreign Language (TOEFL). Applicants for the Master of Arts in Education with a concentration in TESOL must present a score of 575 or better (233 computer based) on the Test of English as a Foreign Language (TOEFL) and a score of 5 or higher on the Test of Written English (TWE).
- Applicants for all doctoral programs must present a score of 575 or better (233 computer based) on the official Test of English as a Foreign Language (TOEFL) and a score of 5 or higher on the Test of Written English (TWE) to be admitted to a program.

- AIU English Proficiency Examination for International students will be offered on the San Diego campus on the following dates:
September 5, 2001
January 3, 2002
March 28, 2002
June 17, 2002
- Applicants to the Nairobi campus may also submit results of the Cambridge Test of English Proficiency. A grade of C or better is required.
- Students from countries where English is the official language will be exempt from the AIU English Proficiency Examination unless their academic performance at AIU reveals the need for additional English language study.
- Students with an undergraduate or graduate degree from an American university will be exempt from the AIU English Proficiency Examination unless their academic performance at AIU dictates the need for further English language study.
- Students who receive transfer credit for Freshman Composition will be exempt from the AIU English Proficiency Examination.
- Students who complete level 8 EF International Language School's AIU-based academic program will be exempt from the AIU English Proficiency Examination.

High school transcripts of students who have graduated from an English Medium Secondary School will be reviewed to determine if an interview by a AIU 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 AIU English Proficiency Examination.

Academic performance at AIU 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.

During the first-time enrollment in an ESL level 6 course(s), 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.

A student must withdraw from ESL classes before the end of the fifth week of the quarter to receive a "W" grade. After the fifth week, an "NC" will be assigned.

Examinations

Placement Tests

Placement tests in English, computer competency, and mathematics are required for all entering undergraduate students who have not met the English, mathematics, or computer competency requirements for their degree.

The English and mathematics tests are offered at the San Diego location on the following dates:

- September 5, 2001
- January 3, 2002
- March 28, 2002
- June 17, 2002

The computer competency test is given during the first meeting of IST 1010 Introduction to Information Systems.

For detailed information regarding the English and mathematics placement tests, contact the Department of Global Liberal Studies. For information regarding the computer competency test, contact an academic advisor.

Credit by Examination

A maximum of 40 units of examination credit from all sources will be accepted by the University. The last 48 units of course requirements may not be fulfilled by examination.

International Baccalaureate Diploma

AIU recognizes the academic challenge and motivation inherent in the International Baccalaureate Program. Such a program, satisfactorily completed, will virtually guarantee an applicant admission to AIU. In addition, the University will grant advanced placement of eight quarter units for each higher level result of four, five, six, or seven up to a maximum of 40 units. Four quarter units will be granted for each subsidiary level passed. 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 40 units of coursework and/or be placed in advanced courses by the appropriate department. Information on AIU course equivalents to various Advanced Placement Tests is included in a chart on page ?? of this 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 40 units of academic credit. The Student Services and Enrollment Management Office can provide detailed information on the tests available, fee schedules, and testing dates. For a listing of CLEP equivalents at AIU, see page ??.

Scores should be sent to the Admissions Office 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 grades or credit. Students who wish to audit classes must:

- indicate audit status on the Application for Admission;
- obtain written permission from the department where the course is requested to be taken;
- receive an acceptance notification from the Admissions Office before attending classes;
- complete regular registration procedures; and
- 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 Superintendent of Public Instruction for the training of veterans. Information concerning veterans' benefits may be obtained at the nearest Veterans Administration Office or from the AIU Registrar's Office. AIU is a Service Members Opportunity College. See

page ?? for more information regarding VA policies.

Applicants for Re-Admission

Students who are not in continuous enrollment must apply for re-admission through the Admissions Office. Continuous enrollment is defined as being officially registered and pursuing an academic program for three out of every four quarters. Students who have not enrolled for two consecutive quarters must apply for re-admission unless they have obtained an approved leave of absence. Students must submit an application and a \$40 application fee.

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

Returning AIU Graduates

Students who complete a degree, credential, or certificate program at AIU and wish to be considered for another program must submit an appropriate application to the Admissions Office and a \$40 non-refundable application processing fee. All such applicants are expected to meet all admission requirements for the new degree program.

Change of Degree Program

Graduate students who wish to change degree programs must re-apply to the new area of study. They will be required to pay the \$40 processing fee and complete requirements for the new degree program, if accepted.

REGISTRATION

Students may not register for any courses unless officially admitted to the University by the AIU Admissions Office.

Students will not receive credit for any course in which they are not officially registered. Except in unusual circumstances, registration after the first week of classes will not be

permitted. Students may not attend any class for 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.

Dates

Registration dates are announced in the Academic Calendar that is published each year. Transfer and returning students are urged to schedule an appointment with an academic advisor to pre-register. New students are expected to attend orientation for registration procedures. The dates for orientation are published in the official Academic Calendar. In order to attend class, a student must be officially registered for courses.

Enrollment Status

Full-time students are those students whose quarterly academic load (coursework or other required activity) is composed of at least 12 or more units at the undergraduate level or eight or more units at the graduate and credential level. See also pages ?? and ?? for information on student course loads.

Part-time students are those students whose quarterly academic load is less than 12 units at the undergraduate level or fewer than eight units at the graduate level.

Dropping and Adding Courses

Dates for adding and dropping courses (which includes a change from credit to auditing status) are published in the official Academic Calendar.

Students who wish to add a course to their schedules **must** confer with their academic advisor and complete the appropriate form. A student is not registered nor admitted to the course until the change has been completely processed. A change of program fee is assessed at the time of registration change in the Student Business Services Office.

Students who wish to drop courses from their schedules **must** confer with their academic advisor and complete the appropriate form. International students with visa status must confer with ISSO before dropping courses. **Domestic students with financial aid must confer with the Financial Aid Office before dropping courses.** If a student stops attending a course without going through the official drop procedure, a grade of F will be entered on the student's permanent record.

Students who wish to drop all courses in which they originally enrolled for a quarter must follow the withdrawal procedures described below.

Withdrawal from All Classes

Students withdrawing from the University must schedule an appointment and obtain a Withdrawal Form from their academic advisor, 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. A grade of WU for each course will be entered on the student's permanent record. An administrative withdrawal fee of \$100 is charged for any withdrawal.

Cancellation of Registration

The University reserves the right to cancel the registration of any student who does not comply with AIU rules, regulations, or policies.

Cancellation of a Course

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

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. 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 and approved by the dean or designee in the college involved.

If a graduate's cumulative grade point average drops below 3.0, the student will be allowed one probationary term and one warning term to raise their GPA to at least a cumulative average of 3.0. After one probationary term and one warning term, a graduate student will be ineligible to receive financial aid unless the 3.0 cumulative GPA has been reached.

UNDERGRADUATE ADMISSIONS AND REQUIREMENTS

First-Year Admission

Applicants from Secondary Schools or High Schools

Admission to undergraduate degree programs are based on academic achievement at the secondary level.

Secondary/High School Graduation and Equivalents

High school graduation is required for admission to AIU. High school or secondary school students must submit an official transcript of records showing date of graduation. AIU recognizes two equivalent ways of meeting the graduation requirement: General Educational Development (GED) certificate (applicant must have a minimum score of 45 on each of the five sections and an overall score of 250 or higher) or State High School Proficiency Examination (applicant must pass this examination).

International Applicants

International applicants are considered for admission on the same basis as domestic applicants but must also demonstrate English proficiency.

All students for whom English is not a first language are required to show English proficiency before beginning an academic program. See English Language Proficiency on page ?? for more information.

Students from abroad are advised to purchase an international money order drawn on a U.S. bank for \$40 to pay the non-refundable processing fee.

Transfer Admission

Official evaluation of undergraduate transfer credit is under the authority of the dean or designee of a college in consultation with the Admissions Office.

All degree-seeking undergraduate applicants must submit official high school records (showing date of graduation) and college records. The Admissions Office evaluates transfer students' previous academic work completed at the undergraduate level for possible credits to be applied to their degree programs at AIU. Allowable transfer credits are formally identified and documented by the Admissions Office. The official transfer credit evaluation is recorded by the Admissions Office and then sent to the Registrar to be filed with the student's academic file. An official transcript must be received before final transfer work can be accepted and recorded. Course descriptions may also need to be provided if the Admissions Office does not have a current catalog.

Degree requirements are determined by combining the transfer credits allowed and the required academic work to be successfully completed at AIU. Students can request a copy of the transfer evaluation from the Admissions Office or Registrar's Office.

Transfer evaluation will be based on higher education work completed where grades of C or better were earned. Applicants with less than 16 quarter units completed will have their secondary school record also evaluated.

Transfer Credit Limits

A maximum of 138 quarter units (92 semester hours) of credit earned may be accepted for transfer from recognized undergraduate institutions.

The final 48 quarter units toward a degree must be completed at AIU to comply with residency requirements.

Once a student has matriculated at AIU, all further transfer credits must have prior approval of the dean or designee.

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 Schools and Colleges
- New England Association of Schools and Colleges
- North Central Association of Schools and Colleges
- North Western Association of Schools and Colleges
- Southern Association of Schools and Colleges
- Western Association of Schools and Colleges

International students from government-recognized institutions must submit original or certified transcripts, translated into English, showing courses completed, grades obtained, and length of program. A syllabus or course description in English covering each course being considered for transfer credit should be submitted with the transcript to the Admissions Office. Transcripts and syllabi documentation are evaluated for the minimum C grade equivalency requirement

and subject matter content to determine the number of transfer credits allowable.

During the transfer credit evaluation process, academic work from other colleges and universities is compared to AIU 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 AIU.

Transfer Credit in General Education

Undergraduate students transferring to AIU from approved institutions may meet some or all of the General Education requirements by presenting credit earned in baccalaureate transferable courses from such institutions with grades of C or better.

AIU accepts Intersegmental General Education Transfer Curriculum (IGETC) certificate toward lower division general education requirements.

Grades Required for Transfer Credit

Transfer credit is accepted from accredited institutions only if the grade received is C or better. Credit may be accepted where a D grade was received under one of two conditions:

- a next higher course in a sequence has been completed at another institution with a C grade or better (e.g., courses in mathematics, language); or
- a higher course in a sequence is completed at AIU with a C grade or better.

Applicants to AIU 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 does not appear on the AIU permanent record.

Correspondence and Extension Courses

AIU 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 accepted as transfer credits at AIU. The extension course must be similar in content to a regular course offered at the transferring institution and at AIU. The student must have received a grade of C or better in the course. No more than 30 quarter units of extension credits may be applied toward the undergraduate degree requirements at AIU.

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 AIU as transfer credits even if the courses were completed at an accredited institution of higher education.

Admission Status

Appeal Process

An undergraduate applicant who has been refused admission may appeal the decision by writing to the Admission Exceptions Committee and requesting a review of the application. However, the appeal will not be considered unless new academic information or supporting documents are submitted.

An application will automatically be refused without further recourse if any altered or forged documents are submitted.

Conditional Admission

Conditionally admitted students must present the required documents within the first term of study. Failure to do so will prohibit further registration. Conditionally admitted students are not eligible for financial aid.

Special Status/Non-Degree Applicants

Students who do not intend to earn a degree at AIU (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 16 quarter 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 there is limited class space, degree-seeking students will have enrollment priority.

**An I-20 may not be issued to international students for the Special Status Non-Degree category.*

Repeated Courses

Students may repeat courses in order to improve their academic record. All grades earned at AIU will remain on the student's transcript and the higher grade earned 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 AIU. If a transferred course is repeated at AIU, only the AIU grade appears on the transcript. It is the student's responsibility to notify the Registrar's Office that the 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.

Class Levels

Class levels for undergraduates are as follows.

FIRST-YEAR: those who are entering a bachelor's degree program after completion of secondary school (or its equivalent) or students who are entering the University with fewer than 45 quarter units of college credit;

SOPHOMORES: those with at least 45 quarter units of college credit but fewer than 90 quarter units of college credit;

JUNIORS: those with 90 quarter units of college credit but fewer than 138 quarter units of college credit; and

SENIORS: those with 138 or more quarter units of college credit. A minimum of 186 units are required to graduate.

Student Course Load

The minimum course load for an undergraduate to be considered full-time is 12 units. However, at the undergraduate level, the normal full-time course load during a regular academic quarter is 16 units. Students who attempt less than the normal load risk a delay in the completion of their degree requirements. The course load for the Fall Intensive is limited to one course.

Acceleration and/or a course load in excess of the normal load must be approved by the appropriate academic dean or designee. Except for unusual circumstances, a 3.2 (undergraduate) cumulative grade point average will be required before a student will be permitted to enroll for units of credit which exceed the normal load. Twenty units are the maximum that can be attempted by an undergraduate student in any one quarter.

Credit/No Credit Grading

Classes listed in the University Catalog normally indicate which courses are offered only for credit rather than grade. These include many internships, practica, student teaching, and dissertation courses.

In addition to the classes listed above, under special circumstances, students may register to take other classes for a Credit/No Credit grade. A permission form (available from academic advisors in the departments) must be signed by the chair of the department or the dean of the USI College of Business. This form must be filed with the Registrar's Office no later than the end of the first week of instruction.

Generally, classes required in general education or the major will not be approved for Credit/No Credit. This option was designed to encourage students to pursue educational experiences outside of their major by reducing the pressure of grades. The level of proficiency required of a Credit grade must reflect that a student has attained a grade of C or higher for an undergraduate course. Credit/No Credit grades will not be included

in computing grade point averages and will not be changed to a regular grade after the course has been completed.

Credit/No Credit cannot be used to repeat a course.

Academic Standing

A student's academic standing is considered unsatisfactory if the cumulative grade point average falls below the GPA required by the degree program or below 2.0 at the undergraduate level. The academic standing of transfer students is determined by the grade point average of work completed at AIU.

Academic Warning/ Probation/ Dismissal

Students are automatically placed on Academic Warning at the end of any term in which their grade point averages change from satisfactory to unsatisfactory (i.e., below 2.0 at the undergraduate level). Students will be placed on academic probation at the end of the second successive term in which their grade point averages remain unsatisfactory. Students will be dismissed from the University at the end of the third successive term in which their grade point averages remain unsatisfactory. Students who are academically dismissed may appeal their cases to the department chairperson or the assistant dean of the USI College of Business if there are extenuating circumstances. A final appeal may be submitted in writing to the dean who may establish a college committee to review such appeals. The decision at this level is final.

Appeals for reinstatement are governed strictly by the following conditions:

- The reinstated student will be placed on academic probation, and the student must obtain the cumulative grade point average established by the University in the next term of enrollment. If the student does not attain the required GPA in the time allowed, academic dismissal from the University will be automatic.

- The student automatically will be returned to a regular status when his or her cumulative grade point average reaches 2.0 at the undergraduate level.

Dean's Lists

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

Honors

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

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

The cumulative grade point average is computed considering all coursework attempted at AIU 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 93 units at AIU. To be eligible for the distinction of Summa Cum Laude, a student must have completed at least 124 units at AIU.

Academic Residency Requirements

Undergraduate students must be in attendance at the University for the last three quarters preceding graduation. The last 48 units applicable toward the degree must be earned while attending the University and may not be fulfilled by examination.

Graduation

Application for Graduation

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

Degrees are conferred and commencement ceremonies are held in June and November at the San Diego location, and in June at the Mexico City, and Nairobi locations.

Applications for graduation may be obtained from the academic advisors. 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 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 at the end of the quarter 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 data filed in the library.

Bachelor's Degree Requirements

University policies regarding degree completion are as follows.

1. Students must complete all courses and credit unit requirements with satisfactory grades, and the grades must be certified by an instructor upon submission to the registrar. The bachelor's degree requires a minimum 2.0 overall GPA and a minimum 2.0 GPA in the major area of study.
2. Students must file a completed Application for Graduation with the registrar no later than the deadline specified in the Academic Calendar. To participate in June commencement, undergraduate students must have no more than 16 units to be completed in the summer quarter (or 20 units if qualified to take an overload). If degree requirements are not completed on time, a graduation application for the next awarding of degrees must be filed and a new graduation fee paid to the Student Business Services Office.

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

Majors and Specializations

Students must formally declare their major area of study before beginning their junior year of coursework at AIU. Forms for this purpose are available from academic advisors.

Double Major

Students may pursue two majors by completing the total requirement 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.

If students who are pursuing double majors pursue one major which leads to a Bachelor of Arts degree and a second major which leads to a Bachelor of Science degree and they fulfill both degree requirements, they may elect to receive either the Bachelor of Arts degree or the Bachelor of Science degree.

Double Minor

Students may pursue two minors by completing the requirements for each minor. If the same course(s) are required for both minors, students must substitute the course(s). No course may be double counted. All substitutions must be approved by the dean or designee.

Time Limits

All requirements for the bachelor's degree must be completed within six calendar years from the date on which the student begins undergraduate work at Alliant International University. If six years elapse from the time of initial enrollment, the student must meet the requirements of a catalog dated no earlier than six years prior to the anticipated date of graduation.

Policy for Obtaining a Second Degree

Second Bachelor's Degree

Students who already hold a bachelor's degree from AIU who wish to earn a second bachelor's degree must complete:

- ENG 1106 and ENG 2206 (Composition I and II), if equivalent was not completed as part of the first bachelor's degree;
- all major and prerequisite requirements of the degree sought; and
- a minimum of 48 units in residence at AIU after admission to the second degree program.

Earning Two Bachelor's Degrees

Students who wish to earn two separate degrees and two separate diplomas may do so by:

- fulfilling all requirements of two separate degree programs;
- earning at least 48 units more than the units required for one bachelor's degree (i.e., a grand total of at least 234 units); and
- fulfilling a residency requirement of 96 units of structured classes at AIU.

Honors Program

The Honors Program provides a challenging and stimulating learning opportunity for students of exceptional ability. The program offers lower and upper division courses designed to serve as alternatives within the General Education curriculum. Honors students may select courses that appeal to their interests and needs by enrolling in the Honors track.

In order to be qualified for admission to the Honors Program, new entering first-year students must meet one of the following criteria: (1) graduate in the upper 10 percent of their high school class, (2) attain a minimum ACT composite score of 26 or SAT score of 1100, (3) maintain a grade point average of 3.6 or better.

The Honors Program has been designed not only for first-year students, but also for those currently enrolled in or transferring to AIU. Such students may qualify for admission to the Honors Program by meeting one of the following:

- GPA of 3.6 or better in their high school or college/university work to date; or
 - GPA of 3.4 and two letters of recommendation from instructors for consideration by the Honors Council.
- Decisions of the Honors Council are final.

The Honors Program is guided by the Honors Council, a committee comprised of the Director of the Honors Program, four faculty members selected by their departments, and two Honors students elected by the Honors students in residency. In order to graduate with the designation of a University Honors Scholar, a student must successfully complete a minimum of seven Honors courses and be continuously enrolled in the Honors Seminar. At least half of the courses must be at the upper division level offered as part of the Honors track.

Upon completion of the program, students receive certificates and are designated as University Honors Scholars on their transcripts and Honors courses are identified as Honors courses on the student's transcripts.

Honors Seminar

An important component of the program is the Honors Seminar. This cohort group provides continuity for the program through the on-going association with other Honors students and a faculty mentor. Among the activities which may be included are informal evenings of conversation with a guest faculty or staff person, visits to area cultural events and exhibitions, and recreational outings.

Meeting times and days for the seminar will be a mutual decision of the students and faculty mentor. Normally the group meets once a week. Regular attendance at the seminar is a requirement for continuing in the Honors Program.

Curriculum and Academic Requirements

The Honors track is comprised of lower and upper division courses that are designed for Honors students. A list of courses that meet Honors Program requirements is available from the academic advisors. Students who are not enrolled in the Honors Program but are qualified with a cumulative GPA of 3.6 may enroll in Honors courses on a space-available basis.

In order to complete the Honors Program and to be designated as a University Honors Scholar students must meet the following requirements: (1) complete a minimum of 28 quarter hours in lower- and upper-division Honors courses earning at least a B in each; (2) graduate with a grade point average of not less than 3.5; (3) receive credit for participating in an Honors Seminar each quarter they are members of the Honors Program. Students receive one unit of credit after completing three quarters of the Honors Seminar.

Students will be placed on probationary status in the Honors Program the quarter after their cumulative GPA falls below 3.5. In order to continue in the Program after the probationary quarter students must either (a) have raised their cumulative GPA to 3.5 by the end of that quarter, or, (b) have achieved a cumulative GPA of no less than 3.4 and present two letters of recommendation from AIU instructors. The Honors Council will then evaluate the application and make a decision, which is final.

GRADUATE ADMISSIONS AND REQUIREMENTS

Graduate Admission

Graduate admissions requirements vary depending on the degree sought. Please see the application procedures section of the appropriate department of the University within this catalog.

In addition to the degree requirements for admission, the following are university-wide graduate admission requirements:

- proof of graduation from secondary/high school or signed attestation on the AIU application form or its equivalent (including month and year);
- official transcripts of all college work taken (degrees and dates awarded must be posted);
- submission of a personal narrative; and
- two recommendations for master's level applicants and three for doctoral level applicants.

Meeting minimum admissions requirements does not guarantee acceptance into graduate programs.

Transfer Credits

Any graduate transfer credit must be approved by the department of study. 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 AIU and approved by the college dean or designee.

Admission Status

Appeal Process

A graduate applicant who has been refused admission may appeal the decision, in writing, to the department chairperson. The appeal, however, will not be considered unless new academic information or supporting documents are submitted. The department chairperson involved, or the assistant dean for the USI College of Business, may appoint a committee to assist in considering the appeal. The decision at this level is final.

An application will automatically be refused without further recourse if any altered or forged documents are submitted.

Special Status/Non-Degree Master's Applicants

(Not available to doctoral students.)

Students who do not intend to earn a degree at AIU 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 one quarter 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 where there is limited class space, degree-seeking students will have enrollment priority.

Repeated Courses

Students may repeat courses in order to improve their academic record. All grades earned at AIU will remain on the student's transcript and the higher grade earned will be used to compute the grade point average. The record for any repeated course will show the

original grade. 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 AIU. If a transferred course is repeated at AIU, only the AIU grade appears on the transcript.

At the master's level, a maximum of two courses may be repeated. No course may be taken more than twice (the original registration and one subsequent registration) without approval from the dean.

At the doctoral level, a maximum of three courses may be repeated. No course may be taken more than twice (the original registration and one subsequent registration) without approval from the dean. Dissertation courses are exempt from this policy. Students are reminded that the GPA requirements of 3.0 for graduates must be met to remain in satisfactory academic standing.

Class Levels

Class levels for graduate students are as follows.

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.

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; and

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. In the department of Psychology and Family Studies students may be admitted directly into the doctoral program with a baccalaureate degree.

Student Course Load

The minimum course load for a graduate student to be considered full-time is 8 units. However, at the graduate level, the normal load during a regular academic quarter is 12 units. **Dissertation and internship courses for advanced graduate students are considered full-time loads for two years, thesis for one year, practicum courses for 1 1/2 years.** The course load for the Fall Intensive is limited to one course. **For Psychology master's students the practicum will be considered full-time for six quarters.**

Acceleration and/or a course load in excess of the normal load must be approved by the appropriate academic dean or designee. Except for unusual circumstances, a 3.5 (graduate) cumulative grade point average will be required before a student will be permitted to enroll for units of credit which exceed the normal load. A maximum of 16 units are allowed for a graduate student in any one quarter.

Advancement to Doctoral Candidacy

Students seeking to advance to candidacy for a doctoral degree must successfully pass the appropriate qualifying and/or field examination(s) as determined by each College or department.

A student who does not pass the appropriate exam may attempt the qualifying examination a second time with the approval of the dean or designee. Students who fail the exam on a second attempt will not be allowed to complete the doctoral program.

The dissertation courses may not be started until the examination(s) are passed satisfactorily.

Credit/No Credit Grading

Classes listed in the University Catalog normally indicate which courses are offered only for credit rather than grade. These include many internships, practica, student teaching, and dissertation courses.

In addition to the classes listed above, under special circumstances, students may register to take other classes for a Credit/No Credit grade. A permission form (available from academic advisors in the departments) must be signed by the chair of the department or the dean of the USI College of Business. This form must be filed with the Registrar's Office no later than the end of the first week of instruction.

Generally, classes required by the program will not be approved for Credit/No Credit. The level of proficiency required of a Credit grade must reflect that a student has attained a grade of B or higher for a graduate course. Credit/No Credit grades will not be included in computing grade point averages and will not be changed to a regular grade after the course has been completed.

Credit /No Credit grading cannot be used to repeat a course.

Academic Standing

A student's academic standing is considered unsatisfactory if the cumulative grade point average falls below the GPA required by the degree program or below 3.0 in graduate programs. The academic standing of transfer students is determined by the grade point average of work completed at AIU. The required GPA for credential and certificate programs is 3.0.

Academic Warning/Dismissal

Students are automatically placed on Academic Warning at the end of any quarter in which their grade point averages change from satisfactory to unsatisfactory (i.e., below 3.0 for all graduate programs). Students will be placed on academic probation at the end of the second successive quarter in which their grade point averages remain unsatisfactory. Students will be dismissed from the University at the end of the third successive quarter in which their grade point averages remain unsatisfactory. Students who are academically dismissed may appeal their cases to the department chairperson or the assistant dean in the USI College of Business

if there are extenuating circumstances. A final appeal may be submitted in writing to the dean who may establish a college committee to review such appeals. The decision at this level is final.

Appeals for reinstatement are governed strictly by the following conditions:

- The reinstated student will be placed on academic probation, and the student must obtain the cumulative grade point average established by the University in the next quarter of enrollment. If the student does not attain the required GPA in the time allowed, academic dismissal from the University will be automatic.
- The student automatically will be returned to a regular status when his or her cumulative grade point average reaches 3.0 in any graduate program. This also applies to certificate and credential programs.

Academic Residency Requirements

Master's degree students must complete all but eight units of their degree requirements at the University. Students should consult their academic advisor for details.

Doctoral students must complete three consecutive quarters of full-time study on the San Diego Campus or at the Orange County location. Independent Study courses may not be used to fulfill the doctoral residency requirement. Special residency requirements may be imposed by individual departments. Therefore, students should confer with their academic advisors.

Graduation

Application for Graduation

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

Degrees are conferred and commencement ceremonies are held in June and November at the San Diego location and in June on the Mexico City and Nairobi locations.

Applications for graduation may be obtained from the academic advisors. 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 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 at the end of the quarter 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.

Master's and Doctoral Degree Requirements

University policies regarding degree completion are as follows.

1. Students must complete all courses and credit unit requirements with satisfactory grades, and the grades must be certified by an instructor upon submission to the registrar. All degrees at the graduate level require a minimum 3.0 GPA.
2. Graduate students must submit a thesis or dissertation, as required which is accepted and approved by the student's committee and dean.
3. Each doctoral student must complete all degree requirements, including the dissertation or doctoral project.

4. Students must file their thesis or dissertation with the University's dissertation specialist by the dates established each year for June Commencement. Proof and approval of a timely filing must have been submitted to the registrar. Failure to meet this deadline will require the diploma to be awarded in November. The date of degree completion will be the date on which a project, thesis, or dissertation is filed in the library if all other degree requirements have been met.
5. Students must file a completed Application for Graduation with the registrar no later than the deadline specified in the academic calendar. Doctoral students must have successfully defended and submitted to the library their dissertations or projects by the date established each year. If degree requirements are not completed on time, a graduation application for the next awarding of degrees must be filed and a new graduation fee paid to the Student Business Services Office.
6. In order to receive diplomas, students must clear their accounts with the Student Business Services Office.

Double Concentrations and Second Degrees

Double Concentration (M.A. in Education)

Students may complete a double concentration by taking the Master of Arts in Education core courses and the required concentration courses, including the practicum project (25 units) for both concentrations. All concentration and core courses must be completed within seven years. Student's transcripts will reflect the second concentration upon completion. Students who have completed a degree must apply for admission to the second concentration. No new diploma will be issued.

Second Master's Degree

If students already hold master's degrees from AIU, the basic guidelines for earning a second master's degree are as follows.

- A minimum of 10 additional graduate level courses (40 units) must be completed at AIU.
- Each department will determine its own requirements, if any exist, beyond the minimum of 10 additional courses (40 units).

For all degrees, course recommendations will be made on an individual basis in consultation with the dean or designee and an academic advisor.

Second Doctoral Degree

If students already hold doctoral degrees from the University and wish to obtain a second doctoral degree, they must fulfill all requirements of that degree program.

Dissertation/Thesis Policy (*continuous enrollment*)

Once enrollment in the dissertation thesis course sequence has begun, a student must register each quarter until the dissertation/thesis is completed (excluding summer) unless a leave of absence has been approved.

Completion of the Doctoral Dissertation

1. Credit for the last doctoral dissertation will be awarded at the end of the quarter when the chairperson signs the final oral defense sheet.
2. The student will have 11 weeks to complete any needed corrections to his or her dissertation after the oral defense and prior to the signing of the final oral defense sheet. (Note: continuous registration in the dissertation or project courses is required during this period.)

3. When the doctoral candidate has obtained the dissertation chair's signature on the oral defense form, the dissertation will be submitted to the University's dissertation specialist. The maximum time allowed for the dissertation to be accepted into the University library will be at the end of the quarter following the assignment of a "credit" grade in the dissertation course.
4. If the deadline is not met, a review committee comprised of three full-time faculty appointed by the dean or designee will judge whether an extension should be granted and determine the time limit of that extension. Extensions will be granted only when the most difficult circumstances exist.

Time Limits for Degree Completion

The maximum amount of time for completing a master's degree is four years. Doctoral students are given a total of nine years from matriculation to complete all work for the doctorate. A maximum of five years is allowed from the start of the dissertation sequence to complete all doctoral work. An approved leave of absence does not change the time limits.

If the degree is not obtained within the time allotted, then students may appeal for an extension to a committee composed of the dean, department chair, and dissertation or thesis chair (if applicable). Extension will be granted only under the most compelling circumstances. If an extension is not granted and students wish to continue in the program, they must reapply and, if accepted, will be treated as new students and their transcripts will be evaluated by the dean or designee based on current curriculum requirements.

ADMISSIONS AND REGISTRATION - FORMERLY ALLIANT

Admissions and registration arrangements and regulations will differ depending on whether a student has been accepted into a program of the former Alliant University (comprising the California School of Professional Psychology, the College of Organizational Studies, the School of Education, or the School of Social and Policy Studies) or a program of the former United States International University. If you were accepted into a USIU program you should go by the USIU (first) part of this section, starting on page ?? . If you were accepted into an Alliant program you should go by the Alliant (second) part of this section, starting on page ?? .

Alliant International University seeks students who possess academic aptitude and a demonstrable pattern of interests and personal qualifications which will enable them to function creatively and effectively in working in organizations and human service disciplines in a multicultural society.

The university's admissions criteria vary from program to program, and are designed to measure the qualities and capabilities required of a professional as reflected in an applicant's academic ability, academic preparation, and other personal and non-academic factors. These may include an extensive essay or statement of purpose, and in some cases, recommendations. An interview is required for finalists for admission to all doctoral programs and most master's programs. More information can be found in the individual school sections of this catalog. Complete information about applying to Alliant International University's programs is also available in application materials available from any admissions office and on the Internet at www.alliant.edu.

Advancement through an AIU 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.

ENTRY LEVELS AND REQUIREMENTS

Students enter the doctoral programs at the graduate level. Entry at the graduate level leads (at the typical pace) to the PsyD degree within four or five full-time years. Students enrolled full-time in the PhD programs attain their degrees in four to six years, depending on program and location. Master's programs may take from one to three years to complete, depending on the program, curriculum, and the student's individual pace. Credential programs take from one to two years.

GRADUATE LEVEL ENTRY

Graduate level applicants to all AIU programs must hold an earned baccalaureate degree from an accredited institution prior to entry to AIU. For most programs at AIU, applicants must have a grade point average of 3.0 on a 4.0 scale. More specific requirements can be found in the sections of this catalog devoted to specific schools and programs.

While graduate level applicants may not have completed all the entry requirements (listed below) at the time of application, they must complete the required coursework prior to enrollment. (The San Francisco Bay and Los Angeles locations offer some of the required and recommended courses during a summer session. Generally, Tests and Measurements will be scheduled, and other courses may be offered depending on need. The San Diego location offers only Tests and Measurements.)

Final decisions regarding equivalency are made by each campus based on course content rather than course title.

CREDIT FOR PREVIOUS GRADUATE WORK

Students applying for credit for previous graduate work must fulfill the academic requirements for graduate level entry (psychology baccalaureate, required coursework or appropriate GRE score) as outlined in this catalog. Those students who have taken appropriate graduate coursework or have closely related master's degrees may petition to receive some credit for their previous graduate work according to the policies of each location and program.

Students entering at the graduate level who have graduate work or a master's degree in psychology or a closely-related field *may* receive credit for a limited number of graduate units to be used as transfer credit or challenged for the first and second years of the program if equivalency criteria are met. Coursework must have been taken at an accredited institution with a minimum grade point average of 3.0 on a 4.0 scale. Acceptance of transfer/waiver credits is based upon rigorous demonstration by the applicant through equivalence of course content and achievement of professional competencies. Credit limits are determined by each location and program. An applicant's academic preparation and coursework equivalency (both undergraduate and graduate) will be evaluated by the location's admissions committee.

For CSPP applicants, the San Francisco Bay location requires completion of the master's degree and verification of at least 300 hours of clinical experience (up to 100 hours may be research experience for PhD applicants) to be eligible for this credit. The Fresno and Los Angeles locations do not require the completion of a master's degree.

Some programs admit students at an advanced-standing level. Students enrolling in these programs must have a master's degree before entering AIU. Entry at the advanced-standing level generally cuts one or two years from the length of the standard doctoral program. Applicants should carefully compare their coursework with program curricula. While an applicant may not have completed the degree or the courses at the time of making application to AIU, these requirements must be satisfied before an admitted student can enroll.

The curriculum of each program appears in the specific school sections of this catalog. These curricula and the course descriptions section may be used to compare an applicant's background with the knowledge and skill competencies required by Alliant International University.

This institution 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.

DOCTORAL RESPECIALIZATION PROGRAM

The doctoral respecialization program is 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 or culture and human behavior. An applicant's professional and academic experiences are evaluated by the location 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.

SUMMER COURSES

Each campus offers a limited number of courses during the summer. These courses may be designed to meet prerequisites for graduate level entry to AIU (for example, for students accepted to CSPP who have neither a bachelor's degree in psychology nor have scored appropriately on the GRE Advanced Psychology subtest); or they may be offered as part of year-round executive-level format programs. A selection of advanced courses is also available to students choosing to enroll in the summer in order to moderate their fall and spring courseloads.

Further information on summer course offerings and registration forms can be obtained from the location admissions office or registrar's office. Fees for these courses vary by location.

PART-TIME STUDY — NON-DEGREE

An applicant seeking part-time, non-degree study should contact the Admissions Office* at the appropriate location for a part-time application form. Information about courses, deadlines and registration procedures is available from the Registrar's Office. Growth, field placement, some clinical courses and dissertation experiences are not available to part-time, non-degree students.

*Curriculum Office at the San Francisco Bay location

APPLICATION PROCEDURES

Applications are received and reviewed almost year round. The University encourages applicants to submit applications as early as possible. To receive notification by April 1, AIU has established the following application deadlines, depending on program:

Clinical Psychology: December 1 for multi-campus applications and those opting for an out-of-state interview; January 2 for all others

Forensic Psychology: January 2

Organizational, Health, Culture and Human Behavior Doctoral Programs: February 1

School Psychology Program: March 1

Full-time Master's Programs: April 1

Part-time Master's Programs in Los Angeles, San Diego, San Francisco Bay: May 15

MOB/MSOB Program in Fresno: Contact the campus for deadlines.

Teacher Education Programs: June 1

Those choosing to apply after these dates will be notified within six weeks of application. Deadlines for master's and credential programs are later and applications are processed as quickly as possible.

Please contact AIU directly for the latest information on deadlines and timelines for each program, as some spring entry may be offered.

All applications, supporting documents and fees must be postmarked by the appropriate deadline. No faxed material will be accepted.

Admissions materials are available from the Systemwide Admissions Office, Alliant International University, 2728 Hyde Street, Suite 100, San Francisco, California 94109. The following admissions material should be mailed to the systemwide admissions office by the appropriate deadline:

- Completed AIU Application, including Essay or Statement of Purpose and self-calculated grade point average
- Appropriate course descriptions or coursework portfolio (*if applicable*)
- Supervisor's Verification Form (*if applicable*)
- Recommendation forms (*if applicable*)
- Official transcripts in sealed envelopes
- Fees
- Grade Point Average Exemption Petition (*if applicable*)

- Resume (*if applicable*)
- Statement of Reason for Part-Time Study (*organizational psychology only*)

CAMPUS OR PROGRAM CHOICE

Application must be made on the appropriate program application form. Applicants to more than one program should clearly indicate degree and location preferences. A complete set of official sealed transcripts must accompany the application for each program.

Multi-location applications within a specialty are made on one form. A multi-location applicant is considered for admission at the locations in the order of 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.

INTERVIEWS

An interview is required for most programs, for those applicants who are finalists in the admissions process. Interviews for invited finalists are held on the campuses in late January, February and March. Some out-of-state interviews may be available in February and March. 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 AIU faculty, administrators, students, or alumni.

FEES

AIU's doctoral application fee is \$65, and applicants may designate one, two, three, or four location choices if the program is offered at multiple locations. AIU's full-time master's application fee is \$50. The application fee for the part-time master's and credential is \$35. The application fee is non-refundable, unless, at the time AIU receives a late application, a location has 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.

Fee waivers for all programs (both application and interview fees) are available to on-time applicants with demonstrated need *on a very limited basis*. Applicants desiring a fee waiver should contact the Systemwide Admissions Office well in advance of the application deadline for further information about establishing fee waiver eligibility.

REVIEW PROCESS

Applications and additional documents are reviewed by the Systemwide Admissions Office for completeness and then sent to each applicant's first-choice location. There, an admissions committee reviews all applications and decides which of those candidates who meet the academic entry requirements should be interviewed. Final admissions decisions are made after the results of the interviews have been reviewed.

NOTIFICATION OF DECISIONS

Letters of notification are mailed on April 1 to applicants who applied on time 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 notified 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 applications.

All AIU 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, AIU allows all doctoral applicants until at least April 15 to accept the university's offer of admission. The reasons for a location's decision on an application are not shared with the applicant.

ADMISSIONS PROCESS APPEAL POLICY

There is no appeal process for any admissions decision. All AIU admissions decisions are FINAL.

Applicants who believe that the admissions *process* or admissions *procedures* related to the consideration of their applications were not correctly executed may submit a written request for a formal review of the admissions *process* related to their applications. *They may not appeal the admissions decision.* This written request must clearly state the specific nature of the applicant's concerns regarding the process, and the *evidence* for these concerns. The sole fact that other colleagues or classmates were admitted while a certain applicant was not does not constitute evidence of unfair review.

The written request should be submitted to the Director of Admissions. The director will

thoroughly investigate the processes and procedures that were followed during the consideration of the application to determine if further action is warranted.

The applicant will be notified in writing of the results of the review.

ALTERNATE STATUS

Each year a few applicants initially not admitted to AIU are granted alternate status. When students notify a location that they have chosen not to enroll, alternates at that location are then offered admission. Information about an applicant's rank on the alternate list or the number of alternates on the list is not made available to alternates.

A multi-location applicant given alternate status at one location will be reviewed at subsequent-choice locations. If accepted at a subsequent choice, the student must choose to either accept the offer of admission or remain on the alternate list at the first location. If a candidate accepts the offer of admission at a location, the alternate status at any other location is automatically withdrawn.

Applicants can be offered and accept multiple alternate statuses, however may only hold one *acceptance* status at a time. Under this circumstance, only one \$300 deposit is required to hold a place on the alternate lists.

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 location admissions office and must be received by June 1. Those granted deferments do not need to pay the \$500 tuition deposit by July 1; it must be submitted by January 15 of the following calendar year.

FINAL DOCUMENTS

The Acceptance Agreement, which accompanies the letter of admission, states those entry requirements that the student has met, those that must be fulfilled before enrollment and any remaining requirements. An applicant admitted to AIU or offered alternate status must sign and return the Acceptance Agreement and submit a new student deposit of \$300 to hold a place in the class or on the alternate list. 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. Students who decide not to accept an offer of admission from an AIU location are urged to notify the location in writing as soon as possible so that their places may be offered to other applicants. An additional non-refundable \$500 tuition deposit, required for fall enrollment, is due July 1. Some programs may require slightly different deposit amounts and have different payment schedules.

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 AIU 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 in AIU and AIU must receive an official transcript verifying degree conferral.

REAPPLICATION

A previous applicant *must* submit a new application form, essay and letter of recommendation (if applicable). Transcripts, course descriptions, letters of recommendation and supervisor's verification forms are generally kept on file for one year and need not be resubmitted by 2001 applicants reapplying for entry in fall 2002. However, official transcripts of any additional coursework must be sent. Applicants from earlier years must submit new transcripts. All previous applicants are considered for admission only on the basis of their new applications.

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

TOEFL

Any applicant who has not been residing in the U.S. or an English-speaking country since the age of thirteen 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.

Applicants taking the TOEFL examination should score at least 600 on the written exam or 250 on the computerized exam. The TOEFL should be taken far enough in advance to allow official scores sent from ETS to reach the Systemwide Admissions Office by the appropriate deadline. AIU's code number for receiving TOEFL scores is 4128.

INTERNATIONAL STUDENTS

AIU 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 translations of course descriptions and official transcripts certified by the university or the consul of their country or by a certified degree equivalency agency. Additional information, such as letters of recommendation, may be requested by the campuses from international students. English proficiency must be evidenced by the TOEFL (*see above*), and all international students *must* carry a full course load at AIU.

The Department of Justice Immigration and Naturalization Service mandates that **all students who are not United States citizens verify their ability to pay their educational and living expenses during their stay in the United States.** The Declaration and Certification of Finances form of the College Scholarship Service (CSS) is required and the Systemwide Admissions Office will furnish this form upon request. AIU will not issue the I-20 Certificate of Eligibility until certification has been verified.

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 Systemwide Admissions Office at (415) 931-8322. Applicants must still submit original materials, as faxed materials are not considered official documents. AIU also requests that foreign applicants who have a fax number submit that number with their application in the event that AIU may need to contact the applicant quickly. AIU strongly urges international applicants to

have an e-mail address available for use during the admissions process, since this expedites communication.

Admissions Statistics

Applicants are admitted on the basis of the university's evaluation of their coursework and grade point average, written application, supporting documents, and a personal interview. Applicants with a variety of backgrounds and experiences are encouraged to apply. AIU is committed to educating a diverse, multicultural, and international student body.

For Fall 2001 admission, the Fresno location received 204 applications. Sixty-one percent of those offered admission have accepted the place offered, including 18 clinical PsyD students in Fresno and Sacramento, 20 forensic PsyD students, and three forensic PhD students. Approximately 10-20 organizational behavior students are expected to begin in Fall 2001, along with five new organizational development PsyD students.

For Fall 2001 admission, the Los Angeles location received 66 clinical PhD applications, 137 clinical PsyD applications, 39 organizational PhD applications, and 10 school psychology applications. Of those who applied, about 71% were offered admission, and about 86% accepted the place offered. In addition, it was expected that about a dozen additional students in the School of Education would enter in the Fall.

The San Diego location received 340 applications during the 2000-2001 admissions cycle including 123 to the clinical PsyD program, 85 to the clinical PhD program, 23 to the health psychology PhD program, 84 to the organizational psychology programs, six to the culture and human behavior program, seven to the MS program in psychophysiology/biofeedback and six to the Counseling Psychology Master's program. Of those who applied, approximately 64% were offered admission, and 50% of those accepted the place offered.

For the Fall 2001 academic year, the San Francisco Bay location received 304 applications for admission. Of those, 85 chose the PhD clinical psychology program, 180 the PsyD clinical psychology program, and 35 the organizational psychology or consulting program. In addition, during the year several applicants also applied to the post-doctoral psychopharmacology program and the doctoral respecialization program. School of Education programs also received applications for the CLAD, cross-cultural studies and School Psychology programs with those programs expected to begin classes in the fall. Of the doctoral applicants, 66% were offered admission and 50 percent of those, on average, chose to accept the place offered.

ADMINISTRATIVE POLICIES AND STUDENT SERVICES

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 guidebooks. In addition, graduate 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 program.

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 INFORMAL DISPUTE RESOLUTION GUIDELINES

The purpose of Alliant International University's problem solving and informal dispute resolution guidelines and policies is to resolve problems in a manner that maintains positive relationships. The guidelines outline a series of steps which you should use if you feel you have been adversely affected by decisions, differences, misunderstandings, or problems that have arisen with faculty, staff, administrators or other students. In brief:

The Four Steps in the Informal 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, seek assistance from one of the individuals designated to assist you.
- 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/Director of Student Relations in the case of academic issues or to the DCSS 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.** Filing of a grievance is rare and 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 Dean of Student Relations (San Francisco Bay campus) at your location.

CONSUMER INFORMATION

Alliant International University annually publishes information 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 published in handbooks which are distributed annually to all students and employees.

The information may also be distributed annually by means of special notices or policy memoranda. It is also available to the general public, applicants, and prospective applicants. Individuals interested in receiving copies of any of these policies or statistics should contact the campus student affairs office or the director of student and enrollment services at 2728 Hyde Street, Suite 100, San Francisco, CA 94109.

NON-DISCRIMINATION

It is the policy of Alliant International University to take all reasonable measures to provide equal educational and employment opportunities without unlawful discrimination based on race, religion, gender, color, ethnicity, national origin, marital status, sexual orientation, age, medical condition, disability, or status as a disabled or Vietnam-era veteran.

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:

Dr. Joseph M. Marron
Vice President for Student Services
and Enrollment Management
Fletcher Hall
10455 Pomerado Road
San Diego, CA 92131-1799
858-635-4682

Patty Mullen
Vice President for Enrollment and Student
Services
2728 Hyde Street, Suite 100
San Francisco, CA 94109
415-346-4500

Student-Initiated 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.

AIU 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:

Human Resources Director/Affirmative
Action Officer
United States International University
Building M-17
10455 Pomerado Road
San Diego, CA 92131
Telephone (858) 635-4508

The entire procedure is available from the above officers and is published in the student handbook and guidebook.

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 offices of each department, the college deans, Human Resources, and the vice presidents, and is published in the student handbook and guidebook.

DISCLOSURE OR RELEASE OF STUDENT INFORMATION

Student Records

Federal law allows current and former students access 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, parents' name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and most recent previous school attended are designated by AIU 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 policy may be obtained from the Registrar's Office, the Business Office or the Student Services and Enrollment Management Office. A notice to students of their rights regarding their education records is published in the student handbook and guidebook.

SERVICES FOR INDIVIDUALS WITH DISABILITIES

The University will provide reasonable access to facilities and services and to programs for which the student is otherwise qualified without unlawful discrimination based upon disability, whether that be real, perceived, or in the past. The University will accommodate individuals who currently have a disabling condition, i.e., a physical or mental condition severe enough to limit substantially a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Student Affairs. 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 quarter or semester.

While the University will strive to accommodate students with disabilities as fully as possible, reasonable accommodations do not include measures which fundamentally alter the academic program or which place an undue financial burden on the University.

VETERANS AFFAIRS- FORMERLY USIU

Policies applicable to students admitted to former USIU and approved by the California Superintendent of Public Instruction for the training of veterans.

All Veterans Administration (VA) paperwork is handled by the coordinator of veterans affairs in the Registrar's Office in San Diego. All continuing VA students should know their VA file number before contacting the coordinator of veterans affairs. All first-time VA students should have a copy of their DD214 (military separation paper) with them when they seek assistance from the coordinator of veterans affairs. The veteran should also present 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 or from the USIU coordinator of veterans affairs in the Registrar's Office.

Veterans Administration regulations require that universities and colleges maintain records which 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 as follows:

- approval of curriculums and programs of education;
- evaluation of previous training and experience; and
- standards of attendance and progress.

Approved Curriculums 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.

AIU 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.

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.

AIU Procedure: Enrollments will be monitored each term to insure that a student is not repeating a course at the University in which a grade of D or better was received, unless a higher grade is required to receive a degree. 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 education objective, the student should not be certified to the VA for additional work on the same level without prior approval.

AIU Procedure: Any student wishing to take courses beyond the degree requirements must submit a Change-of-Program to the VA.

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

AIU Procedure: Students admitted as Special Status Only must make application for Regular Status before completing 15 units at the approved campuses in order to avoid interruption of VA benefits.

Evaluation of Previous Training and Experience

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, evening, or non-degree programs.

AIU Procedure: This is done as a matter of standard practice within the Admissions Office for undergraduates and in academic division for graduates.

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.

AIU Procedure: The record of credit granted is recorded on the evaluation sheet. Copies are provided to the student. The academic advisor and the veteran's counselor are informed of the necessity to report any coursework previously taken, due to receipt of a D grade at another institution.

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.

AIU 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, U), in some or all of the courses attempted, the student will be notified and placed on VA Benefits Probation for the following quarter. If a deficiency occurs at the end of the following quarter, and, unless a University-recognized emergency exists, the student's VA benefits must be suspended until cleared by the Regional VA Advisement and Counseling Service. Satisfactory completion of I 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.

AIU Procedure: Withdrawal and Change-of-Program dates are entered on the registration form 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 in the remarks column on the 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.

AIU Procedure: Deans and directors must report in advance any deviations from the published calendar and all special sessions to the Registrar's Office so the published calendar may be amended and submitted to the VA for approval.

VA Policy: Students will be dismissed from the University at the end of a third successive term in which their grade point average remains unsatisfactory.

AIU Procedure: Students are automatically placed on Academic Warning at the end of any term in which their grade point averages change from satisfactory to unsatisfactory

(i.e., below 2.0 at the undergraduate level and below 3.0 for all graduate programs). Students will be dismissed from the University at the end of the third successive term in which their grade point average remains unsatisfactory.

VETERANS AFFAIRS - FORMERLY ALLIANT

Policies applicable to students admitted to Alliant University and/or the former California School of Professional Psychology.

Veterans Benefits

Veterans of the U.S. Armed Services who have been discharged within the past ten 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 AIU.

This institution 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 two terms, quarters, or semesters. 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 result when a veteran or eligible person receives a grade of No Credit 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.

Student Services and Enrollment Management

The University's Student Services and Enrollment Management Division includes Admissions, Athletics, Student Affairs, Career Services, Counseling Services, Financial Aid, International Student Services, Student Centers, the Student Council, Student Publications, Housing and Residence Life (SD campus), Health Services, Academic Support Services, Student Activities and Leadership, Orientation and Service Learning, and Commencement. The division is committed to working closely with students by providing personalized attention and professional services.

EXPENSES AND FINANCIAL AID

Expenses and financial aid arrangements will differ depending on whether a student has been accepted into a program of the former Alliant University (comprising the California School of Professional Psychology, the College of Organizational Studies, the School of Education, or the School of Social and Policy Studies) or a program of the former United States International University. If you were accepted into a USIU program you should go by the USIU (first) part of this section, starting on page ???. If you were accepted into an Alliant program you should go by the Alliant (second) part of this section, starting on page ???.

FORMERLY-USIU INFORMATION

TUITION & FEES

All charges for tuition, room and board, and other quarterly fees are due in full prior to the first day of classes each quarter. Any exceptions to this rule must be approved by Student Business Services.

The University reserves the right to withhold a grade report, academic transcript, and diploma from any student who has outstanding financial obligations, either to the University or to student organizations.

Information on specific tuition and fee charges for various AIU programs is included in the Tuition and Fee Schedule which is on page ??? of this catalog.

Interest Charges

There is a 1% interest charge on the average daily balance of a student account balance that is remaining each month.

Matriculation Deposit

Once admitted, students are required to submit immediately a \$100 non-refundable matriculation deposit to indicate their intent to enroll. The deposit is credited to the

student's AIU account. The deposit for doctoral students is \$250.

Institutional Refund Policy

Dropping A Course

If a course is officially recorded by the registrar as being dropped, the refund schedule is as follows:

- 100% refund if officially recorded on or before the first day of the quarter.
- 90% refund if officially recorded within seven calendar days (one week) of the first day of the quarter.
- 75% refund if officially recorded within 14 calendar days (two weeks) of the first day of the quarter.

Withdrawing from All Courses/ Withdrawing from the University

Students officially withdrawing from all courses or withdrawing from the University will receive refunds according to the following schedule:

- 100% refund if officially recorded on or before the first day of the quarter.
- 90% refund if officially recorded within seven calendar days (one week) of the first day of the quarter.
- 75% refund if officially recorded within 14 calendar days (two weeks) of the first day of the quarter.
- 50% refund if officially recorded within 21 calendar days (three weeks) of the first day of the quarter.

There is an Administrative Withdrawal Fee of \$100 if all courses are dropped.

Procedure for Withdrawing/ Requesting a Refund

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

1. Contact an academic advisor in the department to officially withdraw from course(s) and prepare an Add/Drop Form. This form will require the signatures of the academic advisor, financial aid counselor

(if student financial aid recipient), and Student Business Services representative.

2. The Add/Drop Form must be submitted to the Registrar for processing. Once a copy of the form is forwarded to Student Business Services, a refund will be calculated according to the applicable refund policy. 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 or to the graduate counselor for Orange County students.

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

3. Once a credit balance occurs on a student account, the University has 14 days in which to return the excess credit balance to the student. Student refund checks are normally processed on Tuesdays and Thursdays of the week in the Accounts Payable Department located in Fresno, CA. During the first month of any new session, additional processing runs may be necessary. Any exceptions to the processing time schedule must be approved by the Director of System Business Operations or the University Controller.

Any refund calculated must be returned first to the Title IV programs. Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loan Program
- Subsidized Federal Stafford Loan Program
- Federal PLUS Loan Program
- Federal Perkins Loan Program
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant (FSEOG) Program

Any other Title IV program
Other federal, state, private, or institutional student financial aid programs
The student

Repayments

A repayment is cash disbursed directly to the student for non-institutional costs which 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:

- Federal Perkins Loan Program
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant (FSEOG) Program
- Any other non-loan Title IV program
- Other state, private, or institutional student financial assistance programs.

Refund Process

Appeal Process

Exceptions to the Tuition Policy must be made in writing and submitted to the University Controller's Office in Fresno for review. Any additional source documentation that would help to substantiate the position of the requestor should be submitted along with the formal request. Once all of the required information has been gathered regarding the request, a review will be completed by the Controller's Office within 30 days and a final decision/resolution will be communicated in writing to the requestor.

Bad Check Fee

A \$35 charge will be assessed for checks returned to AIU by the bank for uncollected funds.

Room and Board

Room Reservation Fee

A \$250 room reservation fee is required of all students applying for University housing. This \$250 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 or breach of contract. The reservation fee is not refundable prior to occupancy. The \$250 reservation fee may be considered for use as a deposit for the following academic quarter. The request must be submitted before the first day of the academic quarter for which the reservation is requested. Otherwise, the \$250 room reservation deposit will be forfeited.

Cancellation, Withdrawal, and Termination

Release from the License Agreement: The student will be considered for release from the housing license agreement only under exceptional circumstances and for compelling reasons. Such requests must be submitted in writing to the vice president for student services and enrollment management or designee. The student whose request is denied will be responsible for the financial obligations incurred pursuant to the license agreement. These obligations include the following amounts:

1. Prior to the first day of check-in, the one-time \$250 non-refundable room reservation deposit is forfeited.
2. After the first day of check-in, the student is obligated for current and next quarter room fee. Additionally, the \$250 non-refundable room reservation deposit is forfeited.

3. On-campus students awarded the AIU Scholarship or AIU Grant who move off campus will have their AIU Scholarship or AIU Grant reduced.

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 financing to students who would otherwise be unable to pursue the attainment of their educational and professional goals. The office provides efficient and effective access through personalized service and the use of technology. Students are assigned a Financial Aid Counselor based on their program of study.

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 AIU in the form of scholarships, grants, part-time employment, and loans. The federal government, state government, AIU, and private sources finance these programs. 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 are available upon request.

The Financial Aid Office at AIU's San Diego location is responsible for coordinating financial aid for students attending AIU-San Diego, Irvine, Mexico City, and USIU-Nairobi. Any questions that are not answered in this section of the catalog should be directed to our office.

Phone: (858) 635-4559
Fax: (858) 635-4848
E-Mail: finaid@alliant.edu

AIU at San Diego, Irvine, and Mexico City, and USIU-Nairobi participate in the

following Student Financial Aid Programs (SFAP):

Federal Programs

- AmeriCorp
- Federal Pell Grant
- Federal Supplementary Educational Opportunity Grant (FSEOG)
- Federal Work Study Program (Service Learning/Community Service positions are available, and AIU supports the America Reads program)
- Federal Perkins Loan
- Federal Stafford Loan (subsidized and unsubsidized)
- Federal Parent Loan for Undergraduate Students (FPLUS)
- Off Campus Part-Time Job Location and Development Program

State Programs

- Cal Grant A for Undergraduates
- Cal Grant B for Undergraduates
- Cal Grant T for students in the Teaching Credential Program
- Assumption Program of Loans for Education (APLE) for students in the Teaching Credential Program
- Graduate Assumption Program of Loans for Education (GAPLE)
- Governor's Teaching Fellowship Program for students in the Teaching Credential Program

Institutional Programs

- USIU Scholarship for Undergraduates
- USIU Graduate Scholarship
- USIU Grant for Undergraduates
- USIU Sibling Grant
- USIU Legacy Grant
- Athletic Scholarships for Tennis, Soccer, Cross Country, Track and Volleyball
- Business and Industry Tuition Assistance Program [BITAP]
- USIU Need-Based Grant

- International Campus Work Opportunity
- Campus Work Opportunity

Specific information on these programs is available from the Financial Aid Office.

The 2002-2003 Application Process for Federal, State, and Institutional Financing Programs

This section applies to U.S. citizens and permanent residents only. The priority deadline for financial aid for 2002-2003 is March 2, 2002. If you are receiving financial aid for 2001-2002, you should receive a Renewal Application from the Federal Department of Education or your Department of Education PIN number sometime in November or December 2001. If you have Internet access, you can file your Renewal Application at <http://www.fafsa.ed.gov>. If you don't have Internet access, stop by the Financial Aid Office, a computer has been set aside solely for student use.

If you do not receive a Renewal Application from the Federal Department of Education or if you did not apply for Financial Aid for 2001-2002 but wish to apply for 2002-2003, you should do the following:

- Complete the Free Application for Federal Student Aid [FAFSA]. This form is available online at www.alliant.edu [from the Quicklinks option select Financial Aid] or from any of our locations. You may also complete the FAFSA on line at <http://www.fafsa.ed.gov>.

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, 2002. The GPA Verification Form is available from the Financial Aid Office.

California residents pursuing a teaching credential are encouraged to apply for the California Grant T program. Credential students must complete the FAFSA and the

Cal Grant T Enrollment and Grade Point Average Verification Form. Generally, both applications must be submitted by June 1. Therefore, if you are interested in applying for the Cal Grant T program for 2002-2003, you must do so by June 1, 2002. CalT applications may be downloaded from www.csac.ca.gov/doc.asp?id=103

How Financial Aid Eligibility Is Determined

This section applies to U.S. citizens and permanent residents only. Financial Aid eligibility is determined using the following formula:

$$\begin{aligned} & \text{Cost of Attendance (COA)} \\ & - \text{Expected Family Contribution (EFC)} \\ & = \text{Financial Need} \end{aligned}$$

Cost of Attendance (COA)

The COA includes indirect expenses and direct costs such as tuition, fees, and room/board. For detailed tuition and fee information see page ?? . Orange County students are not assessed student fees.

Indirect costs for 2001-2002 are based on a standard student expense budget and are outlined below.

2001-2002 USIU Three-Month Standard
 Student Expense Budget for Indirect Costs for
 San Diego and Irvine locations*

	On-Campus Residents	Living w/Parents	Off Campus Commuters
Books	282	282	282
Rent ¹	DC	864	1746
Food ²	DC	-	810
Transportation ³	186	252	282
Personal ⁴	492	552	600
Loan Fees ⁵	55	55	55
Total Indirect Costs	1015	2005	3775

Source: Adopted from the *California Student Aid Commission's Student Expense Budgets for the 2001-2002 Academic Year*.

¹Includes rent, utilities, household supplies, etc. and food for those living with parents

²Includes food, snacks, and meals on campus.

³Includes minimal vehicle maintenance.

⁴Includes clothing, laundry, dry-cleaning, personal care, gifts, recreation, etc.

⁵Amount varies - this amount reflects typical loan fees for undergraduate students.

DC= Direct costs

* Irvine students are not assessed student fees.

Expected Family Contribution (EFC)

An EFC is based on family income, assets, family size and the number of family members in college. The information provided on the Free Application for Federal Student Aid (FAFSA) is used to determine EFC. 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.

Students who demonstrate financial need are offered a combination of financial aid from various student aid sources. The types, amounts, responsibilities, and specific components of the package are detailed in The Guide to Financial Aid available from the Financial Aid Office.

Transferability of Financial Aid from Location to Location

Almost all the Student Financial Aid Programs (SFAP) are transferable from location to location with the exceptions of the Student Employment Programs (FWS, CWO, and ICWO). Additionally, institutional funds are not transferable to USIU Kenya. Moreover, the USIU Scholarship, the USIU Grant, the Presidential Scholarship and the University Scholarship are prorated to the tuition costs at AIU Mexico City.

Although Financial Aid is transferable, the Financial Aid Office will have to recalculate your eligibility based on the costs that you would incur at AIU Nairobi, Kenya or AIU Mexico City, Mexico. In general, your financial aid changes when your costs change.

If you plan to study at our Nairobi, Kenya, or Mexico City, Mexico, campuses, please contact a Financial Aid Counselor at least one quarter before the transfer so that appropriate financing arrangements can be made prior to departure.

Policy on Satisfactory Academic Progress

Federal and State legislation requires AIU 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.

Standard Requirements

Completion of 67 Percent of the Units Attempted Every Academic Year

On the release of Spring Quarter grades, a student's academic progress from the previous academic year is reviewed. A student must complete at least two-thirds (.67) of the units attempted each academic year with a grade of A, B, C, D, CR. Incomplete (I) grades will be counted as attempted units. Audit hours are not eligible.

Completion of a Degree Within a Specified Time

Students must complete their educational program within a reasonable period of time. A student's maximum time frame for completion of the educational program is outlined on pages ?? and ?. Financial aid eligibility is limited to the maximum time frame allowed for each degree program the University offers.

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 who does not complete 67 percent of the units attempted each academic year will be placed on probation for the upcoming academic year. During that academic year the student will be eligible to receive financial aid. If the student does not complete two-thirds of the units attempted by the end of

the academic year, the student will lose financial aid eligibility.

A student's financial aid eligibility is limited to the maximum time frame allowed for each program of study. (See pages ?? and ??)

A student who does not complete the degree objective within the maximum time frame established for the program will not be eligible for financial aid beyond the maximum established time frames.

If an undergraduate's cumulative grade point average drops below 2.0, the student will be allowed one probationary quarter and one warning quarter to raise their GPA to at least a cumulative average of 2.0. After one probationary term and one warning term, an undergraduate student will be ineligible to receive financial aid unless the 2.0 cumulative GPA has been reached.

If a graduate's cumulative grade point average drops below 3.0, the student will be allowed one probationary quarter and one warning quarter to raise their GPA to at least a cumulative average of 3.0. After one probationary term and one warning term, a graduate student will be ineligible to receive financial aid unless the 3.0 cumulative GPA has been reached.

How a Student May Regain Eligibility

A student who has been denied financial aid because of failure to meet the satisfactory academic progress standards may file a written appeal. Exceptions to satisfactory academic standards will be made only if there are unusual circumstances. To verify these, a student must submit a letter of explanation. In most cases, a third party such as a doctor, counselor, lawyer, or comparable professional must write the letter. The appeal should be submitted to the Assistant Dean of Admissions and Financial Aid. A student whose appeal has been denied may petition the University's Financial Aid Advisory Committee. The Advisory Committee's decision will be final.

The Financial Aid Office on AIU's San Diego Campus is responsible for coordinating financial aid for all AIU programs and locations. Any questions that are not answered in this section of the catalog should be directed to our office.

Phone: (858) 635-4559
Fax: (858) 635-4848
E-Mail: finaid@alliant.edu

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. The Federal Government defines half-time enrollment as:

- 6 units for Credential and Undergraduate Students, and
- 4 units for Graduate students

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

State Programs

To be eligible for the California Grant T program, credential students must be enrolled at least half time. Generally, the Cal Grant T award is \$9,780, however, the amount of your award will vary depending on your enrollment status. Moreover, your Cal Grant award may only be used for direct costs [tuition and fees]. Enrollment for Credential students for 2001-2002 is defined as follows:

- Full-Time = 8 units
- 3/4 Time = 6 units
- 1/2 Time = 4 units

Institutional Programs

The following undergraduate institutional aid programs require that students register for at least 12 units:

- USIU Scholarship
- USIU Grant
- Presidential Scholarship
- University Scholarship

Financial Aid for Study Abroad

Financial aid for study abroad is available at AIU. In general, Federal funds are used for study abroad. State funds are limited to institutions located in California. However, courses taken through a study abroad program must transfer into the student's program of study at AIU. Approval for study abroad must first be obtained through your Academic Advisor. After obtaining approval from your Academic Advisor, AIU students must stop by the financial aid office for a Consortium Agreement that must be completed well in advance of your departure. Contact us for further details.

A Guide to the Financial Aid Programs at USIU - Nairobi

The AIU Financial Aid Office provides financial aid programs for a limited number of students. Financial Aid is available in the form of scholarships, grants and student employment.

Students must complete the "Financial Assistance Application Form" and have a critical need for financial aid. Supporting documents are also required. All of the financial aid programs require that a student enroll full time i.e. 12.0 units for undergraduate and 8.0 units for graduates. Some of the Financial Aid programs require minimum incoming and/or cumulative GPA.

Students must adhere to the Financial Aid deadlines to be eligible for consideration. Undergraduate students will be considered for Financial Assistance only after they have been enrolled for one academic year (48.0 units) and two quarters (16.00) units for graduate students.

In addition, Kenyan students may also inquire about the Higher Education Loans from the Financial Aid Office. There are also a few bursaries or grants from the Ministry of Education, Science and Technology, for the same students.

The Specific Financial Aid Programs at USIU -Nairobi are:

The Vice Chancellor's Grant for Undergraduate students (VGU) Program

Financial need must be demonstrated. The Vice Chancellor's Grant is worth up to 25% of tuition. However, no more than 25% of tuition for 16 units will be funded. The grant is renewable if a cumulative GPA of 3.5 is maintained.

The Vice Chancellor's Grant for Graduate students (VGG) Program

Financial need must be demonstrated. The grant is worth up to 25% of tuition. However, no more than 25% of tuition for 12 units will be funded. The grant is renewable if a cumulative GPA of 3.50 and above is maintained.

The Campus Work Opportunity (CWO) Program

The Campus Work Opportunity (CWO) program provides part-time on campus employment opportunities for full-time undergraduate students who have demonstrated financial need. A minimum cumulative GPA of 2.50 is required. Undergraduate students generally work 10-15 hours per week for 10 weeks each quarter. Part-time student employment positions are available in the Library, Computer Lab, the Admissions Office, the Executive Assistant's Office, the Cafeteria, the Registrar's Office, Academic Affairs, the Operations Manager's Office, the Transport Office, the Internship Office, the PR Office and the Student Affairs Office. The hourly wage for undergraduate students working under the CWO program is Kshs 100.00 per hour. Students must maintain a cumulative GPA of 2.50 for continued eligibility and have a positive evaluation from supervisors.

Graduate Research Assistant [GRA] Program

The Graduate Research Assistant [GRA] program is for full-time graduate students who have demonstrated financial need and academic achievement. A 3.2 incoming and cumulative GPA is required. Graduate Research Assistants generally work 20 hours per week for 10 weeks each quarter. The hourly wage for graduate students employed as Graduate Research or Teaching Assistants is Kshs. 140.00 per hour. A student who is working may find this program very taxing. Positive evaluation from the Supervisor is mandatory for continued eligibility.

The Jomo Kenyatta Memorial Scholarship Program

The Jomo Kenyatta Memorial Scholarship was established by USIU - Nairobi to assist needy, bright Kenyans who have demonstrated scholarly achievement and leadership in school and/or community activities. Financial need must be demonstrated. An applicant should have sat for the Kenya Certificate of Secondary Education (KCSE) no more than 2 years prior to the award and obtained a mean grade of B+ of 80 points. This is a full scholarship for the four years of the Undergraduate program. It covers full-time tuition, book and computer laboratory fees and room and board fees. The selected candidate meets the other expenses as medical insurance and Student Affairs Council (SAC) fees.

The Scholarship program is advertised during the first week of May. Interviews are conducted every year by the Jomo Kenyatta Memorial Scholarship Committee in July and August for admission in September (Fall quarter). This scholarship is only valid at USIU - Nairobi and for the chosen undergraduate program only.

A cumulative GPA of 3.00 is required for continued eligibility as well as good conduct from the student.

Moi Scholarship

This is a full scholarship started in 1999-2000. The recipient is selected through the same process as the Jomo Kenyatta Memorial Scholarship. All the conditions for Jomo Kenyatta Memorial Scholarship apply.

Resident Assistantship (RA)

The University also offers financial assistance in the form Resident Assistantship. Applicants are selected through an interview process conducted by Student Affairs department. RAS assist the Housing Officer in managing the dorms. In return, they get free room and board in the University hostel. A strong personality and leadership skills are required besides a demonstrated financial need. Based on the applicant's financial need,

one may lose other grants if they are awarded Resident Assistantship. The award is for one academic year renewable. A cumulative GPA of 3.00 is required for continued eligibility.

25% Grant for International Undergraduate Students:

It is open to all new international undergraduate students with an incoming high school GPA of 3.50. It offers a 25% tuition waiver for 12 to 16 units (3 to 4 courses) to undergraduate students. The scholarship is renewable as long as a GPA of 3.50 is maintained. Consideration is on First Come First Served basis. The student has to meet the remaining 75% of the tuition and living expenses.

25% Sports Scholarship

The sports scholarship program seeks to motivate USIU - Nairobi Campus students involved in sports to rise to greater heights in their various sports discipline and in their academic pursuits. In this way, it aims to improve the general standards of performance of the sports teams. It offers 25% tuition waiver to two outstanding sportsmen and women every quarter. The selection is done by the Student Affairs department. The student has to maintain a cumulative GPA of 2.70 and above. The scholarship is renewable for one academic year.

Note:

The filling of an application for financial assistance, does not guarantee that a student will receive financial aid. Financial Aid is very limited and its receipt is contingent upon the availability of funds and the number of students that apply for the same in any given quarter. Some positions for CWO and GRA also require advanced computer skills as pre-requisites.

Every applicant for Financial Aid must go through an interview process conducted by the Financial Aid Committee, to assess the each applicant's eligibility for the grant he or she has applied for. Only those students whose application are approved by the Committee, will be awarded Financial

Assistance in any given quarter. In view of the above, it's contingent upon any applicant to liaise with the Financial Aid Office to know when the dates for the interviews.

Disclaimer:

By and large, the responsibility of paying school fees is upon the student and his or her guardian(s). The University would like to make it clear that its Financial Aid Program is **partial** hence the student should make necessary arrangements to meet about 75% of the tuition and living expenses, even if they are on Financial Assistance Program.

For more information, comments or questions, please contact us at the following e-mail address: finaid@usiu.ac.ke

Expenses and financial aid arrangements will differ depending on whether a student has been accepted into a program of the former Alliant University (comprising the California School of Professional Psychology, the College of Organizational Studies, the School of Education, or the School of Social and Policy Studies) or a program of the former United States International University. If you were accepted into a USIU program you should go by the USIU (first) part of this section, starting on page ???. If you were accepted into an Alliant program you should go by the Alliant (second) part of this section, starting on page ??.

USIU 2001-2002 TUITION AND FEE SCHEDULE

Recipients must be full-time students in a doctoral program during the 1998-99 academic year. There is no means test for eligibility, and students may receive other income from fellowships, scholarships, loans, or employment. Applicants must be sponsored by a CSU faculty member and are required to submit a Faculty Sponsor Plan of Support. The application due date varies among the CSU campuses but typically falls in late February; check with the FLP campus coordinator. For additional information and application, contact the CSU Office of the Chancellor, Forgivable Loan/Doctoral Incentive Program, 400 Golden Shore, Suite 222, Long Beach, CA 90802-4275.

Veterans Benefits

Veterans of the U.S. Armed Services who have been discharged within the past ten 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 AIU.

This institution 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 two terms, quarters, or semesters. 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 result when a veteran or eligible person receives a grade of No Credit 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.

TUITION

Undergraduates – San Diego Campus

Tuition per quarter (12-16 units)	\$4,650
Tuition per unit	\$340
(186 units minimum required for undergraduate degrees)	
Total cost for three quarters for a full-time undergraduate who lives on campus	\$20,520 [†]
(A full-time course load for undergraduates is 12 or more units)	

[†]This figure represents the following costs:

Tuition (three quarters full-time)	\$13,950
Room & Board (three quarters double occupancy).....	\$6,180
Student fees (three quarters full-time).....	\$390
Total	\$20,520

Graduates – San Diego Campus and University Center – Orange County

Tuition per unit for Teaching Credentials

Coursework (22 units)	\$295
Student Teaching (18 units)	\$219.50

Tuition per unit for Master's Degree programs

Business	\$405
(60 units minimum required to complete programs)	
Counseling Psychology	\$405
(57 units minimum required to complete program)	
Education	\$295
(45 units minimum required to complete programs)	
Industrial/Organizational Psychology	\$405
(49 units minimum required to complete program)	
International Relations	\$405
(44 units minimum required to complete program)	
Marital and Family Therapy	\$405
(73 units minimum required to complete program)	

Tuition per unit for

Doctoral Degree programs

Business	\$460
(60-104 units required to complete programs)	
Clinical Psychology	\$425
(156 units minimum required to complete program)	
Education	\$410
(92 units minimum required to complete programs)	
Industrial/Organizational Psychology	\$425
(155 units minimum required to complete program)	
Organizational Development.....	\$425
(154 units minimum required to complete program)	
Marital and Family Therapy	\$425
(156 units minimum required to complete program)	

A full-time course load for credential, master's, and doctoral students is 8 or more units. Graduate students enrolled in an internship, doctoral dissertation or thesis are considered to be full-time.

FEES

San Diego Campus (Quarterly)

Student Fees/Student Government Fee

Student Fees.....	\$130*
*Fee reduced to \$65 for off campus graduate students not purchasing insurance.	

Student Parking Permit

Insurance Fee

A quarterly insurance fee of \$165 will be charged unless a student can show proof of insurance. (See the Student Injury and Sickness Insurance information at right)

Class Audit Fee (per class)

Distance Learning Fee (per class)

ROOM AND BOARD

San Diego Campus

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

Private (very limited availability)	\$8,025
Double	\$6,180

Fall Intensive

Private	\$745
Double	\$575

Summer Quarter

Private	\$2,240
Double	\$1,715

First or Second Summer Session

Private	\$1,120
Double	\$860

Recess/New Year's Break

Private	\$575
Double	\$425

STUDENT INJURY AND SICKNESS INSURANCE

All students who live on the San Diego campus and all international students must purchase coverage under AIU's student injury and sickness plan for \$165 per quarter, unless proof of coverage is provided. All students have the option of purchasing the insurance coverage.

INTERNATIONAL CAMPUSES

AIU – Mexico Estimated Tuition and Fees*

Undergraduates

Tuition per unit 1,
pesos
(Approximately \$158 U.S. dollars**)

Graduates

Tuition per unit 1,
pesos
(Approximately \$190 U.S. dollars**)

Fees

Quarterly Fees..... 4
pesos
(Approximately \$51 U.S. dollars**)
Student fees include Registration Fee
and Student Council Fee

USIU in Nairobi Estimated Tuition and Fees*

Undergraduates

Tuition per unit..... 5,020 K
shillings
(Approximately \$64 U.S. dollars***)

Graduates

Tuition per unit..... 5,766 K
shillings
(Approximately \$73 U.S. dollars***)

Fees

Quarterly Fees 10,669 K
shillings
(Approximately \$136 U.S. dollars***)
Student fees include Library, Medical,
Student Activity, and Computer Lab Fees

* Based on 2000-2001 figures

** Based on 9.6 Mexican Pesos to one U.S. Dollar.

*** Based on 78.45 Kenyan Shillings to one U.S. Dollar.

Due to international currency fluctuations, rates are subject to change. For current rates of exchange, visit the International Currency Converter web site at www.xe.net/currency/full

All costs subject to change

FORMERLY ALLIANT INFORMATION

TUITION POLICY

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 AIU.

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 pay less tuition than those who are not. Prospective students should be aware that in general, there is a cost differential between the PsyD and PhD programs, both in terms of their per-unit fees, and the amount of time to degree—a minimum of one more year of full-time tuition is required for PhD students.

For 2001-2002, the tuition schedule is shown on page ??

TUITION AND FEES

Tuition and fees applicable for 2001-2002 at Alliant International University are as follows.

APPLICATION AND INTERVIEW FEES

Alliant International University's doctoral program application fee is \$65 for one, two, three or four campus choices in each specialty area (clinical, organizational, health, forensic, school, culture and human behavior). The full-time master's application fee is \$50. The application fee for the part-time master's is \$35 and for credential programs the fee is \$35. These fees are not refundable unless a campus has filled its entering class and is unable to consider the application. Students who request an out-of-state interview in the years that option is available, pay a \$200 fee.

NEW STUDENT AND TUITION DEPOSITS

All applicants granted admission or alternate status must, within two weeks of the date of the letter of notification, submit a \$300 new student deposit to hold a place in the class or on the alternate list.

A student will be refunded the entire deposit if a letter requesting cancellation of the Acceptance Agreement is delivered to the campus either in person or by certified mail within three working days after the agreement is signed. Admitted students who choose not to enroll within one month of signing the Acceptance Agreement forfeit \$100 of the deposit which is a registration fee. The remaining \$200 will be refunded to the student if the request is made in writing within the one month period. After that time, the deposit is non-refundable. By July 1, new students submit a tuition deposit of \$500. This deposit is non-refundable. For enrolling students, the entire \$800 (new student deposit and tuition deposit) is credited toward payment of the fall semester fees.

Those students who have been granted a one year deferral of admission do not need to submit the \$500 tuition deposit by July 1. However, they must confirm their intention to enroll the following fall by submitting the \$500 tuition deposit by January 15 of the next calendar year (the calendar year in which

they will enter). This tuition deposit is non-refundable.

Some programs with start dates other than the beginning of the fall semester require lower deposits, or only one deposit prior to entry. In all cases, deposits are applied toward first-term tuition.

An alternate candidate who wishes to withdraw from the alternate list must notify the campus in writing. The \$300 will be refunded to an alternate who withdraws before being offered admission. If an alternate is not offered admission by the end of the first week of the fall semester, the entire deposit will be refunded.

DOCTORAL EXTENSION

Students who have not completed their dissertations 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, those entering the five year PhD program will be considered part-time or full-time for financial aid purposes for only one additional academic year. Students who entered the four-year PhD programs are eligible for a maximum of two years of extension. Students applying for a doctoral extension must be making satisfactory progress. The doctoral extension period is *not automatically granted to all students*. Each campus has established a set of benchmarks to guide and monitor a student's progress on the dissertation. Since each student's project is different, the time frame is established for each student individually after discussion and consultation between the student and the student's dissertation chair. Many students' benchmarks, therefore, would only cover one year of part-time or full-time extension.

It is the responsibility of the dissertation chair and the Research Office to monitor the student's progress according to the benchmarks. Copies of the completed benchmark agreement forms are kept in the Registrar's Office. If a student does not continue to make progress according to these benchmarks, he or she is not considered to be making satisfactory progress and is no longer considered part-time or full-time either for the purposes of receiving financial aid or loan deferment.

Students on some campuses may be allowed additional doctoral extension time (without financial aid) if they remain in compliance with campus academic policy. (At the Los Angeles campus, clinical PhD students who have completed 146 units will be considered doctoral extension students. A clinical PhD student may continue as a doctoral extension student at the Los Angeles location, for a maximum of two years/four semesters, although the second year the student may not be eligible for financial aid. No leaves of absence are granted to extension students.)

Students in the PsyD program who are completing their doctoral dissertations or projects may complete their coursework and projects in an extension status. PsyD students in doctoral extension are not eligible to be considered full-time and are not eligible for financial aid. (Note: Los Angeles campus PsyD students are not eligible for doctoral extensions under any circumstances.)

Students may be considered full-time for the purpose of doing a full-time internship after required coursework has been completed. This time is not considered as doctoral extension.

Fees for doctoral extension for 2001-2002 are \$2100 per semester and \$4200 per year. Students are required to register and pay the appropriate fees in order to participate in any Dissertation Extension program. Exceptions to this policy must be approved by the University Controller.

PSYCHOTHERAPY COSTS

Because all clinical doctoral candidates are required to complete one year (at least 30-45 hours) of personal psychotherapy, students in the clinical doctoral programs should anticipate psychotherapy expenditures during their program. The Alliant University campuses make every effort to encourage qualified area therapists to offer psychotherapy to students at reduced rates. Typically, students spend \$1,000 to \$3,000 to meet the 30-45-hour requirement. Up to \$3,800 (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 AIU's different locations, students at each location can anticipate a variable range of expenses.

TUITION PAYMENT POLICY

Tuition and fees for each session are due and payable in full within the first three weeks of the session. No student may register for a subsequent semester, take comprehensive exams, receive final clearance to post for defense of final dissertation, be issued a certificate or transcript, or be awarded a degree until all outstanding tuition, emergency loans or fees are paid in full. Non-payment of tuition or fees may result in administrative suspension or termination and referral of the delinquent account to an independent collection agency. A Business Office HOLD may be placed on a student at any point during the session if satisfactory payment arrangements have not been made. A Business Office HOLD informs the student and a program site that the student is not in good standing and any requests for service will not be honored.

Payment may be made by personal, cashier's, or financial aid loan check. A \$35 fee is charged on all checks returned for insufficient funds. Cashier's checks or money orders will be required of students who have more than one check returned for any reason.

TUITION PAYMENT DEADLINES

If tuition has not been paid in full by the close of business on the third week of the session or if an approved payment agreement (referred to as "deferment") is not on file with the Business Office by the deadline, *the account will automatically be charged \$45 (consisting of \$15 late payment and \$30 deferment fees).*

TUITION DEFERMENTS

Financial Aid Loans

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 has received the funds, the funds will be credited to the student's tuition account. Any excess credit balance on the student's account will be refunded based on the established timeframe and processing requirements.

All deferment agreements must be approved in writing by the University Controller or the Director of System Business Operations, who are the only people authorized to approve deferment agreements or tuition adjustments not covered by current university policy. Students who defaulted on a previous agreement must reapply to the University Controller to be considered for an extension. In most cases, students who previously defaulted on an extension agreement will not be reapproved.

FALL TERM ONLY: A student who has applied for loans prior to August 1 and whose checks 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 applied for the extension with the university controller *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 controller 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

Note: This plan is not available to part-time, non-matriculating students.

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 and the month-end balance accrues 1.0% interest. The first payment is due by the third week of the session. Subsequent payments are due on the 18th day of each month.

Late payments are subject to a \$15 late fee. If the payment cannot be met, the university accounts receivable office in Fresno *must* be contacted by the 18th of the month. Repeated late payments will nullify the agreement and all outstanding tuition immediately becomes payable in full. If financial problems arise, students should contact the Fresno business office immediately.

Alliant International University Financial Aid Awards

One half of the total amount of a student's AIU scholarship and Federal Perkins Loan awards will be automatically credited to the student's tuition account at the beginning of the Fall and Spring semesters, respectively (for students enrolled for the two standard academic terms).

Scholarship Deferment

If a student is receiving non-AIU 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.)

MISCELLANEOUS FEES

Charges on a student account such as late registration or library fees are due and payable by the 18th of the month that the fee is assessed. Interest of 1.0% per month will accrue after 30 days, and the account becomes subject to late fee assessment. If any such charge is in dispute, a student should advise the Fresno Business Services Center and contact the appropriate department for resolution within 30 days, or the charge will be considered accurate and payable in full.

STUDENT LOAN FUND RELEASE POLICY

Student loan funds (except the TERI, PEP and PLATO programs) cannot be disbursed to students until the first day of the semester. However, Department of Education rules allow 14 days to return excess payments to students. Payments to students via EFT

generally occur within 8-10 days of posting financial aid payments to student accounts. Any questions regarding delay in loan arrival should be directed to 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 for a given semester will be placed on administrative suspension/termination and will be liable for a \$300 re-enrollment fee. If the student's plans are not clarified by the end of the term in question, the school will assume that the student has chosen to withdraw from the program. The student record will be documented to reflect an "administrative withdrawal," and the student must re-apply through the regular admissions process for re-entry to the program.

Administrative suspension/termination may also occur when a student does not meet the terms of the deferment contract. The suspension/termination may become effective at any time, and is subject to the \$300 re-enrollment fee. 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 which 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/termination specified by their campus will be subject to dismissal.

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.

EXCEPTIONS TO POLICY

Exceptions to the Tuition Policy must be made in writing and submitted to the University Controller's Office in Fresno for review. Any additional source documentation that would help to substantiate the position of the requestor should be submitted along with the formal request. Once all of the required information has been gathered regarding the request, a review will be completed by the Controller's Office within 30 days and a final decision/resolution will be communicated in writing to the requestor.

FINANCIAL AID POLICY

The purpose of Alliant International University's financial aid program is to help students who can benefit from further education, but not without financial assistance. Financial aid in the form of Alliant International University scholarships, Federal Perkins Loans, and Federal Work-Study (FWS) is awarded solely on the basis of financial need, as determined by the Free Application for Federal Aid (FAFSA) and the Alliant International University Application for Financial Aid. 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 spouse are expected to apply toward that cost of attendance.

Financial aid is awarded independently of the admissions process; aid applications are not reviewed until after admission decisions have been made. Each financial aid applicant is considered in relation to the needs of other students and the financial aid resources of the University. Since the available funds are not sufficient to meet the full need of students, students are expected to utilize available personal and external resources in addition to University financial assistance. Students who

receive financial aid awards should expect to combine Alliant International University scholarships, Perkins Loans, and FWS from the school with the Federal Family Education Loans (subsidized and unsubsidized Stafford Loans and the Additional Unsubsidized Stafford Loan Program) that can be obtained through participating lenders. For the 2000-2001 academic year, approximately 90 percent of the incoming students and 87 percent of the returning students applying on time for aid received a financial aid package. Packages averaged \$4,130 (not including FWS and Stafford Loans), representing 14.3 percent of the average student need.

Federal financial aid funds are only available to students who are United States citizens or permanent residents of the United States. Alliant International University is unable to provide institutional financial assistance for international students. In general, University-administered financial aid is available only to full-time or moderated, matriculated students who are U.S. citizens or permanent residents.

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.

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 expected to maintain good academic standing (see Academic Standing section). If a student is placed on a warning or probation status, he/she must regain good academic standing by the end of the following semester or his or her specified remediation period. Failure to do so will result in a loss of federal and University financial aid eligibility until good academic

standing is regained. For specific policies regarding academic standing and satisfactory academic progress, consult the Universitywide Student Handbook. Financial aid recipients who withdraw from school during the semester will be expected to repay an appropriate amount of financial aid awarded (see Financial Aid Refund Policy section).

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.

For further information on available resources and potential sources of financial aid, applicants may consult the Alliant International University Financial Aid Packet or contact Universitywide/campus Financial Aid Services.

TUITION REFUND POLICY

If a student who is not a recipient of Title IV student financial aid withdraws from Alliant International University or does not complete the semester for which he/she has paid, he/she will be entitled to a refund of the unused portion of his/her tuition and fees according to the following schedule:

Withdrawal Week	Tuition Refund %
0-2	90%
3-4	75%
5-6	50%
After 6	0%

If a recipient of Title IV student financial aid withdraws from Alliant International University or does not complete the semester for which he/she has paid, he/she will 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).

New student tuition deposits become tuition paid as of the first day of class and will be treated accordingly in any refund calculations.

Doctoral extension students should be aware that clearing their degree requirements during the first six weeks of the semester may result in a refund to their lender and/or require a repayment to their lender if they have received Title IV federal student financial aid for that semester/

*Title IV student financial aid includes the Federal Perkins Loan Program, the Federal (Unsubsidized) Stafford Loan Programs, and the Federal Work-Study Program.

RETURN OF TITLE IV FUNDS POLICY

Return of Title IV funds must be calculated if a recipient of Title IV aid withdraws during a payment period (or period of enrollment). The institution must calculate the amount of Title IV aid the student earned. Unearned Title IV funds must be returned to the Title IV programs as follows:

- 1) Unsubsidized FFEL
- 2) Subsidized FFEL
- 3) Perkins
- 4) Other Title IV programs

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. Federal Perkins Loan refunds will be made within 30 days after the student officially withdraws, is terminated, granted a leave of absence, or in the case of an unofficial withdrawal, within 30 days of the date the school determines that the student has unofficially withdrawn.

Refunds to lenders will be made within 30 days of the date the student officially withdraws, the date the school determines that the student has unofficially withdrawn, or within 30 days of the date the student fails to return from a 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 semester, 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.)

RETURN OF TITLE IV FUNDS EXAMPLES

These examples are for informational purposes only. The examples are based on standard tuition charges and the basic living expense budgets as reflected in this catalog and the Alliant International University 2001 Financial Aid Packet. The examples do not reflect additional miscellaneous fees that students may have during any enrollment period, e.g., student association/activity fees, late tuition payment charges, library fines, etc.

Student A is an entering student enrolled for 15.0 units in the Clinical PsyD Program. Student A received Title IV student financial aid and withdrew on the 14th day of the 105-

day semester (from the first day of classes to the end of Fall classes), having completed just 13.3% of the semester.

The amount of aid that Student A has earned is determined by the percent of the payment period completed multiplied by the total amount of aid disbursed ($13.3\% \times \$13,822.50 = \$1,838.39$). \$1,838.39 is the amount of Title IV aid Student A has earned.

The amount of aid to be returned is determined by subtracting the amount of Title IV aid earned from Title IV aid disbursed for the payment period ($\$13,822.50 - \$1,838.39 = \$11,984.11$). \$11,984.11 is the amount of aid unearned by Student A and must be returned to the Title IV programs in the order listed above. The percentage of Title IV aid unearned equals 86.7%.

The institutional charges for the term are \$9,000.00 (15.0 units X \$600 per unit). The amount of Title IV aid that the school is responsible for returning is the lesser of the amount of Title IV aid to be returned (\$11,984.11); or the institutional charges for the payment period multiplied by the percentage of Title IV aid unearned by Student A ($\$9,000.00 \times 86.7\% = \$7,803.00$).

Based on this policy, Alliant International University would return \$7,803.00 to the Unsubsidized FFEL program within 30 days of Student A's official withdrawal date.

Student A must return unearned aid for which he/she is responsible by repaying the funds in the order of the programs listed above, up to the total net amount disbursed to each source, and after subtracting the amount the institution will return. The amount that the students must return is the amount of Title IV aid to be returned by the institution subtracted from the total amount of Title IV aid to be returned ($\$11,984.11 - \$7,803.00 = \$4,181.11$).

Student A must return \$1,897.00 to the Unsubsidized FFEL program and \$2,284.11 to the Subsidized FFEL program in accordance

with the terms of his/her FFEL promissory note.

Student B is a second-year student enrolled for 14.0 units in the Organizational Psychology PhD program. Student B withdrew after having completed 32 days of the 105-day semester (from the first day of classes to the end of the Fall term), having completed 30.5% of the semester.

The amount of aid that Student B has earned is determined by the percent of the payment period completed multiplied by the total amount of aid disbursed ($30.5\% \times \$8,972.50 = \$2,736.61$). \$2,736.61 is the amount of Title IV aid Student B has earned.

The total amount of aid to be returned is determined by subtracting the amount of Title IV aid earned from Title IV aid disbursed for the payment period ($\$8,972.50 - \$2,736.61 = \$6,235.89$). \$6,235.89 is the amount of aid unearned by Student B and must be returned to the Title IV programs in the order listed above. The percentage of Title IV aid unearned equals 69.5%.

The institutional charges for the term are \$8,652.00 (14.0 units \times \$618.00 per unit). The amount of Title IV aid that the school is responsible for returning is the lesser of the amount of Title IV aid to be returned (\$6,235.89); or the institutional charges for the payment period multiplied by the percentage of Title IV aid unearned by Student B ($\$8,652.00 \times 69.5\% = \$6,013.14$).

Based on this policy, Alliant International University would return \$4,850.00 to the Unsubsidized FFEL program and \$1,163.14 to the Subsidized FFEL program within 30 days of Student B's official withdrawal date.

Student B must return unearned aid for which he/she is responsible by repaying the funds in the order of the programs listed above, up to the total net amount disbursed to each source, and after subtracting the amount the institution will return. The amount that the student must return is the amount of Title IV aid to be returned by the institution

subtracted from the total amount of Title IV aid to be returned by Student B ($\$6,235.89 - \$6,013.14 = \$222.75$).

Student B must return \$222.75 to the Subsidized FFEL program in accordance with the terms of his/her FFEL promissory note.

Student C is a doctoral extension student who cleared degree requirements on the 23rd day of the 105-day semester (from the first day of classes to the end of term), having completed 21.9% of the semester.

The amount of aid that Student C has earned is determined by the percent of the payment period completed multiplied by the total amount of aid disbursed ($21.9\% \times \$8,972.50 = \$1,964.98$). \$1,964.98 is the amount of Title IV aid Student C has earned.

The total amount of aid to be returned is determined by subtracting the amount of Title IV aid earned from Title IV aid disbursed for the payment period ($\$8,972.50 - \$1,964.98 = \$7,007.52$). \$7,007.52 is the amount of aid unearned by Student C and must be returned to the Title IV programs in the order listed above. The percentage of Title IV aid unearned equals 78.1%.

The institutional charges for the term are \$2,100.00. The amount of Title IV aid that the school is responsible for returning is the lesser of the amount of Title IV aid to be returned (\$7,007.52); or the institutional charges for the payment period multiplied by the percentage of Title IV aid unearned by Student C ($\$2,100.00 \times 78.1\% = \$1,640.10$).

Based on this policy, Alliant International University would return \$1,640.10 to the Unsubsidized FFEL program within 30 days of Student C's official withdrawal date.

Student C must return unearned aid for which he/she is responsible by repaying the funds in the order of the programs listed above, up to the total net amount disbursed to each source, and after subtracting the

amount the institution will return. The amount that the student must return is the amount of Title IV aid to be returned by the institution subtracted from the total amount of Title IV aid to be returned by Student C ($\$7,007.52 - \$1,640.10 = \$5,367.42$).

Student C must return \$3,209.90 to the Unsubsidized FFEL and return \$2,157.52 to the Subsidized FFEL program in accordance with the terms of his/her FFEL promissory note.

FINANCIAL AID APPLICATION PROCEDURES

New Students

Applicants for admission who wish to be considered for institutional financial aid must submit the AIU Application for Financial Aid with their application for admission. This form should be mailed to: Systemwide Admissions Office, 2728 Hyde Street, Suite 100, San Francisco, California 94109. For students applying to programs with admission application deadlines on or prior to February 1, the AIU Application for Financial Aid must be *postmarked* no later than February 15. The Free Application for Federal Student Aid (FAFSA) or the Renewal Form is required of all financial aid applicants and must be *received* at the Federal Student Aid Programs Processing Center by February 15 *or* the applicant should secure (and be able to produce) proof of first-class mailing by February 2 from the U.S. Postal Service.

Applicants should request that the Federal Student Aid Programs processor forward the electronic version of their needs analysis report, the Student Aid Report (SAR) to the AIU System Office in San Francisco (and their first-choice campus). It is not necessary to have the electronic SAR sent to more than one AIU campus. Any applicants for federal aid in the previous year who have not changed their address since applying, should receive either a paper renewal FAFSA or a PIN from the Federal Student Aid Programs processor. The PIN is required in order to complete the on-line renewal FAFSA.

Applicants who do not receive either the renewal form or an EAC by December 1, 2001 should complete either the regular FAFSA or an electronic FAFSA through the U.S. Department of Education's *FAFSA on the Web* site at <http://www/fafsa.ed.gov>. Regardless of how an applicant completes the renewal FAFSA, the filing deadlines indicated above apply. Applicants should make sure the Institution Code for AIU San Francisco (B00285) is indicated on their FAFSA or Renewal Form.

Applicants for programs with later admission application deadlines should consult the AIU Financial Aid Packet for the applicable financial aid application dates. In general, the AIU Application for Financial Aid must be postmarked by the admission application deadline and 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 institutional aid, i.e., AIU scholarship and Perkins Loan assistance.

Students selected for federal verification must submit a photocopy of their 2001 federal income tax return (IRS Form 1040, 1040PC, 1040A, 1040EZ, or TeleFile Worksheet), including all supporting schedules, to the campus Financial Aid Office by April 15. (Students with admission application deadlines after February 1 must submit the federal income tax return photocopy to the campus Financial Aid Office within 15 days of their notification of admission or one month of receiving their SAR, if after the notification of admission.) All students selected for verification must complete the institutional verification form and submit any necessary documentation, even if they are only applying for Stafford Loan assistance.

Only applicants for admission who meet the financial aid application deadlines will be considered for institutional aid, i.e., AIU scholarship and Perkins Loan assistance. Late

applicants may apply for Stafford Loans, Federal Work-Study, and other available loan programs.

Applications for financial aid are considered only after admission decisions have been made. An application for financial aid will in no way affect an admissions decision. Notification of financial aid awards is made by letter at the time of notification of admissions or shortly thereafter. Accepted students also receive information and forms concerning application for a Stafford Loan and other available loan programs.

Continuing Students

Current AIU students who applied for federal aid in the previous year, and who have not changed their address since applying, should receive either a paper renewal FAFSA or Personal Identification Number (PIN) from the Federal Student Aid Programs processor; the PIN is required to complete the on-line renewal FAFSA. Applicants who do not receive either the renewal form or a PIN by December 1, 2001 should (1) either complete the regular FAFSA or request a PIN online at <http://www.pin.ed.gov> and complete an electronic FAFSA through the U.S. Department of Education's *FAFSA on the Web* site at <http://www/fafsa.ed.gov/fill.htm>. Regardless of how an applicant completes the renewal FAFSA, the "form" must be *received* by the Federal Student Aid Processor no later than April 15, 2001. Current students must also submit an AIU application for financial aid to the System Office in San Francisco no later than April 15. Students who wish to take out a Stafford Loan or other educational loan should obtain the appropriate forms and due dates from the campus financial aid administrator.

To continue receiving financial aid, recipients must be enrolled at least half-time (full-time or moderated to qualify for an AIU scholarship) and remain in good academic standing.

INSTITUTIONAL FINANCIAL AID SOURCES

AIU has started to review its scholarship policies. This review may result in changing criteria for awarding scholarship aid, or in changing the components of the aid offers some students receive. For the most recent information on AIU financial aid policies, contact any AIU financial aid office.

Alliant International University Scholarships

AIU sets aside six (6) percent of its tuition revenue for allocation as need-based scholarships. AIU Scholarship assistance is credited towards the recipient's tuition account. In 2000-01 AIU scholarship awards averaged \$1,400. In addition, some campuses award named scholarships according to criteria stipulated by the respective scholarship donors.

Alliant International University Diversity Scholarships

One of AIU's objectives is to increase the number of human service professionals from diverse backgrounds — from either traditionally under-represented ethnic groups or other underserved populations — and to improve the quality and quantity of psychological services and research on issues of concern among these groups. This scholarship program was designed to further AIU's interest in diversity and do not unduly restrict access to financial assistance for students who do not meet the eligibility criteria for the Diversity Scholarships. Awards are made to United States citizens or permanent residents who are Black/African American, Hispanic/Latino, Native American, Alaskan Native, Asian American (Chinese, Japanese, Korean, or Southeast Asian), Pacific Islander and Asian Indian (those from the subcontinent of India). A limited amount of these funds are also awarded to students with documented disabilities. Applicants are optionally asked to address their disability on the Addendum to the Application for Financial Aid provided in the Financial Aid Packet in order to be considered for a share of the available funds. Applicants with learning disabilities may be requested to submit documentation of a

recent assessment — made within the last three to five years.

Diversity Scholarships are need-based. In 2000-01 AIU awarded \$540,000. Awards averaged \$1,344.

Other Alliant International University Scholarships

AIU has three additional scholarship awards: **President’s Office Scholarships** (one-time \$1,000 awards extended to three to eight students annually), **Trustees’ Scholarships** (one-time \$1,500 awards granted to one student annually), and **Trustee Scholar Awards** (one-time \$5,000 awards given to four incoming students, usually each year).

To apply for the **President’s Office** and **Trustees’ Scholarships**, students must submit an essay of no more than five pages in length that (1) discusses their past, present and future commitment to building healthy communities; (2) reviews their background and (demonstrated) leadership abilities; and (3) demonstrates an understanding of AIU’s Mission Statement and a commitment to applying its principles in their academic and professional lives. Students from all programs are eligible and encouraged to apply. Financial need is not a criterion.

Trustee Scholar Award recipients are incoming students selected by the campus based on their excellent academic credentials and their potential for realizing AIU’s Mission. Students entering all pre-doctoral academic programs are considered.

Federal Perkins Loans

These loans are to be awarded to students with “exceptional” financial need. A student may borrow a maximum aggregate total of \$40,000 for combined undergraduate and graduate/professional studies. Graduate/professional students may not borrow more than \$6,000 per academic year. Perkins loans carry an annual interest rate of 5 percent. 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 ten 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 thirty-six 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 thirty-six months over the life of the loan). Perkins loans may be canceled 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 Universitywide Financial Aid Services.

In 2000-01, Perkins awards for AIU students averaged \$1,242. Federal funding allocations for the Perkins Loan Program have fluctuated over the past several years. As a result, AIU cannot guarantee average awards for subsequent years.

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

Amount Borrowed	No. of Months	Monthly Payments	Total Payments	Finance Charge at 5% Annual
\$ 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

Federal Work-Study

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 same. 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 4-10 hours per week during the academic year at rates ranging from \$7.00 to \$13.50 per hour. In 2000-01, average student earnings were approximately \$2,000.

Each year, at least 7% of an eligible institution's FWS allocation must be used for **Community Service**. We encourage AIU 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, services include

- (1) such fields as health care, child care, literacy training, education (including tutorial services), welfare, social services, transportation, housing and neighborhood improvement, public safety, crime prevention and control, recreation, rural development, and community improvement;
- (2) support for students (other than for an institution's own students) with disabilities, and
- (3) activities in which a FWS student serves as a mentor for such purposes
 - (A) tutoring,
 - (B) supporting educational and recreational activities, and
 - (C) counseling, including career counseling.

The Department of Education permits schools to waive both the institutional and agency employer matching requirements for students that 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 President Clinton's **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.

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. The criteria are listed in the Addendum to the Application for Financial Aid contained in the AIU Financial Aid Packet. Awards are credited to the recipients tuition accounts, divided equally between the Fall and Spring semesters. AIU received very limited funding for this program for the 2000-2001 academic year; future funding is contingent upon annual grants from HHS.

FEDERAL FAMILY EDUCATIONAL LOAN PROGRAMS

Federal Stafford Loans (formerly Guaranteed Student Loans)

There are two types of Stafford Loans — subsidized and unsubsidized. The federal government pays the interest on the subsidized loans while the borrower is enrolled at least half-time and during authorized periods of deferment; the interest on the unsubsidized loans begins to accrue immediately at disbursement and is generally capitalized when the borrower is no longer enrolled at least half-time. 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. Under this federal loan program, graduate/professional students can borrow up to \$8,500 per year, whether subsidized, unsubsidized, or a combination of both, with an aggregate subsidized maximum of \$65,500 for combined undergraduate and graduate/professional study. Loans are usually disbursed in two installments, generally at the beginning of the Fall and Spring semesters, respectively. All AIU students are eligible to have their loans guaranteed through the California Educational Loan Program. Out-of-state students may continue to borrow through their state's guaranty agency if they have outstanding loans with that agency. For Stafford borrowers who have outstanding balances on previous Stafford Loans at 7%, 8%, or 9% interest rates, the interest rates on those loans will continue at those fixed rates. For Stafford Loans first disbursed after July 1, 1995 but prior to July 1, 1998, the interest rate is variable (annually); it will be equal to the bond equivalent rate of the 91-day Treasury bills (auctioned before June 1) plus 3.1%, never to go above 8.25% *while in repayment*. For loans disbursed after July 1, 1998, interest will be based on the 91-day Treasury bill plus 2.3% with an 8.25% cap while in repayment. An origination fee and an insurance premium, not to exceed 3% and 1% of the principal amount of the loan, respectively, may be deducted from each

disbursement of the loan. 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%, 8.25% and 9% interest rates are illustrated below. Payments are rounded to the nearest whole dollar.

Amount Borrowed	No. of Months	Monthly Payments	Total Payments	Finance Charge at 7% Annual
\$ 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

Amount Borrowed	No. of Months	Monthly Payments	Total Payments	Finance Charge at 8.25% Annual
\$ 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

Amount Borrowed	No. of Months	Monthly Payments	Total Payments	Finance Charge at 9% Annual
\$ 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 Stafford Loans

Under this separate program, graduate/professional students may borrow up to \$10,000 per academic year, with an aggregate unsubsidized maximum of \$138,500 less the aggregate amount of any subsidized loans made to the student. Eligibility is not contingent upon financial need, however, regulations require that the borrower’s eligibility for the subsidized Stafford Loan first be determined prior to certification for the Unsubsidized Stafford Loan. A student may borrow up to the annual limit as long as the loan does not exceed the student’s estimated cost of attendance less estimated resources and other financial aid for the period for which the loan is intended. This program carries the same variable interest rate as the Stafford program described above; interest is not paid by the federal government and begins to accrue immediately at disbursement; unpaid interest is generally capitalized when the borrower is no longer enrolled at least half-time. An origination fee and an insurance premium, not to exceed 3% and 1% of the principal amount of the loan, respectively, may be deducted from each disbursement of the loan. The maximum repayment period under this program is 10 years (not including authorized periods of deferment).

Deferments are available for 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 Universitywide Financial Aid Office.

Unsubsidized Federal Stafford-HEAL Replacement

Under this program, students who are enrolled full-time in what would have been a Health Education Assistance Loan Program (HEAL) eligible program (only the Clinical PsyD and PhD Programs at CSPP/AIU), are eligible to 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 \$189,125 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’s World Wide Web, 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 on-line searchable databases containing over 200,000 private sector scholarships, fellowships, grants, and loans;
- EFC Estimator, an on-line 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; and
- 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 AIU locations. At some locations, these positions are paid exclusively through FWS and, consequently, are available only to FWS eligible students. Many of these positions, however, are paid with institutional funds and are open to all qualified students.

Paid Field Placements

Some field placement agencies offer training stipends to the students placed with them. These stipends can range from \$200 to over \$20,000 per year; the upper end is generally reserved for full-time APA or APPIC internships. For 2000-01, the average placement stipend was approximately \$2,500. On average, approximately one quarter of AIU's students receive agency-sponsored stipends. (Stipends are considered taxable income and must be reported accordingly.)

CSU Forgivable Loan/Doctoral Incentive Program

The Forgivable Loan/Doctoral Incentive Program is designed to increase the diversity of persons qualified to compete for instructional faculty positions at campuses of the California State University (CSU). This competitive program is open to doctoral students at accredited institutions. Persons with disabilities are considered underrepresented in all fields. The program provides financial support of up to \$10,000 per year for up to a total of \$30,000 within five years to minority and women students completing doctoral degrees. Debt on the loans will be reduced by 20 percent per year for up to five years of full-time post-doctoral teaching in the CSU. Loan recipients who do not teach in the CSU will be expected to repay these low-interest loans within a 15-year repayment period; the minimum repayment required for a \$30,000 loan is approximately \$287 per month.

Recipients must be full-time students in a doctoral program during the academic year. There is no means test for eligibility, and students may receive other income from fellowships, scholarships, loans, or employment. Applicants must be sponsored by a CSU faculty member and are required to submit a Faculty Sponsor Plan of Support. The application due date varies among the CSU campuses but typically falls in late February; check with the FLP campus coordinator. For additional information and application, contact the CSU Office of the Chancellor, Forgivable Loan/Doctoral Incentive Program, 400 Golden Shore, Suite 222, Long Beach, CA 90802-4275.

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 AIU); AIU 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 AIU Application for Financial Aid, and be enrolled full-time in either the Clinical PsyD or PhD programs at AIU. 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, telephone (202) 336-6027. e-mail mfp@apa.org. Information is also available at the APA website; URL www.apa.org/mfp.

FINANCIAL AID INFORMATION FOR THE TEACHER CREDENTIAL PROGRAMS

Students who are enrolled in at least nine units a semester in the Teacher Credential Programs are eligible for Alliant International University scholarship funding as described in the AIU Financial Aid Packet. You must be enrolled in at least six units a semester to be eligible for federal Stafford Loans.

The Cal Grant T can be used for tuition and fees in programs of professional teacher preparation. Through the California Student Aid Commission (CSAC), the State of California awards about 3,000 new Cal Grant Ts each year. Students must have a bachelor's degree and plan to attend a program approved by the Commission of Teacher Credentialing. Awards for the 2000-2001 academic year can be up to \$9,420 at independent colleges and universities.* The application deadline for the 2001-2002 academic year is June 1, 2001.

* The California Student Aid Commission (CSAC) uses absolute family income and assets ceilings. For 2000-2001, the ceilings are listed below.

- Income ceilings for independent students with dependents other than a spouse are \$74,100 with six-plus family members; \$68,700 with five family members; \$64,100 with four family members, and \$59,000 with three or fewer family members.
- For married independent students with no dependents other than a spouse, the ceiling is \$26,884.
- For single students, the ceiling is \$23,483.
- The asset ceiling for independent students with dependents other than their spouse is \$45,400; for single or married students without dependents other than a spouse, the ceiling is \$21,600.

The state also offers the Assumption of Loans for Education (APLE) program for K-12 teacher candidates. Up to 5,500 awards are

made each year based on financial need and nominations by participating colleges/universities of school districts with approved teacher preparation programs. Recipients can receive up to \$11,000 in loan-assumption benefits for four consecutive years of teaching service in a California K-12 public school in a designated shortage area, i.e., math, science, bilingual education, reading or special education. Applications for the 2001-2002 academic year are due to CSAC by June 30, 2000.

available in the Alliant International University Financial Aid Packet and from Universitywide and site-based Financial Aid Services.

Students are eligible for external grants and scholarships of varying amounts based on criteria that may or may not specifically include being in a teaching credential program, e.g., the Jewish Foundation for Education of Women, Jackson Graduate Fellowship program, the National Hispanic Scholarship Fund, etc. Information about many of these programs is available via the Internet.

Loan Cancellation Programs

Currently, there are no teaching cancellation provisions for either the Direct Loan or federal Stafford Loan Programs. Perkins borrowers are eligible to have up to 100% of the loan(s) canceled for qualifying service as:

- A full-time teacher in a public or nonprofit elementary or secondary school serving students from low-income families.
- A full-time special-education teacher, including teacher of infants, toddlers, children or youth with disabilities in a public or other nonprofit elementary or secondary school system.

There are other service areas such as law enforcement and corrections, nursery and family service agencies, which qualify for 100% cancellations, as well as areas such as military service in hostile areas and volunteer service which offer partial cancellation options for borrowers.

Additional information about external scholarship and fellowship programs is

Doctoral Programs Tuition/Fees – 2001-2002 Academic Years

		2001-2002 Academic Year
Doctoral Coursework		
	Per Unit	
Clinical PhD		\$630
Health PhD		
Forensic PhD		
	Per Unit	
Clinical PsyD		\$600
Education EdD		
Forensic PsyD		
Culture and Human Behavior PsyD		
School Psychology PsyD		
	Per Unit	
Organizational PhD		\$650
	Per Unit	
Organizational PsyD		\$618
Internship		
	Per Semester	
Full-time Internship		\$3,300
Half-time Internship		\$2,000
	Per Semester	
Dissertation Extention		\$4,200

Master's Programs Tuition – 2001-2002 Academic Years

		2001-2002 Academic Year
	Per Unit	
Change leadership (Alameda)		\$500
Education (Alameda)		\$600
Organizational Behavior (Fresno)		\$410
Organizational Behavior (Los Angeles)		\$500
Organizational Behavior (San Diego)		\$500
Organizational Psychology (Alameda)		\$618
Organizational Psychology (Los Angeles)		\$618
Organizational Psychology (San Diego)		\$618
Psychophysiology and Biofeedback (San Diego)		\$410
Applied Human and Community Development (Fresno)		\$410
Behavioral Healthcare Management (Los Angeles)		\$410
Indian Child and Family Mental Health (San Diego)		\$397

Teacher Credential Programs – 2000-2002 Academic Years

	2001-2002 Academic Year
	Per Unit
Preliminary Multiple Subjects Credential: CLAD and BCLAD	\$333
Pupil Personnel Services Credential	\$333-35
For tuition information for programs not listed here, contact the AIU business office	

Other Fees

	2001-2002 Academic Year
Application fee, doctoral programs (one, two, three, or four campus choices)	\$65
Application fee, full-time masters programs (including Psychopharmacology)	\$50
Application fee, part-time masters programs	\$35
Application fee, credential programs	\$35
Out of state interview fee	\$200
New-student deposit, except Fresno Master's in Organizational Behavior	\$300
New-student tuition deposit (non-refundable)	\$500
Challenge fee (per course)	\$50
Late registration Fee	\$25
Late payment Fee	\$15
Payment plan fee (per semester)	\$30
Testing lab and assessment course fees vary by campus and course (less than \$100)	
Interest charge on outstanding balance – 1.0% per month	
Return check fee (for insufficient funds)	\$35
Master's diploma fee (for doctoral program students)	\$25
Diploma reprinting fee	\$25
Transcript fee	\$3
Transcript fee, rush	\$5
Graduation clearance fee (Los Angeles location)	\$100
Reinstatement into academic program following administrative suspension	\$300
License verification preparation fee –	
first two	no charge
each additional after two	\$60
Student Association Fee (students carrying 9 units or more)	\$25
Student Association Fee (students carrying less than 9 units)	\$10
Student Association Fee (no charge for full-time Internship OR Dissertation Extension)	
Technology Fee (students carrying 9 units or more)	\$130.00
Technology Fee (students carrying less than 9 units)	\$ 60.00
Technology Fee (no charge for Full -Time Internship OR Dissertation Extension)	

ACADEMIC POLICIES

The two parts of this section describe, respectively, the academic policies and procedures for the former United States International University and for the former Alliant University (including the California School of Professional Psychology, the College of Organizational Studies, the School of Education and the School of Social and Policy Studies.) Students will be bound by one part of this section or the other, according to whether the program in which they have enrolled was formerly in one university or the other. Students who are enrolled in a program derived from both of the former universities will need to consult with their Program Directors for further clarification of how their program is affected by this section of the catalog. The section for formerly-Alliant/CSPP policies begins on p.??

ACADEMIC POLICIES-FORMERLY USIU

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.

Regulations will not be waived nor exceptions granted based on a student's ignorance of AIU policies or procedures. 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 the Policies and Regulations section of this catalog.

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

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 programs (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 AIU catalog in effect at the time they re-enter as degree candidates. Students may elect to graduate under the degree and course provisions in effect in their last year. Catalogs take effect on the first day of class for the Fall Quarter of the academic year for which they are published.

Academic Calendar

The academic year is divided into five terms: three quarters, each 11 weeks in duration (Fall, Winter, Spring); one quarter, nine weeks in duration (Summer); and a three-week intensive study session (between the Fall and Winter Quarters). During Summer Quarter some courses are scheduled for the full nine weeks and others are scheduled in shorter sessions held during the first four and one-half weeks and the second four and one-half weeks. The academic year begins with the Fall Quarter. Academic credit is given in quarter units.

Course Numbering

Lower division 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 credential students, eligible seniors, and master's program students. Certain courses may also have individual prerequisites.

Graduate courses are numbered 5000 and above. Seniors may use graduate level courses to complete baccalaureate requirements or, if taken in excess of these requirements, subsequently apply them to graduate programs (5000 level courses may not be applied to a doctoral degree program); 7000 level courses

are for only those students who have been accepted to the doctoral program.

Independent Study

In order to receive credit for independent study, the student must develop a written learning contract with a professor which outlines specific objectives, learning activities, and criteria for evaluation. All independent study courses must have prior written approval of the appropriate dean or designee. 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.

Leave of Absence

If students anticipate being absent from the University for more than one academic quarter (excluding summer), a Leave of Absence form must be obtained and completed with the academic advisor, approved by the appropriate dean or department chair, and filed with the advisor. A leave of absence may be approved for a total of one year, however, repayment of loans may be deferred for only six months.

Students who receive an approved leave of absence may return to the University prior to the expiration of the leave under the following condition: the degree requirements appearing in the catalog of the date of original matriculation remain in effect. A leave of absence does not change the time limits for degree completion.

Students who are absent from the University for two quarters or more, and who have not received an approved leave of absence, must reapply for admission, be reviewed by the department, and, if readmitted, must enter a program offered at the time of readmission (i.e., may not enter the program in which they were previously enrolled if it is no longer offered).

Doctoral students enrolled in a dissertation sequence must maintain continuous enrollment, excluding Summer term, unless a

leave of absence has been approved by the dean or department chair. During the leave of absence, doctoral students may not regularly consult with their chairperson or faculty.

Transcripts

Permanent Record

Only information of an academic nature is entered into the Student Academic Record (transcript). Specifically, no statement regarding disciplinary action is entered. Disciplinary action and the disciplinary records fall within the purview of the Student Services and Enrollment Management Office.

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 quarter registered or the date on which all requirements for the degree were completed (whichever is the later date).

Official Records

Official transcripts are issued by the Registrar’s Office. Transcripts are issued only at the written request of the student. Two working days should be allowed for processing. Exceptions to this rule are covered under the heading “Disclosure or Release of Student Information” on page 22. Requests for transcripts may be submitted either in person, or by mail. No telephone requests for transcripts are accepted. A \$8 fee is charged for each official transcript and \$3 for each unofficial transcript.

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

Transcripts may be withheld if the student has an unresolved obligation to the University or if the student is in default on a Federal Perkins Loan from AIU.

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.
- 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 without distinction.
- F** Failure. The student has not met the minimum requirements.
- CR** Credit. Used upon completion of thesis, dissertation, internship, and other specified courses.
- 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 where 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 quarter. (See page 34.)
- IN** In Progress. No continuous enrollment required.
- IP** In Progress. To be used for certain theses, dissertations, practica and internships.
- A**

- U** Audit. Does not yield credit. Enrollment for audit is limited to original registration for the quarter 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.
- WU** University withdrawal indicates withdrawal from all classes.
- 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.

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 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 AIU transcript. All credits counted toward a degree are used in calculating the cumulative GPA.

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 4 p.m. on the first Wednesday following the end of the term.

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

After a grade has been reported to the 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 dean or designee.

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 department chair. 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 quarter (summer included). Normally the course must be completed with the instructor who assigned the Incomplete grade. Incomplete grades which are not removed by the end of the following quarter will be converted automatically to an F grade for graded courses and to an NC for credit/no credit courses.

Grade Appeals Process

Students have the right to ask an instructor for an explanation of any grade received. Grade appeals are used in instances where students perceive that a final grade is unfair, arbitrary, or capricious. Appeals must be filed within six weeks of the date the grade was postmarked.

Students are encouraged to talk to their instructors before beginning the grade appeals process to attempt to resolve the matter informally. Information about the grade appeals process is available in the department, deans' offices, and the University Center – Orange County.

Attendance

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences.

Academic Residency Requirements

Undergraduate students must be in attendance at the University for the last three quarters preceding graduation. The last 48 units applicable toward the degree must be earned while attending the University and may not be fulfilled by examination.

Master's degree students must complete all but eight units of their degree requirements at the University. Students should consult their academic advisor for details.

Doctoral students must complete three consecutive quarters of full-time study on the San Diego campus or at the University Center. Independent Study courses may not be used to fulfill the doctoral residency requirement. Special residency requirements may be imposed by individual departments. Students should confer with their academic advisors.

Graduation

Application for Graduation

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

Degrees are conferred twice each year in June and November.

Applications for graduation may be obtained from the academic advisors. 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 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 at the end of the quarter 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.

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 initiated through 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 dean for a final decision.

ACADEMIC CODE OF CONDUCT AND ETHICS

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

This Academic Code of Conduct and Ethics is established to lend greater definition and meaning to the principles of scholastic honesty and to outline standards which 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.

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 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 failures to report instances of suspected misconduct) will be subject to a referral to the faculty member's dean for appropriate action.

Acts of Misconduct

The Academic Code of Conduct 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.

Violations

The following acts are examples of violations.

EXAMINATION BEHAVIOR: any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination;

FABRICATION: any falsification or invention of data, citation or other authority in an academic exercise;

PLAGIARISM: any passing off of another's ideas, words, or work as one's own;

UNAUTHORIZED COLLABORATION: collaboration in any academic exercise unless the faculty member has stated that such collaboration is permitted;

THEFT OF RESOURCE MATERIALS: any unauthorized taking of resource materials such as course materials, library materials, computer software, media equipment;

PREVIOUSLY SUBMITTED WORK: presenting work prepared for and submitted to another course;

UNAUTHORIZED ACCESS: any unauthorized access to any person's files or computer account;

UNAUTHORIZED RESEARCH: failure to obtain approval of the Institutional Review Board for research involving human subjects;

ALTERATION OR MISUSE OF UNIVERSITY DOCUMENTS: any alteration or misuse of University documents, including acts of forgery and/or furnishing false information;

DISRUPTION OF ACADEMIC ACTIVITY: disruptive behavior, willful disobedience, profanity or vulgarity, or the abuse of University personnel which continues after a warning has been given;*

ACTS OR THREATS OF PHYSICAL HARM: any act or threat of physical abuse, assault, and/or battery upon any member of the University community, including faculty, students and staff;*

ACTS OR THREATS OF DAMAGE TO PROPERTY: acts or threats of abuse, misuse, damage, or destruction of property belonging to or located on University controlled property or facilities;*

VIOLATIONS DEFINED BY FACULTY MEMBER: any other intentional violation of rules or policies established by a course faculty member/academic supervisor;

ASSISTING OTHER STUDENTS IN ACTS OF MISCONDUCT.

Infractions

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

1. Any unintentional act that, if it were intentional, would be a serious violation.
2. Any violation of the rules or policies established for a course or academic exercise which has not been effectively communicated to the student, or which in the judgment of the faculty member/academic supervisor has not been determined to constitute a serious violation.

Note: repeated infractions may be considered for treatment as serious violations.*

**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 vice president for student services and enrollment management may replace the procedures outlined below when referred by the dean. In the case of a violent act, the faculty member immediately contacts the appropriate individual as listed in the University Violence Prevention Policy as stated in the Employee Policies and Procedures manual and Faculty Handbook and Student Handbook.*

Procedures

The following procedures apply to suspected instances and allegations of academic misconduct. Pending resolution of the matter and any permitted appeal regarding the matter, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property.

Violation Determination Phase

1. Investigation: When a faculty member/academic supervisor directly observes or otherwise determines (based on other evidence) that an act of misconduct may have been committed by a student, it is the responsibility of that faculty member/academic supervisor to undertake as thorough and reasonable an investigation as possible under the circumstances.
2. Communication with the Student of Potential Violation: If this investigation suggests to the faculty member/academic supervisor that there may have been misconduct, the faculty member/academic supervisor must promptly contact the student suspected of the misconduct in order to provide an opportunity for the student to discuss the matter directly with the faculty member/academic supervisor. The faculty member/academic supervisor may call upon the chair to be involved in a discussion with the student. Following this contact between the faculty member/academic supervisor and the student, the faculty member/academic supervisor must determine whether no action of misconduct has occurred, an infraction has occurred, or a serious violation has occurred.
3. Report to the Chair: In all cases in which an act of misconduct has been determined by the faculty member/academic supervisor to have occurred, the faculty member/academic supervisor shall report this determination to the chair in a timely manner so that the chair may determine

appropriate action under the terms of this policy. In the College of Business Administration, the assistant dean shall function as the chair.

The faculty member/academic supervisor shall include in the report to the chair the following: a description of suspected misconduct (including the date, time, and circumstances); a summary of the investigation conducted; the finding and evidentiary support; a summary of the faculty member's/academic supervisor's communication with the student; a recommendation as to whether the act of misconduct should be considered as an infraction or a serious violation; and a recommendation as to the sanction to be imposed. Pending a final determination, the faculty member gives a grade of Incomplete if the quarter ends before the matter is resolved.

4. Determination by Chair: After making a review and recommendation, the chair shall notify the student in writing (personal delivery or delivery requiring a signature) within 10 business days from receipt of the report whether the circumstances warrant preliminarily the imposition of a sanction or that a sanction is determined to be unnecessary or inappropriate under the circumstances.

If a sanction is determined preliminarily by the chair to be necessary and appropriate under the circumstances, the notice to the student must include specific allegations of misconduct, the sanction proposed to be imposed, a copy of the report by the faculty member/academic supervisor, and recommendation of the chair. The student must be informed that he or she has 10 business days from receipt of the notice (i) to respond in writing to the allegations and report, or (ii) to request in writing a meeting with the chair.

After considering the material and information presented by the student or, after the lapse of 10 business days without a student response, the chair shall make a final determination as to whether an act of misconduct has occurred, and if so,

whether that act of misconduct is considered an infraction or a serious violation and the sanction. The student will be reminded of the right to appeal.

The chair's decision is final unless it is appealed as provided below, except in the case of an expulsion. In the case of an expulsion, the case is automatically referred to the dean for mediation, appeal, or both.

Appeals Phase

All requests for appeals must be made in writing to the appropriate dean within 30 days of receipt of the final determination of the chair.

1. Mediation: A student wishing to appeal the determination of the chair may request a mediation session with the dean, the chair and the faculty member/academic supervisor. The student may bring a friend or family member to the mediation session. If the session does not result in a resolution acceptable to all parties, the dean shall, upon request from the student, appoint an appeal board to hear the appeal as expeditiously as possible.
2. Appeal Board: The appeal board shall be appointed by the dean and shall be composed of two faculty members, an administrator, and two students. The dean will choose one member of the board to act as chair. The chair of the appeal board shall be responsible for assuring compliance with the terms of this policy during the course of the appeals process. The appeal board will establish the time and place of the hearing and will be responsible for notifying the student about all aspects of the appeal process.

No person who has a conflict of interest may participate as a member of the appeal board. Any individual who discovers a conflict of interest must withdraw immediately. Upon withdrawal, the dean shall appoint a substitute board member.

The appeal board is advisory to the dean and recommends actions on an appeal.

3. Appeal Process: The appeal board will review the entire record of the case preliminarily, including the report prepared by the faculty member/academic supervisor, chair, and any response prepared by the student. If necessary, the appeal board may request that the faculty member/academic supervisor and the student provide clarification with respect to the record of the case. Following its preliminary review, the appeal board shall determine how the procedures specified below will be utilized during their review of the case. The student shall be afforded the right to ask questions of the faculty member/academic supervisor and other witnesses in the presence of the appeal board.

The appeal board shall:

- A. Schedule the date and time for the hearing and provide written notice to the student (in person or via delivery requiring a signature) of the hearing procedures and the time and date of the hearing;
- B. Hold a hearing and determine whether the alleged misconduct occurred. The hearing and deliberations will be closed to the public;
- C. Be entitled to ask questions of the student, the faculty member/academic supervisor, and any other witness during the hearing;
- D. In the event a finding of misconduct is reached, affirm the sanction recommended by the chair or recommend a different sanction to be imposed under the circumstances;
- E. Submit a written report of its finding to the dean, the faculty member/academic supervisor, and the student within five business days following the conclusion of its deliberations.

Sanctions

The suggested sanctions to be imposed with respect to a determination that an act of misconduct in violation of this policy has occurred include:

Infractions

1. Placement of a “conduct warning” letter in the student’s academic file. A copy of this letter will also be placed in the office of the vice president of student services and enrollment management.
2. Placement of a “probation” letter in the student’s academic file. Probationary status means that any subsequent violations of the Academic Code of Conduct (whether infractions or serious violations) will result in an automatic application of the sanctions imposed in cases of serious violations (described below). A copy of this letter will also be placed in the office of the vice president of student services and enrollment management.
3. Work assignments, service to the University, or other related discretionary assignments.
4. Restitution - compensation for loss, damage, or injury. This may take the form of appropriate service or monetary/material replacement or both.

Serious Violations

1. Suspension from class for the remainder of the quarter.
2. Suspension from the University by the dean for a quarter or more with no transcript notation. Conditions for readmission may be specified.
3. Expulsion from the University by the dean with no transcript notation.
4. Expulsion from the University by the dean with transcript notation indicating “Academic Misconduct Dismissal.”
5. Restitution - compensation for loss, damage, or injury. This may take the form of appropriate service or monetary /material replacement or both.

Educational Records

The record of the final determination in all cases will be maintained in the educational record of the student in the office of the dean for a period of five years. A request for removal of transcript notation of “Academic Misconduct Dismissal” may be submitted by the student to the office of the dean after three years. The decision of the dean with respect to such removal shall be final.

ACADEMIC POLICIES - FORMERLY ALLIANT/CSPP

The two parts of this section describe, respectively, the academic policies and procedures for the former United States International University and for the former Alliant University (including the California School of Professional Psychology, the College of Organizational Studies, the School of Education and the School of Social and Policy Studies.) Students will be bound by one part of this section or the other, according to whether the program in which they have enrolled was formerly in one university or the other. Students who are enrolled in a program derived from both of the former universities will need to consult with their Program Directors for further clarification of how their program is affected by this section of the catalog. The section for formerly-USIU policies begins on page ??.

Many important administrative and procedural matters are handled on sites, locally, and policies differ somewhat from location to location. In this general section of the catalog, procedures common to all locations are covered.

STUDENT RECORDS

Alliant International University complies with the Family Educational Rights and Privacy Act of 1974, as amended, and the regulations issued in the June 17, 1976, Federal Register, which provide students with safeguards for the accuracy, completeness and privacy of their education records. Annual notice is given to students summarizing their rights under this law. Copies of AIU's Statement of Policies and Procedures Under The Family Educational Rights and Privacy Act of 1974 are in each campus' Student Handbook, and are available in the Registrar's Office on each campus.

INTERNET ACCESS

All students should have an Internet service provider prior to the first day of class. Students are asked to keep their official records up-to-date, with respect to a current e-mail address. AIU systemwide administration sometimes uses this means of communicating with all students as a group.

REGISTRATION

Students register for courses either by mail during the summer prior to entering Alliant University, or upon arriving on campus. Some campuses also offer students the opportunity to pre-register for courses to be offered in the following term.

All tuition and fees for each term/semester are due and payable in the first two weeks of the semester. Students may add or drop courses during the first two weeks of each term by filing the appropriate forms with the campus registrar.

WAIVING CLASSES/CHALLENGE BY EXAMINATION

The following policies limit transfer and waiver units for all students who are documenting past experience.

Students who can present acceptable proof that they have taken one or more graduate courses 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.

Students who feel they have background in a particular field equivalent to that covered in a required Alliant University course may challenge that course by examination, provided it is acknowledged by the campus as eligible for challenge. The student pays the

appropriate challenge fee (if any), 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 campus to learn which courses are available for waiver or challenge, and for the limits on waivers.

Doctoral students seeking credit for previous graduate work may receive no more than 30 units of credit for a combination of all courses waived, challenged by examination, and/or taken as independent study, with the following exceptions:

1. Forensic doctoral programs in the School of Social and Policy Studies allow no more than nine units of credit for prior work.
2. At the Los Angeles campus, the organizational doctoral program in the College of Organizational Studies allows a waiver of no more than 12 units (limited to statistics, social psychology, adult development, and personality theory).

Waivers and credit allowed for master's degree programs are lower. The MA program in organizational psychology at San Diego allows a maximum of 6 units of credit for previous graduate work.

Challenge and waiver units do not count toward the determination of a student's current term or year course load. Alliant University campuses employ slightly different limitations on waivers, challenges and transfer units. Specific information may be obtained by contacting the campus registrar.

EVALUATION

A student's work in each course is evaluated narratively, rather than by assigning grades. Each campus employs slightly different evaluation terminology in addition to the narrative report. The campus designations are:

Fresno/Sacramento	Los Angeles
Excellent Pass	Credit
Satisfactory Pass	No Credit
Marginal Pass	In Progress
No Credit	Incomplete
In Progress	Withdraw
Incomplete	Dissertation in Progress
Withdraw	

San Diego	San Francisco Bay
Credit	Credit
Marginal Pass	No Credit
Pending	In Progress
No Credit	Incomplete
In Progress	Withdraw
Incomplete	No Report
Withdraw	

Each campus registrar also maintains a faculty-written anecdotal and evaluative record of the performance of each enrolled student in each course. Students receive copies of their course 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 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 or Marginal Pass), before the doctoral degree can be conferred. Students also receive comprehensive faculty evaluations concerning their progress in Alliant University programs. Information on these evaluations is found in the individual campus sections.

Receipt of a grade of Incomplete requires the student to complete the course in the next term. Incompletes not completed within the campus-specified time period will be converted to grades of No Credit. Receipt of a grade of No Credit may place a student on probation or may subject the student to dismissal. A grade of No Credit in a required course not remediated within the campus-specified time period is grounds for dismissal. When subsequent coursework designed to remediate the deficiency is successfully completed, both the new grade and the No Credit grade are incorporated into the student’s record. At the San Diego campus, two Marginal Pass grades will also place a student on academic probation.

Students in conditional admission status (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.

For further information on evaluation procedures, consult the specific campus sections of the catalog.

ACADEMIC STANDING

Good Academic Standing

A student’s academic standing *may* be jeopardized by one or more of the following (please also refer to campus sections):

1. receipt of a No Credit grade in a course or field placement
2. receipt of two Incomplete grades in any one semester, or more than two Incomplete grades in either half of the doctoral program
3. receipt of two Marginal Pass grades in a semester or across the program
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

A student who is not in good standing is required to correct the deficiencies in question within a specified period of time. Such students may be placed on warning status, on mandatory leave of absence, or on probation. In extreme cases, a student who is not in good standing may be dismissed from the program.

Satisfactory Academic Progress

The Higher Education Act of 1965, as amended by 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 program (including the Unsubsidized Stafford Loan Program, HEAL, etc.) requiring a demonstration of good academic standing and satisfactory progress in order to maintain consistency among all students in the Alliant University system.

Enrolled students and applicants with particular questions concerning satisfactory academic progress at one of the campuses should contact the campus registrar. The following policy statements describe the general parameters for satisfactory academic progress in the Alliant International University System.

A student must maintain satisfactory academic progress by complying with the following incremental, quantitative, and qualitative parameters:

1. *Units per year* A full-time or part-time student must have completed certain cumulative minimum units per year *each year* in the course of study being pursued. In addition to these annual increments, for financial aid purposes, students must be enrolled for a minimum of 18 units per year in order to be classified as full-time. Students must be enrolled in at least six semester units per term to be classified as half-time.

Annual increment units for satisfactory progress may include waiver/challenge by exam credits, if so determined by the academic program director or registrar, and may include Incompletes and pending reports, both of which must be remediated. Annual increment units do not include Withdraws.

Units acceptable to meet minimum annual enrollment status unit requirements include *only* those units for which the student is enrolled and in attendance with the exception of courses repeated to remediate No Credits.

2. *Program Length* Given the minimum units in which full-time students must be enrolled to be making satisfactory academic progress, the maximum duration of the program varies by academic program, degree, *and* campus and varies by entry level as follows:

Doctoral Programs

Graduate Entry	5-7 years
Entry with Credit for Previous Graduate Work	4-7 years
Doctoral Respecialization	2-4 years

(For students in moderated or extended degree programs, dissertation extension time is not included in the above number of years.)

Master's Programs

Program lengths vary by curricula. Please see school-specific information.

3. *Performance* A student may be placed on academic probation if the student demonstrates a pattern of substandard performance as indicated by a combination of grades of Incomplete, Marginal Pass, and No Credit or by warning status, disciplinary probation, poor field placement performance, negative anecdotal comments by faculty on course evaluations or other evidence of insubstantial academic/professional development.

In the event that a student fails to meet Alliant University performance criteria, the student is considered to be making "Unsatisfactory Progress" and is placed on warning status, required leave of absence or probation. Certain probationary classifications result in the loss of financial aid during the remediation period. In other situations, failure by a financial aid recipient to regain satisfactory progress status by the end of the following term will result in loss of all financial aid.

Once "Unsatisfactory Progress" has been determined, a student may:

1. Complete the units lacking by repeating a course with the appropriate faculty consent
 2. Complete the units lacking by carrying extra units with the appropriate faculty consent
- OR
3. Remediate according to other specified parameters.

Warning Status

A student may be notified by campus administrators when in danger of being placed on probation unless academic or behavioral deficiencies are remediated within a specified period of time. This constitutes warning status.

Probation

Probationary status will result when a veteran or eligible person receives a grade of No Credit 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 university requirements. A student (either a veteran or other eligible person) is given a specific amount of time (usually one term) in which to remediate the cause(s) of probation or face dismissal from the program.* Certain probationary categories result in loss of financial aid (see specific university policies).

*The Los Angeles and San Diego campuses employ slightly different rules regarding probation (see campus sections).

Mandatory Leave of Absence

A student whose academic work or professional development requires serious remediation, in the opinion of appropriate campus faculty or administrators, may be required to withdraw from full-time status and complete the remediation while on a required leave of absence. (The Los Angeles location does not have a mandatory leave of absence, but sometimes suspends a student in situations described above.) In all cases, the required leave of absence causes the student loans to go into a repayment status, with no recourse for loan deferment. Financial aid recipients are advised to ask lenders for a forbearance.

Dismissal

A student's failure to remediate deficiencies within the campus-specified time may result in dismissal from the AIU program. Receipt of a No Credit in a required course or No Credits in any two courses may result in dismissal, as may a serious violation of school standards of conduct and ethics.*

*The San Diego campus employs slightly different rules regarding dismissal (see campus sections).

WITHDRAWAL

Students may withdraw in good standing from any course or from their entire academic program at any time before the mid-term.* To withdraw, a student must notify the registrar and the appropriate instructors, in writing, prior to the deadline. Students wishing to withdraw from their entire academic program must obtain the approval of the appropriate campus administrators in order to withdraw in good standing. Students who have withdrawn from the program and wish to re-enter must reapply through regular application procedures. Admission is not guaranteed for reapplicants.

Financial aid recipients who withdraw from AIU during a term will be expected to repay a proportional amount of the aid awarded. (See Financial Aid Refund Policy section.)

Students withdrawing from a course after the deadline will receive a grade based on the instructor's assessment of the student's performance at the time of withdrawal.

*The Los Angeles and San Diego campuses employ slightly different rules regarding withdrawal regulations; contact the campus for specific information.

LEAVE OF ABSENCE

Students in good academic and administrative standing may request a leave of absence from the school for financial, medical, or personal emergency reasons. Because of the sequential nature of each program, a leave usually cannot be granted for less than a one-year period. However, individual campuses may grant a leave of shorter duration at their discretion. (At the Los Angeles campus, only one leave of absence may be taken during a student's academic career and doctoral extension students may not take 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 regulations permit continuing loan deferment for up to 60 days. In this case, the student is not considered withdrawn, for financial aid purposes. If the student's leave continues beyond 60 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 60 days, repayment begins on the date of withdrawal.

3. If the leave is longer than 60 days, repayment will occur according to the following terms:

- a) **Unsubsidized Stafford Loan Program**
Repayment begins immediately upon 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**
Same as Perkins, except the student must return in full-time status.

To apply for a leave of absence, a student must submit a written petition and a re-entry contract to the appropriate campus administrator. It is suggested that students apply for a leave of absence at least one term prior to the beginning of the requested leave. Upon approval by the relevant program director or his/her designee, a leave of absence is then granted.

Not more than one leave of absence can be granted to a student within a twelve month period. A student who has satisfactorily completed the terms of the leave agreement may return to the program at the level from which the leave occurred. Students who have been on leave for more than one year are generally considered as withdrawn and should contact their campus for specific policies and procedures relating to their return to school.

Students who are considered withdrawn must reapply to AIU through the regular admissions process.

A leave of absence is rarely granted retroactively. (There are no retroactive leaves of absence at the Los Angeles campus).

TRANSFERS

Transfers between programs at Alliant International University 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 student affairs office on your campus.

COMPLETION DATE

The completion date for purposes of the California Board of Psychology (BOP) eligibility for postdoctoral internship hours is the date on which all academic requirements are completed (e.g., coursework, internship, psychotherapy, and doctoral dissertation or project). For doctoral extension students, this date will also be the tuition refund separation date. The award 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.

CONFERRAL OF DEGREE

Degrees are conferred on the last day of the term or academic year following satisfactory completion of the degree requirements.

A graduation ceremony is held on each campus at the end of the last academic term of the year, at which time students having earned degrees during the year are recognized.

ORIENTATION

At each location orientation is extremely important for all new students as they become members of the Alliant International University community. At some locations it is mandatory. 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.

COURSE OF STUDY**ADVISING**

Faculty members provide advising and professional mentoring to students. The exact method by which advisors are assigned is described in the section of this catalog describing the individual campuses. Academic advising is the responsibility of the campus curriculum office. For more information, please contact the appropriate office.

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 so chosen serve as advisors and professional mentors. PsyD students receive advising from core faculty, either individually or in groups, during completion of their PsyD projects or dissertations.

Fresno**Advising and Evaluation**

The advising and evaluation program is designed to assist students in academic planning, personal growth, and professional planning. The main goal of the evaluation process is to provide ongoing communication between the faculty and students as well as to secure early identification of weaknesses, so that plans for remediation can be developed by students and their advisors. The Office of Advisement provides general academic advising for students in all programs.

Students' records are reviewed at the end of each semester. If a student receives a Marginal in a course, the student will be placed on Warning for the duration of the program unless remediated. A Marginal grade in a clinical practicum results in being placed on Probation I. A Marginal grade supersedes any satisfactory grade in a clinical practicum and may jeopardize a student being approved for an internship. If a student receives a second Marginal or a first No Credit, the student will be placed on Probation I until

the work is remediated. Remediation is as follows: Marginal—must meet requirements as outlined by instructor and does not require re-enrollment. No Credit—requires re-enrollment and must pass course as outlined. If a student receives a third Marginal or a second No Credit within a year, the student may be placed on Probation II as well as having his/her name submitted to the faculty for a determination of retention or dismissal from the program. Probation II results in loss of financial aid.

Faculty have the option of requiring students to remediate a marginal grade. No Credits in required courses must be repeated. Independent study may not be utilized to remediate a grade of No Credit.

During the last faculty meeting of each semester, faculty review all students who have received Marginals or No Credits and they may also review other students about whom they have concerns. During this time, faculty may also discuss students identified by instructors or supervisors as having problems which impair their ability to become practicing professional psychologists and make recommendations for remediation of the problems to the administration. A notice reporting the results of the review will be sent to the student, to the student's mentor, and to the student's academic file. The mentor will discuss the possible implications, consequences and/or remediation with the student. Student status may be reviewed at any faculty meeting with appropriate notice.

After a formal review considering all the relevant information, the faculty may elect to place a student on Warning, Probation I, Probation II, or may elect to terminate a student or recommend additional remediation for other than academic performance. Students on Warning and Probation I are eligible for financial aid. Students on Probation II are not eligible for financial aid. Students on Probation I or II are not eligible to apply for or enroll in internships.

If a student is terminated or resigns from the program, all Incompletes automatically

become No Credits. Incompletes not completed by the following semester will automatically become No Credits.

In the doctoral programs at Fresno, all second-year students and those entering with credit for previous graduate work, must attempt a comprehensive examination. Students must pass the comprehensive examination in order to be advanced to candidacy. Any student who fails the examination will be reviewed by the faculty for dismissal from the program.

For students in the School of Education who are pursuing a teacher preparation/credentialing program, progress is evaluated ongoingly, to make sure that all State credentialing requirements are being fulfilled at each step of the program.

Advancement to Doctoral Candidacy

The following demonstrations of graduate competence must be completed before a doctoral student can be advanced to candidacy. The process of advancement allows the faculty to confer about each student's ability to complete the doctoral program successfully. Advancement usually occurs during the global evaluations held at the end of the G-2 year. However, students will be allowed to pursue their graduate education until all requirements are met or until the seven-year time limit for completion of the degree is reached.

Los Angeles

Advising

During orientation, faculty advisors are assigned to all matriculating doctoral students and meet with them to get acquainted and discuss career goals and aspirations. These faculty advisors are primarily associated with the same PsyD or PhD program as the student. At this meeting, the faculty advisor will answer questions regarding the academic program. The curricula are defined in terms of specific requirements, so usually only a minimum of academic advising is required. The advisor also reviews the student's evaluations each term and counsels the student regarding performance problems.

The faculty advisor assists the student with professional and institutional issues until the student selects either a mentor/dissertation chair or doctoral project supervisor. Once selected, the chair, mentor, or doctoral supervisor becomes the student's advisor for the remainder of the program. However, if the chair/mentor or doctoral project supervisor is not a member of the student's faculty, the original advisor will continue in that capacity. The clinical psychology student also has a second advisor called a clinical field training advisor, who will advise and direct the student in his or her field placement.

A special advisor is available to students in teacher preparation programs within the School of Education, to assist them in meeting State credentialing requirements, and in planning their study and internship experiences to meet specific professional goals.

Evaluation

Students are evaluated several ways at the Los Angeles campus. First, students are evaluated in each course. The Los Angeles location employs a Credit/No Credit grading system. Students are allowed one semester in which to remediate a grade of Incomplete. Students receive narrative course evaluations during the evaluation and review week at the end of each semester. If a faculty member has concern for a student's performance during the semester, he or she may issue a mid-semester statement of concern. For courses that continue for more than one semester, a student may receive an In Progress (IP) notation at the end of a semester and then a grade at the completion of the entire course sequence.

Second, all doctoral students in CSPP and School of Education programs are reviewed by the faculty at the beginning of their second year. Students in the College of Organizational Studies are reviewed at the end of each year. Students in teacher preparation and credentialing programs are reviewed ongoingly, to make sure that appropriate progress is being made in accordance with State credentialing requirements. These reviews are designed to evaluate how students are progressing in order to detect any difficulties that might need more specific remediation.

Third, doctoral students take comprehensive examinations when relevant coursework is completed, and the student receives approval to take the examination by the faculty. The exams are usually taken in the first and second years by clinical PsyD students, the first, second, and third years by clinical PhD students, and the third year by organizational PhD students.

Fourth, students in the clinical programs will be reviewed and evaluated for their professional and clinical competencies before they begin their last year in school. This process will assess the student's suitability and skills for the practice of professional psychology.

Fifth, students who are identified with difficulties or potential difficulties will be reviewed and evaluated by the program's Student Evaluation and Review Committee (SERC) for appropriate disposition and/or remediation.

Courses That May Be Taken by Non-Matriculating Students

Individuals who are not in degree-seeking programs may only enroll in theoretical courses and not in professional courses at the Los Angeles location. This policy is a function of quality assurance within the institution and is also an effort to protect consumers by not making it possible for individuals to apply for licensure with minimal training.

Appeals to waive this policy within the clinical programs may be made by letter only, addressed to the Academic Affairs Council. Such appeals must include a compelling explanation as to the applicant's need to take one or more professional courses. The appeal must include copies of all of the applicant's prior transcripts.

Students who are not in degree-seeking programs at the Los Angeles location may enroll in organizational psychology classes only with the consent of both the program director and the course instructor.

San Diego

Moderated Degree Options

San Diego students may elect to complete the doctoral programs in clinical, health, cultural, and organizational psychology in a full-time status but on a moderated basis, extending their programs for an additional one or two years. Thus, students entering at the graduate level may extend a four year program to six years, and students entering with credit for previous graduate work may extend the program to five years. Master's degree students who pursue their studies on a moderated basis extend the program by a year. Full-time students normally take approximately 30 units per year. Further inquiries concerning the moderated degree option should be directed to the Office of Registration and Records in San Diego.

Advising

Each student at the San Diego location is advised by a core faculty member. This advisor helps the student navigate the campus curricular and administrative channels and serves as an advocate in those situations in which the student's point of view needs to be represented to administration or faculty.

New students are assigned an advisor by the program director prior to orientation. If the advisor and the advisee agree during the course of the degree program that a change of advisor is appropriate, the Office of Registration and Records can facilitate this change. As doctoral students develop their project proposals and dissertation topics, they are asked to pick a faculty member to serve as the chairperson of their doctoral project/dissertation committee. If the faculty member chosen to serve in this capacity is also a member of the core faculty, then that person will become the student's advisor.

(COSE), in an effort to develop strategies for improving performance over the coming semester or year.

Doctoral students at the San Diego campus are also evaluated by means of a comprehensive examination which tests graduate level competency and which must be completed prior to being advanced to candidacy. For students in the clinical PsyD program, there are three comprehensives: cognition and emotion, biological bases of behavior, and personality theory and pathology. For students in the clinical PhD program, this exam tests graduate level competency in five content areas: developmental psychology; statistics, measurement and research design; biological bases of behavior; personality theory and psychopathology; and social psychology. Students must successfully complete these examinations prior to forming a dissertation committee.

Academic Standing

Warning

Warning status occurs when a student receives one grade of Marginal Pass at any time during the program.

Probation

Probationary status results when students receive a grade of No Credit in a course or field placement or grades of Marginal Pass in two courses, or when faculty or administrative action is taken because academic progress or professional development has been inconsistent with school requirements.

Dismissal

Students who receive No Credit grades in any two courses, or Marginal Pass grades in any three courses (or a combination of No Credits and Marginal Passes) may result in dismissal.

San Francisco Bay

Advising

Faculty, staff, and administrators are concerned that students fully benefit from their educational experience at Alliant University. Faculty members are available to assist students in areas of professional development, dissertation design, and other academic work.

Within CSPP clinical programs, each first-year student is assigned a faculty advisor, (the instructor of the student's *Introduction to Professional Psychology* class), who monitors student progress and provides academic advising. After the first year, a student has an option to select a different advisor. Staff in the Office of Professional Training as well as faculty liaisons provide advisement to clinical students applying for and engaged in field practica and internships.

In the College of Organizational Studies, doctoral students choose advisors from among the core faculty during the early years of the program. In later years, students receive advising from the core faculty with whom they work in dissertation and fieldwork.

The Academic Support Office and Registrar's Office provide general information to students on academic requirements, policies, and procedures. The director of advising and enrollment is available for curricular and administrative advising, with particular emphasis on moderated program students, students entering with credit for previous work, and students needing to take a leave of absence. Additional advisement is available from the director of student relations, the director of multicultural affairs, the faculty advisor to students with disabilities, and the international student advisor.

Evaluation

At the end of each semester, faculty members assign a grade of Credit, No Credit, Incomplete, or Withdraw to each student in their courses. In the case of continuing

courses, grades may be assigned after more than one semester's work. A student who receives an Incomplete must remediate it within six weeks after the end of the semester or a grade of No Credit will be assigned.

Faculty members also complete a course evaluation including both a numerical and a narrative evaluation of each student's performance in the course. Faculty indicate any concerns they have about each student's progress. Copies of evaluation forms are given to students, and student-faculty discussion of the evaluation is encouraged.

At the end of the second year, doctoral students are evaluated for advancement to candidacy by the Faculty Committee on Student Evaluation (FCSE). The FCSE is composed of three faculty members, an administrative representative, and a student representative. As part of the evaluation for advancement to candidacy, students are required to pass all subtests of a preliminary examination which assesses general academic knowledge of psychology. Final determinations for advancement to doctoral candidacy are made by the FCSE, and take into account both course evaluations and the judgment of the faculty.

As well as satisfying academic requirements, CSPP clinical students must also demonstrate satisfactory progress on their Clinical Proficiency Progress Review (CPPR) as a prerequisite to graduation. This review, which occurs during the G-3 year, consists of a case presentation before a panel of CSPP faculty.

Students admitted on "conditional status" (less than a 3.0 grade point average) are evaluated by the FCSE after the first semester of enrollment. Satisfactory academic work results in removal of the conditional status.

For students in the School of Education who are pursuing a teacher preparation/credentialing program, progress is evaluated ongoingly, to make sure that all State credentialing requirements are being fulfilled at each step of the program.

Intra-Campus Transfer Policy and Procedures

Fresno

Students wishing to change programs at the Fresno campus must complete the following steps:

Establish eligibility:

1. They must meet the entry requirements for the program to which they are considering an Intra-Campus Transfer. If they have any questions about the entry requirements, they should contact the Admissions Office or the Advising Office.
2. Students are not eligible for Intra-Campus Transfer to another program if they applied to and were denied admission to that program.
3. Students must be in good academic and administrative standing (e.g. in good standing with the business office, not in default on any student loans) to be considered for an Intra-Campus Transfer.

4. Meet with the Director of the Program in which they are currently enrolled to discuss their thoughts and reasons for requesting an Intra-Campus Transfer. Please allow sufficient time for the Program Director to discuss the implications with appropriate parties.
5. Meet with the Director of the Program in which they are considering enrolling to discuss their thoughts and reasons for requesting an Intra-Campus Transfer. Please allow sufficient time for the Program Director to discuss the implications with appropriate parties.

Complete the following procedures:

1. Meet with the Administrative Officer of Student Advisement to discuss procedures for an Intra-Campus transfer and to obtain the application form. The Administrative Officer of Student Advisement must sign the Intra-Campus Transfer application form to verify the meeting and discussion about the procedures.
2. Meet with the Program Director of the program in which the students are currently enrolled to sign the application form to indicate the meeting occurred.
3. Meet with the Program Director of the program to which the students are considering transfer to sign the application form to indicate the meeting occurred.
4. Visit the Student Records Office:
 - a. Fill out a "Request for Information from Student Files" form in order to view your file's contents and have copies made of what should be included with the Intra-Campus Transfer Application (essay, previous transcripts, etc.).
 - b. Fill out a request for an unofficial transcript of course work completed at Alliant University.
5. Turn in the completed application with essay to the Admissions Office by the specified deadline.

ACADEMIC INFORMATION

EDUCATIONAL OFFERINGS AT ALLIANT INTERNATIONAL UNIVERSITY

Alliant International University degree programs are housed within distinct schools and colleges:

- College of Arts & Sciences (CAS)
- California School of Professional Psychology (CSPP)
- College of Organizational Studies (COS)
- School of Social and Policy Studies (SSPS)
- School of Education (SOE)
- United States International College of Business (USICB)

Each school offers programs at multiple Alliant International University locations (please see the listings in each individual school section of this catalog to determine which programs are offered in which locations).

GRADUATE PROGRAMS

AIU offers full-time programs as well as part-time programs designed for working professionals and others with time constraints.

FULL-TIME STUDY AT ALLIANT INTERNATIONAL UNIVERSITY

The majority of students at Alliant International University are full-time.

Semester-term students generally take 9-16 units per semester; the typical course load is 15 units. In addition, students in most programs devote a number of hours each week to field placement assignments including practica or internships.

Many students, especially in programs designed for professional advancement in business or education, attend classes only in the evening or on weekends.

A quarter-term student is full-time if his/her quarterly academic load (coursework or other required activity) is composed of at least 12 or more units at the undergraduate level or eight or more units at the graduate and credential level.

Part-time quarter-term students are those whose quarterly academic load is less than 12 units at the undergraduate level or fewer than eight units at the graduate level.

Time to Degree

The PsyD programs require at least four years. Many clinical PsyD students may take an extra year to complete the internship, doctoral project requirements, or emphasis area courses. PhD programs 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. Most master's level programs require two years of study.

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.

Alliant International University will conduct an evaluation of 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.

DOCTORAL RESPECIALIZATION PROGRAM

Alliant International University also offers a doctoral respecialization program for holders of doctorates in psychology (or a closely related field) from accredited institutions who wish to specialize in clinical, forensic, industrial-organizational, organizational, or health psychology, or culture and human behavior. Those seeking respecialization complete a program within the relevant Alliant International University school, i.e. the California School of Professional Psychology for clinical respecialization, the College of Organizational Studies for organizational respecialization, or the School of Social and Policy Studies for forensic respecialization and culture and human behavior. More details can be found later in this section where curricula within the specific schools are described. Please see the table on page ?? to determine which respecialization programs are offered.

EXTENDED DEGREE AND PART-TIME PROGRAMS

Currently there are a number of programs at Alliant University which have specific part-time formats. Please see the table on page ?? to determine which programs have part-time formats. Most of the other programs have some extended or moderated options, as outlined below.

The Fresno campus and its Sacramento satellite location offer the doctoral programs on a part-time basis. This option is available to those entering at all levels. All part-time programs include one year in a full-time internship and have a seven year time limit for completion.

The standard clinical psychology PhD and PsyD programs at the Los Angeles campus require that all students attend full-time unless a modified program has been approved as a result of credit for previous graduate work.

The San Diego campus offers an extended degree option within most 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 programs, the San Francisco Bay campus provides a moderated option in which students enroll at two-thirds pace (9-11 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.

INDEPENDENT STUDY

Students may undertake self-directed study or tutorial arrangements through specially designated courses. 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. Also, in some situations students may be assigned independent study as a means of remediating a grade of "no credit." (Fresno students cannot remediate a grade of "no credit" through independent study.)

The number of units students may take in an independent study capacity varies by degree program and campus. Specific information may be obtained by contacting a campus registrar.

GRADUATE PROGRAMS

All locations offer some graduate programs. Table 2A shows all programs and where each program is offered.

UNDERGRADUATE PROGRAMS

All programs are shown in Table 2B.

All undergraduate programs in the U.S. are offered at the San Diego campus. Undergraduate programs are also offered at the Mexico City and Nairobi locations.

Undergraduate programs are four-year programs.

Many AIU undergraduate degree programs are appropriate preparation for those wishing to attend law school. Students interested in a pre-law program should consult an academic advisor at AIU.

CREDENTIAL AND NON-DEGREE PROGRAMS

Programs offering certificates and credentials in a variety of fields, generally for professional development, are shown in Table 2C.

TABLE 2A

GRADUATE PROGRAMS	Frattini	Los Angeles	Mexico	Nairobi	Irvine	Sacramento	San Diego	RF Key
College of Arts and Science (CAS)								
International Relations (M.A.)			●	●			●	
California School of Professional Psychology (CSPP)								
Doctorate in Clinical Psychology (PhD)	● (2)	● (1)					● (4)	● (6)
Doctorate in Clinical Psychology (PsyD)	●^ (3)	●			●^†	●^†	●^ (4)	●^ (6)
Doctorate in Health Psychology (PhD)							●	
Doctorate in Marital and Family Therapy (PsyD)					●^		●^	
Doctoral Respecialization in Clinical Psychology (PhD)	●						●	●
Doctoral Respecialization in Health Psychology (PhD)							●	
Post Doctoral Masters in Clinical Psychopharmacology (MS)		●^ 0						●^†
Masters in Counseling Psychology (MA)			●	●	●^		●^	
Masters in Marital and Family Therapy (MA)					●^		●^	
Masters in Marriage, Family, and Child Counseling; Family Behavioral Health Program designed for American Indian Students (MA)							●^	
Master's in Psychophysiology and Biofeedback (MS)							●	
Joint MOP/Clinical Doctorate (PsyD or PhD)	●						●	
College of Organizational Studies (COS)								
Doctorate in Consulting Psychology (PhD)							●	
Doctorate in Industrial/Organizational Psychology (PhD)		●					●	●
Doctorate in Organizational Psychology (PhD)								
Doctorate in Industrial/Organizational Psychology (PsyD)					● (19)		●	
Doctorate in Organizational Consulting (PsyD)								●
Doctorate in Organizational Development (PsyD)	●^							
Doctorate Organizational Development (PsyD)					● (19)		●	
Doctoral Respecialization in Organizational Psychology		●					●	●
MA in Organizational Behavior (MA/OB)	●^	●^					●^	
MS in Organizational Behavior (MS/OB)	●^							
MA in Organizational Psychology (MA/OP)		●					●	●
MA in Change Leadership								●^
Masters in Industrial/Organizational Psychology (M.A., M.S.)			● (20)		● (19)		●	
School of Education (SOE)								
Doctorate in Educational Leadership (EdD)	●^				●^		●^	●^
Doctorate in TESOL (EdD)							●^	
Doctorate in Technology and Learning (EdD)							●^	
Doctorate/Masters in Cross-cultural Studies (MA in Ed, EdD)	●^						●^	●^
Doctorate in School Psychology, including the Pupil Personnel Services PPS credential, CTC approval pending (PsyD)	●^ (30)	●^					●^ (30)	●^ (30)
Doctorate, Advanced Standing in School Psychology (PsyD)	●^ (30)	●^					●^ (30)	●^ (30)
Masters in School Psychology, including the Pupil Personnel Services PPS credential, CTC approval pending (MA)	●^ (30)	●^					●^ (30)	●^ (30)
Masters in Education (MA)					●^ (12)		●^ (12)	
School of Social and Policy Studies (SSPS)								
Doctorate in Forensic Psychology (PhD)	● (7)							
Doctorate in Culture and Human Behavior (PsyD)							● (5)	
Doctorate in Forensic Psychology, applied forensic track (PsyD)	●	●						
Doctoral Respecialization in Forensic Psychology	●							
Doctoral Respecialization in Culture and Human Behavior							●	
United States International College of Business (USICB)								
Master of Business Administration (MBA)			● (14)	● (13) (14) (15) (16)			● (13) (14) (15) (16) (17)	
Master of International Business Administration (MIBA)			● (13) (14) (16) (17)	● (13) (14) (15) (16)			● (13) (14) (15) (16) (17)	
Master of Management and Organizational Development (MS)								
Doctor of Business Administration (DBA)							● (17) (18)	
Interdisciplinary								
Joint PhD in Clinical/Industrial/Organizational Psychology							●	
Doctorate in Clinical Forensic Psychology (PsyD)	●							
Joint MOP/Clinical Doctoral Program (PsyD or PhD)	●							
Joint MOP/Forensic Doctoral Program (PsyD or PhD)	●							

TABLE 2B

UNDERGRADUATE PROGRAMS	Fresno	Los Angeles	Mexico	Nairobi	Irvine	Sacramento	San Diego	SF Bay
College of Arts and Sciences (CAS)								
Architecture (BA) (With Newschool of Architecture)							● (8)	
Communications (BA)							● (9)	
Elementary Education (Liberal Studies) (BA)								
English (BA)							● (10)	
English Teaching (BA)							●	
Environmental Studies (BA)							●	
International Relations (BA)			●	●			●	
Journalism (BA)				●				
Latin American Studies (BA)			●					
Liberal Studies (BA)							● (11)	
Political Science (BA)							●	
Psychology (BA)			●	●			●	
Sociology (BA)							●	
United States International College of Business (USICB)								
Business Administration (BS)			● (14)	● (13) (14) (16) (21) (24) (25) (26)			● (13) (14) (16) (21) (22) (23) (24) (25) (26) (27)	
Hotel and Restaurant Management (BS)				● (13) (14) (16) (21) (24) (25) (26)			● (13) (14) (16) (21) (22) (23) (24) (25) (26) (27)	
Information Systems and Technology (BS)				● (13) (14) (16) (21) (24) (25) (26)			● (13) (14) (16) (21) (22) (23) (24) (25) (26) (27)	
International Business Administration (BS)			● (13) (14)	● (13) (14) (16) (21) (24) (25) (26)			● (13) (14) (16) (21) (22) (23) (24) (25) (26) (27)	
Management (BS)							● (13) (14) (16) (21) (22) (23) (24) (25) (26) (27)	
Tourism Management (BS)				● (13) (14) (16) (21) (24) (25) (26)			● (13) (14) (16) (21) (22) (23) (24) (25) (26) (27)	

Undergraduate minors include the following.

Accounting
African Studies
(offered at Nairobi campus only)
Applications
Business Administration
Communications
Comparative Philosophy
Creative Writing
English
Entrepreneurship
Environmental Studies
Family Studies
Finance
Gender Studies
Hotel and Restaurant Management
International Business Administration

International Relations
Information Systems
Journalism (offered at Nairobi campus only)
Latin American Studies
(offered only at USIU – Mexico)
Liberal Studies
Management
Marketing
Multimedia Communications
Networking
Psychology
Sociology
Spanish
Teaching English to Speakers of Other
Languages
Tourism Management
U.S. History

TABLE 2C

Credential and other non-degree programs	Fresno	Los Angeles	Mexico	Nairobi	Irvine	Sacramento	San Diego	SF Bay
California School of Professional Psychology (CSPP)								
Certificate Program in Chemical Dependency Counseling							●	
Certificate Program in Gerontology							●	
College of Arts and Sciences (CAS)								
Addiction Counselor Training Certificate							●	
College of Organizational Studies (COS)								
Certificate Program in Organizational Development							● (19)	
Certificate Program in Organizational Psychology							● (19)	
Certificate Program in Employee Assistance							● (19)	
School of Educations (SOE)								
Preliminary Administrative Services Credential					●		●	
Preliminary Multiple Subjects Credential: CLAD, CTC Accredited	●*^	●*^			●*		●*	●*
Preliminary Multiple Subjects Credential: BCLAD, CTC Accredited	●* (20)	●* (2)					●* (2)	●* (2)
Preliminary Single Subject Credential, CTC Accredited		●*^			●*		●*	●*^
Preliminary Clear, CTC Accredited							●*	
Certificate Program in Cross-cultural Language and Academic Development (CLAD)					●		●	
Supplementary Authorization in Computer Concepts and Applications					●		●	
Certificate Program in Teaching English to Speakers of Other Languages (TESOL)					●		●	
Education Specialist Credential: Mild/Moderate Disabilities								
United States International College of Business (USICB)								
Global Logistics Specialist Certificate and Professional Designation Program							●	
UCSD-USICB Graduate Certificate Program in Strategic Management							●	
Grad/Undergrad, affiliated with no school								
English as a Second Language							●	

NOTES FOR TABLES 2A, 2B, AND 2C

- (1) Students choose from among three clinical emphasis areas: clinical health psychology; individual, family, and child psychology; or multicultural community clinical psychology)
- (2) Spanish emphasis
- (3) Optional clinical emphasis areas include analytic, cross-cultural, ecosystemic child, clinical forensic, and health
- (4) Optional clinical emphasis areas include cultural psychology, family/child psychology, a family track, forensic psychology, integrative psychology (PsyD only), gender and human sexualities, health psychology, and psychodynamic psychology
- (5) Offers two emphasis areas: diversity training and technology or international psychology
- (6) Students may choose from among a number of optional tracks and emphasis areas. Tracks include: child and family psychology and forensic family/child psychology. Emphasis areas include family/child psychology, health psychology, multicultural and community psychology, psychodynamic/life development, and psychology of women.
- (7) students choose from two tracks: criminal justice administration and management, or law and public policy
- (8) Newschool of Architecture
- (9) with concentrations in: Communication & Culture, Multimedia Communications, Organizational Communication, Technical Communication
- (10) with concentrations in English Literature, Teaching English to Speakers of Other Languages (TESOL), Writing
- (11) with concentrations in Elementary Education, Liberal Arts
- (12) with concentrations in Educational Administration, Teaching, Teaching English to Speakers of Other Languages, Technology and Learning (available online)
- (13) With a concentration in Finance

- (14) With a concentration in Integrated Studies
- (15) With a concentration in Information & Technology Management
- (16) With a concentration in Marketing
- (17) With a concentration in Strategic Management
- (18) with concentrations in International Business (Marketing or Finance Specialization)
- (19) Approved for offering, contact Admissions for more information
- (20) Hmong emphasis
- (21) With a concentration in Accounting
- (22) With a concentration in Applications**
- (23) With a concentration in Entrepreneurship
- (24) With a concentration in Hotel and Restaurant Management
- (25) With a concentration in Information Systems
- (26) With a concentration in Management
- (27) With a concentration in Networking **
- (28) Approved for offering, contact Admissions for more information
- (29) Approved for offering, contact Mexico City location for more information
- (30) In the 2001-2002 year, these programs will be offered in the Spring semester only.

- * programs offered part-time, accommodating working adults
 ** Offered only to Information Systems and Technology majors. Students at the Nairobi campus may select a combination of both concentrations.
 †Sacramento program not currently accredited by the APA
 ^ programs in the final planning stages and slated to begin during 2001-2002 academic year
 # program is also offered online

THE CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY (CSPP)

Admittance to specific courses will differ depending on whether a student has been accepted into a program of the former Alliant University (comprising the California School of Professional Psychology, the College of Organizational Studies, the School of Education, or the School of Social and Policy Studies) or a program of the former United States International University. Courses in the California School of Professional Psychology and the College of Organizational Studies are not automatically available to graduate students who were admitted to programs in the former USIU. For clarification of your individual status, consult with your advisor.

PhD programs emphasize research competence and the integration of scholarly and scientific investigation with practice. PhD candidates must develop the knowledge and skills required to conceive and carry out independent scholarly investigation. They must also demonstrate specific professional skills ranging from psychological or organizational diagnosis and assessment to intervention, consultation, supervision, and program development and evaluation.

All doctoral students are expected to develop competency — both knowledge and skills — in seven areas: interpersonal/relationship; general assessment, appraisal and ascertainment; multifaceted multimodal intervention; research and evaluation; consultation/teaching; management/supervision; and quality assurance. By the time of graduation, they should also demonstrate a mastery of knowledge-based, research-based, and practice-based competencies appropriate to their educational specialty.

I. Knowledge-based competencies:

Students are expected to have knowledge of the basic concepts and principles of the substantive content areas as appropriate to

their chosen specialty, 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 canons of science and scholarship, rather than any specific methodological paradigm, are the focus of research and are the bases for evaluating findings.

The PsyD program incorporates similar foundations of research and statistical competency and trains students to be discriminating consumers of research. Students conduct an applied clinical doctoral project (sometimes termed doctoral research project or clinical dissertation). This project includes a thorough review of the professional literature as well as the production of a doctoral paper, case study examination, program plan or evaluation, videotape or training manual.

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 and/or qualitative methods for the analysis of data. Research competency includes knowledge of the techniques and methods of inquiry available to the professional psychologist.

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. For competent professional functioning, 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.

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 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 evidence capacity for, and commitment to, self-review, continuing education, and professional development. Excellent interpersonal, communication, and problem-solving skills combine with the competencies described above to define an effective professional psychologist.

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. Each state has its own requirements for licensure. Therefore, it is essential that all clinical PsyD and PhD students who plan to apply for licensure in states other than California contact the licensing board in 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 CSPP clinical 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 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 at least 1,500 must be postdoctoral) and pass both a written and an oral examination.

For further information on licensure in California or other states contact:

Association of State and Provincial Psychology Boards

555 South Perry Street
Suite 112
PO Box 4389
Montgomery, AL 36103

or

California Board of Psychology

1422 Howe Avenue
Suite 22
Sacramento, CA 95825-3200

or

Office of Professional Affairs

American Psychological Association
750 First Street NE
Washington, DC 20002-4242

DEGREE PROGRAMS

CSPP programs differ from location to location, as shown in Tables 2A,B,C.

CSPP offers a variety of degree programs in clinical, counseling, family and health psychology and other related fields. Although the curricula — and other aspects of these programs such as available emphasis areas or specialized tracks — differ from location to location, there are some elements of these clinical psychology programs that are common to all locations. For instance: all programs integrate coursework and practical experience. All programs offer an exciting selection of electives taught by experts and are designed to develop multi-cultural competencies in professional psychology. Most programs can be taken full-time during the day or part-time (moderated programs). Evening and some weekend classes are offered in Fresno, Los Angeles, Irvine/Orange County, and San Diego.

CLINICAL PSYCHOLOGY DOCTORAL PROGRAMS

Clinical Doctoral Programs Overview

The standard clinical doctoral programs at CSPP begin with entry at the graduate level, and lead to the PsyD or PhD through a sequence of courses and field experiences integrating theory, research and practice.

In the first and second years, all programs provide an extensive background in the foundations of psychology; they develop students' basic scientific understanding and practice skills. Students participate in clerkship or 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, evaluation of clients and programs, and intervention and psychotherapeutic techniques. Students also participate in individual therapy and other personal and professional development activities.

In fulfilling the individual psychotherapy requirements, students usually may not utilize therapists who are CSPP faculty members or their field placement supervisors. CSPP does

provide some referrals to psychotherapists who work with students at reduced cost.

Students who have recently fulfilled this requirement prior to enrollment and who can adequately verify that their previous psychotherapy sessions have fulfilled the school's requirements may not have to repeat the requirement.

At the conclusion of 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 campus establishes its own criteria and procedures for evaluating students. Evaluations focus on a student's demonstrated academic ability, expected competency in research, and understanding of the basic theoretical foundations of psychology.

The curriculum for third, fourth, and fifth year students includes advanced training in theoretical issues, psychological intervention techniques, professional ethics and issues, psychopharmacology, and supervision. Students also participate in the dissertation or doctoral project, field placements, growth experiences, and elective courses.

While required coursework is substantial, in the final years there is also time to develop special interests. Internships occupy 15 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 described by the California Board of Psychology.

All clinical doctoral students at the Fresno campus complete the coursework, practicum, and dissertation/PsyD doctoral project portions of their programs in the third year of their PsyD program, or the fourth year of their PhD programs. The final year is then spent in a full-time internship. Many students at other campuses also choose this option. CSPP Fresno has been very successful in designing a consortium of full-time internships, which are

APA-approved and offer competitive stipends. Thus, in Fresno students are able to achieve a seamless transition into internship training in the greater Fresno and Sacramento areas.

CSPP doctoral course requirements at most campuses are designed to fulfill most of the state licensing requirements of California, and in some cases they exceed the requirements. Students seeking licensure outside California should use their electives to fulfill any additional coursework which may be required by those states.

Upon a student's successful completion of the doctoral program, the doctorate is conferred by the faculty and the Board of Trustees. 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.

In content, the clinical psychology curricula reflects four areas of study — applied research, professional skills, professional concepts, and personal growth. A student's coursework each year consists of required courses and electives from each of these areas, described in greater detail on the following pages.

Clinical Areas of Study

Professional Skills

Professional skills courses and field experiences focus on the applied skills of professional psychology.

In the clinical programs, professional skills courses address cognitive and behavioral processes, assessment, and change. Required courses in this area begin with a grounding in the theory and practice of assessment and intervention. Students learn interviewing skills and the use of objective and projective testing measures. These courses cover a variety of intervention modalities and their application to different age groups and different settings. More advanced courses allow students to investigate special interest areas, as well as to

develop advanced professional knowledge and skills, and an awareness and concern for professional ethics and issues.

Field experiences constitute a major portion of each student's program. Graduate students participate in a field placement — whether an internship or a 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, businesses, service and governmental agencies, and research organizations. All students are expected to participate in a variety of placements with a variety of supervisors during their CSPP career so that, upon graduation, they will be able to provide a wide range of professional psychological services (including individual, group, couple, and family therapeutic procedures, as well as psychological assessments) to a variety of client populations.

Applied Research

Research training at CSPP occurs through formal courses in research methodology and design, as well as through the process of completing a clinical dissertation or a doctoral project in the PsyD program, or a supervised dissertation in the PhD programs. Applied research courses provide students with a basic understanding of statistics and investigative methods enabling them eventually to contribute to the profession through competent research and creative program planning. Courses focus both on particular areas of investigation and on various methods of investigation.

Students in the PsyD programs complete a clinical dissertation or doctoral project in an applied area of clinical psychology, prompted by their interests in specific populations or areas of practice. All PhD degree students apply their research training in the design and execution of a doctoral dissertation. Students choose their dissertation topics in relation to their knowledge of the range of research

methodologies and their appropriateness to particular psychological research problems.

Professional presentations, seminars, and activities are offered regularly to provide exposure to the wide array of roles that psychologists play in society and to foster student-faculty research alliances.

Professional Concepts

Theory courses and those on culture and society give doctoral students a solid foundation in scientific psychology and ground these concepts in the social and cultural context in which the psychologist practices.

In the clinical programs, theory courses promote an integration of professional and scientific aspects of psychology. These courses view behavior from many perspectives — psychodynamic, existential/phenomenological, cognitive/behavioral, systems, developmental, social, and biological. Within these broad categories, theoretical points of view may be supplemented by the application of techniques for understanding, assessing, and modifying behavior.

Culture and society courses address both the effect of sociocultural factors on human development and behavior, and the implications of these phenomena for techniques in psychological intervention. These courses give students a background in community intervention systems, community planning, environmental psychology, industrial and organizational psychology, and the psychology of minority and special interest groups. Student awareness of personal values and how these values come into play in professional practice is heightened through culture and society offerings.

Personal Growth/Development

Personal growth — both in terms of better knowing oneself and of better understanding the humanistic context in which psychologists work — is the major focus of growth experiences.

Growth experiences are included in the clinical CSPP curriculum in the belief that continual self-examination and sensitivity to others are necessary for professional practice. Prior to receipt of the clinical doctorate, students must complete 30-45 hours of personal psychotherapy. At some campuses, individual or couples 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. Through firsthand exposure to the therapeutic process, students also have the opportunity to view psychotherapy from a different perspective. All campuses require participation in a Racism Awareness Workshop and/or Intercultural Laboratory to better prepare students for practice in a multicultural society.

Courses in the humanities and the arts supplement the CSPP doctoral psychology curriculum at some campuses. Through literature, philosophy, history, religion, and arts courses, students gain new insights into cultural and social concepts for professional psychology. In addition, study in the humanities fosters skills directly relevant to psychological practice such as clarity and logic in writing.

While the above curriculum design is shared by all CSPP locations, each has its own academic program structured around the basic core requirements. Within the clinical programs, campuses have developed proficiency areas and areas of emphasis, making available a variety of training specializations. In this way, each campus is free to develop according to the academic interests of its community, while at the same time retaining the coherent professional training structure of the school as a whole. Information about proficiency areas and elective emphasis areas is available from the systemwide admissions office or each campus admissions office.

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 clinical dissertation, 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 campus course and unit requirements, as specified in each campus section.
4. completed a number of hours of personal psychotherapy (generally from 30 to 45, as specified by each campus) with a licensed therapist who meets the campus-specified criteria.
5. fulfilled practicum and internship requirements.

Clinical Professional Training

All clinical doctoral students participate in required field experiences during most years of their program. This field work offers them practical exposure to a variety of settings and clients. The PsyD programs may involve more clerkship or practicum experiences than the PhD programs.

The model professional training experience for CSPP students should be a broadly based series of placements providing exposure to a variety of evidence-based treatment modalities; various theoretical orientations in a variety of treatment settings; and a wide range of patient populations. Those students involved in special emphasis areas within the program generally have at least one placement experience with a setting and population appropriate to their area of concentration.

Some of the field placements currently offered through the campuses involve a stipend. These stipends range from \$200 to a few that are over \$20,000 per year, depending upon the agency. Students who intern at the CSPP supported California Consortium (actual name) which is in the Central Valley generally receive internship stipends of \$15,000 or more. The school makes every effort to ensure that internships for clinical doctoral students meet the licensing standards of the California Board of Psychology.

Practica and internships are generally assigned on a one-year basis. Students usually assume new field placement positions at the beginning of each academic year in order to gain exposure to a variety of training models. 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.

There are two models of internship training. One involves a full-time placement in an APA-accredited internship program in the last year of the program. Another model of internship training is a two year half-time internship which is integrated with the last two years of the academic experience. Both models provide a high-quality, sequential and cumulative learning experience.

APA-accredited internships are full-time and usually offer stipends. Although students are encouraged to apply for an APA-accredited internship, CSPP also offers the part-time internship option in agencies carefully selected for our students.

Clinical PsyD Doctoral Project/Clinical Dissertation

PsyD programs at the Fresno/Sacramento, San Diego, and San Francisco Bay campuses require a PsyD dissertation. The Los Angeles campus requires a PsyD project in the second and third years rather than a dissertation. Completion of the PsyD dissertation or project is the major research requirement for candidates for the PsyD degree. The dissertation culminates in a substantial

product and oral presentation. The student begins the dissertation or project in the context of a small class. Work on the second part of the dissertation or project is conducted under the individual supervision of a clinical faculty and/or with the class instructor. This project or dissertation often addresses a clinical phenomenon or issue rather than conducting quantitative research as in the PhD program.

The structure of the project or dissertation varies from location to location — it may be a critique of the research literature in a specific area of psychology, or a thorough analysis of a case using a critique as a framework. It provides evidence of the student's ability to read and interpret a body of research literature, and to apply it in a practical situation. Variations of the PsyD dissertation or project may also include planning and evaluating a limited program intervention, or analyzing and integrating relevant empirical data.

Titles of recently-completed PsyD dissertations/projects are listed in the *Recent Graduates and Completed Dissertations* section of this catalog.

Clinical PhD Dissertation

Candidates for the PhD degree at CSPP are required to complete a dissertation.

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 other members, helps each student develop the dissertation proposal, reads and passes on the quality of the final dissertation, and administers and evaluates the student's oral examination.

Each doctoral student is responsible for enlisting a core or research faculty member to serve as dissertation committee chairperson. Other members of the committee consist of

core faculty, adjunct faculty, or consultants with special expertise in the dissertation area. All members of the dissertation committee must hold earned doctorates or have a recognized expertise in the student's chosen area of study. Exceptions to these requirements may be made by the appropriate administrator on each campus.

Some students finish their dissertations by the end of the final year of their classroom work. The majority, however, continue their dissertation work beyond completion of other coursework. Extensions of one to three years may be granted to students demonstrating sufficient need and continued progress toward completion of the dissertation. During each term of a dissertation extension, students are required to register for campus-specified dissertation extension units and pay the appropriate tuition. Detailed guidelines concerning doctoral extensions are available from each campus.

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 or health psychology.

Those seeking clinical respecialization may wish to gain additional clinical skills or to meet the requirements for licensure. Academic work in this program covers such areas as general theory, personality, psychopathology, assessment and psychotherapeutic techniques. Every effort is made to ensure that training obligations (practica and internships from 15-24 hours per week) meet the licensing standards of the California Board of Psychology and the regulations of the Association of Psychology Postdoctoral and Internship Centers (APPIC). 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 respecialization program is offered at the Fresno, San Diego, and San Francisco Bay campuses.

HEALTH PSYCHOLOGY PROGRAMS

The health psychology programs described below are offered at the San Diego campus. The health psychology curriculum reflects three areas of study — professional skills, research, and professional concepts. Each of these areas is described in greater detail below.

Health Areas of Study

Professional Skills

Professional skills courses in the San Diego health psychology program focus on the applied skills of a psychologist working in a health care setting. These include clinical consulting, health psychology interventions, and biofeedback and pain management. Students learn interviewing skills and the use of assessment, as well as skills in health promotion and disease prevention.

Clerkships start in the first year. By the fifth year, students are in full-time health psychology internships receiving comprehensive training in a range of health care issues. These clinical experiences offer exposure to diverse populations under the supervision of licensed psychologists. Students develop and refine their competencies in assessment and intervention with populations at risk for disease and health-related problems, those with stress-related and psychophysiological disorders, chronic pain patients, and patients with chronic illnesses.

Research

Research projects are a significant part of the program. The ongoing field training is

characteristic of the joint commitment of the San Diego-based programs and San Diego County health care institutions to integrate theory and research with practical applications in cutting-edge professional settings. Students take courses in statistics, research design, and research seminars as a prelude to the dissertation. Areas of research include coping mechanisms in autoimmune diseases, clinical outcomes in stress-related disorders, mind/body mechanisms, and the mechanisms of chronic muscle pain.

Professional Concepts

Courses in theory and cultural context give students the concepts on which they base their understanding of both behavior and medicine. Students take courses in the cultural aspects of health, social psychology, psychopathology, and epidemiology.

Health Psychology Doctoral Program Overview

All PhD students begin study at the graduate level. The program curriculum is five years of full-time study, but students may require additional time to complete the dissertation. First and second year students gain basic training in behavioral and clinical medicine, statistics and research design, psychopathology and personality, and social psychology and physiological psychology.

They also learn health psychology concepts of health promotion and disease prevention, and the cultural aspects of health psychology.

A clerkship in the first year and a practicum and practice consulting group in the second year give students experience working in the field of health psychology. At the end of the second year, students must pass a formal comprehensive examination given by the faculty.

In the third and fourth years, students take advanced coursework and seminars in biofeedback and psychophysiology, health psychology interventions, psychopharmacology, and neuropsychology. The research seminar sequence continues

throughout this time, while third year students begin formal dissertation units. An advanced practicum or internship takes place in these years as well. Ethics, cognitive/behavioral treatments, and health systems courses occur in the fourth year. Students continue work on the dissertation through the fifth year if necessary. A full-time internship may also be part of the fifth year curriculum. Students who complete the health psychology program are eligible for licensure as professional psychologists.

Health Psychology 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. completion of a PhD dissertation.
2. the equivalent of no less than four academic years of full-time study at the graduate entry level, or three to four academic years following admission with credit for previous graduate work.
3. successful completion of campus course and unit requirements as specified in each campus section.

Health Psychology Dissertation

Candidates for the PhD are required to complete a dissertation. A dissertation committee, composed of a chairperson and two other members, helps each student develop the dissertation proposal, reads and passes on the credibility of the final dissertation, and administers the student's oral examination.

Each student is responsible for enlisting a core or research faculty member to serve as committee chair. Other members of the committee may be adjunct faculty or others with expertise in the area of research. All members of the committee must hold doctorates.

MS in Psychophysiology and Biofeedback

This MS program, offered at the San Diego campus, is designed to provide training in the emerging field of psychophysiology and biofeedback. This area of study deals with the application of technology and psychological principles to assist individuals in gaining voluntary control over physiological processes. Students acquire skills in the application of techniques, including biofeedback, to the treatment of tension type headaches, migraines, attention deficit hyperactivity and attention deficit disorders, irritable bowel syndrome, hypertension, temporomandibular disorder, and urinary incontinence. For more information, see the detailed program description later in this section of the catalog.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

These units reflect a quarter term system. Semester units would be different.

This program provides the basic training for a counseling career in the helping professions. The graduates of this program are most likely to work in social agencies, employment agencies, rehabilitation units, business and industry, or hospitals. The student will learn to develop positive relationships with others using theoretical knowledge, cultural sensitivity, and intervention strategies to help clients exhibit positive behavior. Students may also specialize in the chemical dependency concentration as described on page ???. This degree is not licensable in California.

MARITAL AND FAMILY THERAPY PROGRAMS

MA in Marriage, Family, and Child Counseling: Family Behavioral Health Program Designed for American Indian Students

This program is designed to train American Indian students to serve their communities as licensed professional therapists. The curriculum fulfills all academic requirements for the state of California Marital and Family Therapy license (MFT) (Sections 4980.37, 4980.40, and 4980.41 of the Business and Professions Code).

For more information, see the detailed program description later in this section of the catalog.

Master of Arts in Marital and Family Therapy

These units reflect a quarter term system. Semester units would be different.

This program provides basic training for a career as a professional marriage and family therapist. 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. This degree program also offers a concentration in chemical dependency which can be completed by taking the required courses listed under chemical dependency concentration on page ??.

The Marriage 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), 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, Phone: (202) 452-0109.

General Requirements

The Practicum Program includes 500 hours of direct client contact, 250 with couples or families; students receive 100 hours of individual and group supervision, 50 hours of which are based on direct observation, videotape, or audiotape. 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. 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 AIU.

Doctor of Psychology in Marital and Family Therapy

These units reflect a quarter term system. Semester units would be different.

This program is based on the scholar-practitioner model described previously. 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 a MFT or psychologist. Students may include a chemical dependency concentration or a concentration in gerontology. Both concentrations meet requirement for certification in that specialty.

The Marriage 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), 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, Phone: (202) 452-0109.

General Requirements

The 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; the remaining hours may be supervised by a licensed psychologist. 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 USIU. Students must include 10 hours of human sexuality training as part of these activities. The program requires completion of 156 units.

MASTER'S DEGREE OPTIONS IN DOCTORAL PROGRAMS

Students in the clinical PsyD and PhD programs may request receipt of the master's degree after completing specified requirements. The degree will be granted if the student's work meets all the requirements as determined by the faculty at each location. In addition to recognizing one's accomplishment this option is available to students who may need the degree to become psychological assistants or for other reasons relating to licensure or employment.

REQUIREMENTS BY LOCATION

CLINICAL PSYCHOLOGY DOCTORAL PROGRAMS AT THE FRESNO LOCATION

The PsyD program, which is offered both at Fresno and also at the Sacramento satellite location*, is designed for students primarily interested in clinical practice and program administration and emphasizes formal coursework and practicum training in clinical skills and clinical application of research knowledge. While the PsyD program includes a research component, that component does not have the same emphasis as in the PhD program. An empirical PsyD dissertation is required, and may focus on program development and/or evaluation, test development, survey research, or therapeutic outcome studies.

* The Sacramento location is not currently accredited by the APA and is scheduled for an APA site visit in the Fall of 2001.

The PhD program is designed for students who anticipate that teaching and the conduct of research will be significant components of their professional careers. The PhD program includes a concentration in research design and methodologies and requires involvement in research activities throughout the program under faculty mentors. Rigorous qualitative and quantitative designs are taught and employed. The production of original dissertation research is a part of the PhD program. While PhD students complete the clinical requirements for licensure in most states, clinical coursework and practica will be less heavily emphasized than in the PsyD program.

Special features of the clinical programs in Fresno include campus-based practica in the Psychological Services Center, the availability of concentrated coursework in the area of clinical forensics and ecosystemic child therapy, taught by internationally recognized experts. Students frequently choose to obtain their predoctoral internships at the Central California Psychology Internship Consortium Association (CCPICA), which offers competitive annual stipends. The proximity of the campus to national parks and lakes offers a wide variety of opportunities for sight seeing, hiking, kayaking, etc., to offset the intensive pace of doctoral training. These amenities combine with the relatively low-cost of living to make the strong Fresno programs especially attractive.

The PsyD program takes four years, with the fourth year being spent in a full-time year-long internship. The PhD program takes five years to complete because PhD students are continually involved in research and complete both a dissertation and a year-long internship. The five year program decreases the likelihood of ABD status among PhD participants.

Students apply for and are admitted to either the PsyD or the PhD program. Both programs include a full-time, year-long internship in an agency that is either APA-accredited or a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

PhD students work closely with a research mentor each year. PsyD students work closely with clinical faculty and spend at least one year of practicum at the campus Psychological Services Center under the supervision of the clinic faculty.

Requirements for the PsyD and PhD in Clinical Psychology

1. Successful completion of sixty units of graduate study at the Fresno campus.
2. Successful defense of the dissertation proposal at the Preliminary Oral Examination.
3. Successful passage of the Comprehensive Examination. This examination will be given in spring of the second year. Students failing to pass it in the second year may re-take it in the fall semester. Clinical PsyD students who do not pass the exam on the first or second attempt will not be advanced to candidacy and will not be able to apply for internship. Clinical PhD students who do not pass the exam by the fall of their fourth year will not be advanced to candidacy and unable to apply for internship. The Comprehensive Examination may be taken as many times as necessary during the seven years allowable for completion of the doctoral degrees in clinical psychology.

4. Successful completion of all identified Clinical Competencies. These competencies are signed by instructors in each course as they are completed. Your program director will review the competencies signatures prior to the faculty vote on advancement to candidacy.

Doctoral Program Requirements **PsyD Program (For Students Entering in 2001-2002)**

Offered both at Fresno and at the Sacramento satellite location

First Year

C201	Cultural Diversity Training (0 units)
F310b	First Year Clinical Practicum (2 units)
I560a,b	Data Analysis and Program Evaluation (3,3 units)
P500	Introduction to Ethical Practice and Law (1 unit)
P510b	Intellectual Assessment (3 units)
P511a	Personality Assessment I: Methods (3 units)
P511b	Personality Assessment II: Integration (3 units)
PT525	Basic Foundations of Clinical Practice 1A (4 units)
PT526	Basic Foundations of Clinical Practice 1B (2 units)
PT528	Social and Cultural Bases of Behavior (3 units)
P211a	Supervision Experience (0 units)
P211b	Supervision Experience (0 units)

First year students participate in a reciprocal learning experience with a third year student, who has been assigned by the Supervision Seminar instructor. The first year student meets with the faculty instructors of the Supervision Seminar Class during the fall semester to accomplish the match of first and third year students. During the second semester the matched supervisor-supervisee meet weekly to examine clinical material as an adjunct to the supervision provided by the first year student's field placement agency.

Second Year

C201a	Cultural Diversity Training (0 units)
F500a,b	Second Year Clinical Practicum (2,2 units)
I700a,b	PsyD Proposal Development I,II (2,2 units)
P623	Cognitive Behavioral Approaches to Treatment (3 units)
P624	Analytic Approaches to Treatment (3 units)
PT527	Biological Foundations of Clinical Practice (4 units)
T669	Cognitive Affective Processes (2 units)
T670	Life Span Development (3 units)

Third Year

C201b	Cultural Diversity Training (0 units)
F800a,b	Third Year Clinical Practicum (3,3 units)
I800a,b	PsyD Dissertation (3,3 units)
P303	Mental Health Administration (1 unit)
P625	Family Systems Approach to Treatment (3 units)
P811a,b	Supervision Seminar (1,2 units)
Pre-requisites: P211a, b	
PT529	Ethical Foundations of Clinical Practice (2 units)
PT530	Consultation/Education in Clinical Practice (1 unit)
PT531	Pragmatic Foundations of Clinical Practice (1 unit)
T815	History and Systems of Psychology (2 units)

Fourth Year

F899a,b	Full-Time Pre-Doctoral Internship (15,15 units)
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Doctoral Program Requirements **PhD Program (For Students Entering in 2001-2002)**

First Year

C201†	Cultural Diversity Training (0 units)*
I554†	Introduction to Multiple Research Methods (2 units)
I561a,b	Data Analysis/Research Design (3,3 units)
I701b†	Research Practicum (3 units)*
P500†	Ethics (1 unit)
P510a†	Personality Assessment (2 units)
P510b†	Intellectual Assessment (3 units)
P510c†	Projective Assessment (3 units)
P520a	Introduction to Psychotherapy with Lab (3 units)
T600	Psychopathology (3 units)
T550	Sociocultural Bases of Behavior (3 units)

*Offered spring semester only.

†Transfer credit is not accepted for these courses.

Second Year

C201	Cultural Diversity Training (0 units)**
F500a,b	Second Year Clinical Practicum (2,2 units)
I410d	Proposal Development (1 unit)
I556-559	Research Methods (4 units)
I702a,b	PhD Research Practicum (3,3 units)
P240	Family Therapy (3 units)***
P621	Cognitive Behavior Therapy (3 units)***
P622	Analytic and Psychodynamic Psychotherapy (3 units)***
T220	Biological Bases of Behavior (3 units)
or	
T225	Neuroanatomy/Neuropathology (3 units)
T670	Life Span Development (3 units)

Third Year

C201	Cultural Diversity Training (0 units)
F800a,b	Third Year Clinical Practicum (3,3 units)
I703a	PhD Research Practicum (3 units)**

P801	Advanced Ethics and Professional Issues (2 units)
P820	Psychopharmacology (1 unit)
T669	Cognitive/Affective Processes (3 units)
T815	History and Systems (2 units)

**Offered fall semester only.

***Any one of these three.

Fourth Year

1801	Doctoral Dissertation (10,10 units)
	Electives

Fifth Year

F899a,b Full-Time Predoctoral Internship (15,15 units)

Please note that the above denote the “core” program requirements. Degree program students who choose an emphasis must complete additional designated course requirements. Please consult with the emphasis director.

PhD doctoral degree requirements total 150 units. Electives are used to supplement the above course requirements.

Students must complete 30 hours of individual psychotherapy with a licensed psychologist prior to the awarding of the doctorate.

Credit for Previous Graduate Work

Students applying to the clinical PsyD or PhD program at the Fresno campus 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, this requirement must be satisfied before the admitted student can enroll.

Any single course can only be used to fulfill *one* course requirement.

1. The Fresno campus allows a maximum of 30 units of graduate level transfer credit into the program. These credits must be completed with a minimum 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 feasible for a student to reduce a five year program to four years and a four year program to three years.
3. No assessment course (i.e. Intellectual Assessment, Projective Assessment, or Personality Assessment I and II) may be transferred into the program.
4. No transfer credit is allowed for courses taken that are more than five years old.
5. No required/emphasis course(s) are allowed for transfer credit.

6. Graduate level transfer credits meeting our requirements are allowed even if the master’s degree has not been awarded.
7. Regardless of the number of transfer units allowed, a student must complete any and all requirements remaining in the core emphasis/concentration area for which transfer credit was not allowed.
8. Only three units of transfer credit are allowed for the thesis in the PhD program.
9. Listed below are courses which are not eligible for transfer credit. Please note that transfer units are credit units and do not require replacement.

Courses in the PsyD program for which transfer units are *not* allowed:

PT525	Basic Foundations of Clinical Practice: 1A (4 units)
PT526	Basic Foundations of Clinical Practice: 1B (2 units)
PT529	Ethical Foundations of Clinical Practice (2 units)
I700a,b	PsyD Proposal Development I and II (2,2 units)
	Any clinical practicum**
	Any assessment course(s)***
	Any emphasis required and/or elective course(s)
	Any course over five years old

Courses in the PhD program for which transfer units are *not* allowed:

I554	Introduction to Multiple Research Methods (2 units)
I561a,b	Data Analysis/Research Design (3,3 units)
I701b	Research Practicum (3 units)
I702b	Research Practicum (3 units)
I703a	Research Practicum (3 units)
P520	Introduction to Psychotherapy (3 units)*
P801	Advanced Ethics and Professional Issues (2 units)*
	Any clinical practicum**
	Any assessment course(s)***
	Any emphasis required and/or elective course(s)
	Any course over five years old

*In order to waive this course, a video role play must be submitted to the program director no later than mid-August. The video role play will be submitted to the instructor of Introduction to Psychotherapy for review and for a decision as to whether the course can be waived. The student must sign up for the course during registration and if the waiver is granted the course may be dropped. If not approved for waiver, the student remains in the course. A decision is required no later than 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.

**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 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 are added on to the next required practicum.

***In order to waive this requirement, the student must contact the designated faculty member:
Intellectual Assessment - Dr. Gandolfo
Personality Assessment I: Methods - TBA
Personality Assessment II: Integration - Dr. Ammen
Personality Assessment - TBA
Projective Assessment - Dr. Ammen

Emphasis Areas

The Fresno campus clinical psychology PsyD and PhD programs offer students the opportunity to select one or more emphasis areas in order to develop areas of focused study and clinical expertise in addition to their basic education in clinical psychology. These emphasis areas are cross-cultural, ecosystemic child, analytic psychology, clinical forensics, health, and neuropsychology. Students may elect to be trained as generalists sampling from any of the emphasis area courses.

In order to obtain the emphasis in any one of these 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, though this is easier for PhD students who have more free electives than do PsyD students. However, many potential elective units for different emphasis areas are embedded in the PsyD integrated curriculum, reducing the number of additional elective areas needed. Emphasis area directors can provide guidance to any student who wishes to develop a program that meets specific needs.

Analytic Psychology Emphasis

This emphasis area is designed to help students examine the relationship between conscious and unconscious mental processes. Using the work of C.G. Jung as the overarching theoretical structure, the emphasis also helps students understand clinical situations from psycho-analytic, object-relations and ego psychological perspectives. While the work of Jung covers the entire range of human life span and emotional and cognitive development, it is understood that other theoretical perspectives have contributed as much, if not more, practical insights into the workings and treatment of emotional and cognitive disorders. All courses in the emphasis attempt to integrate the various perspectives in psychodynamic psychologies with Jung's seminal works.

To help students begin this difficult process of conceptual integration, students who are enrolled in the Analytic Psychology Emphasis will be required to take two proseminars in analytic psychology. Each one-unit class will make use of a different classic analytic text as a starting point for discussions on the understanding and treatment of clinical cases. Some of the texts which have been used are: Jung's *The Psychology of the Transference*, Jung's first and second editions of *Symbols of Transformation*, Freud's newly retranslated *Interpretation of Dreams* and Anna Freud's *Ego and the Mechanisms of Defense*. Students enrolled in the emphasis will meet each year to participate in the selection of texts to be used in these proseminars.

Students are also required to take Introduction to Analytic and Psychodynamic Psychotherapy as well as an additional nine units of analytic electives. Some of the elective courses have been: Introduction to Analytic Psychology, Analytic Dream Interpretation, Psycho-analytic Approaches to Treatment, Object-relations Theory, Ego Psychology, Expressive Techniques in Analytic Psychology and Sand Play Therapy in Analytic Psychology.

Students are also expected to pursue a research topic in the area of analytic psychology. As most of the problem areas in analytic psychology which need careful research involve issues of consciousness, students are strongly encouraged to develop research skills using the methods of the human sciences which include phenomenology, ethnography, ethnomethodology and phenomenological hermeneutics.

To help students integrate the theoretical material of the emphasis in a practical way, they will be assigned in the course of their graduate training to field placements where analytic or other dynamic approaches are used.

Finally, since much of the process of learning analytic psychology derives from exploration of one's own personal material, students are required to fulfill the basic psychotherapy requirement with a trained analytic psychologist or other approved dynamically trained psychologist.

Cross-Cultural Psychology Emphasis

The Cross-Cultural Psychology Emphasis (CCP) is designed to prepare clinical psychologists for professional practice in pluralistic societies by developing their abilities to advance the learning and fulfillment of individuals, families and communities through culturally appropriate interventions, group processes, and institutional change. The training paradigm is based on the assumption that each cultural group must be understood in relation to its own context rather than that of the dominant group.

Students must take Cross-Cultural Mental Health, Cross-Cultural Families, and Intercultural Psychology Lab; they also take an additional four units of designated elective courses, which are those that target the areas of diversity identified in the university Mission Statement (ethnicity, sexual orientation, and gender) as well as global issues in psychology. Possible courses which might be offered related to the emphasis area include Spanish for Mental Health Professionals, Global Issues in Psychology, Gay/Lesbian Psychology, Women's Psychology, and Men's Issues in Psychology.

Students must complete a minimum of 500 hours of clinical training during practicum or predoctoral internship under a supervisor identified by the emphasis as a culturally competent supervisor, and a dissertation on a cross-cultural topic.

Ecosystemic Child Emphasis

The Ecosystemic Child Emphasis refers to the integration of 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 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 Fresno campus is one of the few graduate programs in the country offering 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, Family Therapy, 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, Life Span Development, California Licensing Laws, and Interventions in the Schools.

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.

Clinical Forensic Emphasis

The Forensic Emphasis familiarizes and prepares students to practice clinical psychology in a forensic environment. Students are trained to apply the theory and practice of clinical psychology to human problems in a legal context.

The emphasis requires four courses: Introduction to Clinical Forensics, Forensic Assessment, Seminar in Psycho-Legal Evaluation, and Mediation and Dispute Resolution. Other possible courses which may be offered to fulfill the other four elective units necessary to complete the emphasis are Juvenile Delinquency, Custody Evaluations, California Licensing Laws, and other courses offered by the Institute of Psychology, Law and Public Policy at the Fresno campus.

Students must complete 500 hours of clinical work with a forensic population such as domestic violence offenders or juveniles on probation. Dissertations must be related to clinical forensic issues.

Health Psychology Emphasis

Health Psychology is a rapidly expanding field with many specialty areas. The Health Psychology Emphasis provides students with an exposure to health psychology, including holistic and alternative approaches to medicine. Students who complete the emphasis will be prepared to function in health care environments including hospices, hospitals, and clinics.

All students will take Introduction to Health Psychology, Interventions in Health Psychology and Primary Care Behavioral Medicine as well as six additional elective units, which may be 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, Clinical Case Conference in Health, Family Therapy, and Group Psychotherapy.

Students must complete a first or second year training (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.

Professional Training and Internship

The clinical programs emphasize 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 for clinical PsyD students, and in the second year for clinical PhD students. The professional training placement experiences completed prior to the full-time predoctoral internship are known as practicum experiences. Both the practicum and internship comprise the professional training component of the clinical programs. 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/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 in the first year of the clinical PsyD program are placed in a practicum in the second semester after successfully completing Basic Foundations of Clinical Practice, Intellectual Assessment, and Introduction to Ethics. Second year clinical PsyD students and students who enter the program with at least fifteen credits for previous graduate work are required to participate in a fifteen hour per week practicum level professional training placement. Second-year forensic psychology students complete 20 hours per week. Third-year clinical PsyD students will spend twenty hours per week in a practicum either at the PSC clinic or at some other CSPP-approved agency. During the fourth year, clinical and forensic PsyD students complete a full year internship (2,080 hours).

Fourth year students are responsible for obtaining an appropriate APA, APPIC, or KPPIC internship and are assisted in this process by the Field Placement Office under the direction of the director of professional training and the professional training department staff. During the time that students are completing their internship requirement, payment of the full internship fee (\$6,600) is required. (See 2000-2001 Tuition and Fee Schedule).

In the clinical PhD program, first year students do not have a clinical practicum experience. However, first year PhD students without any clinical experience are required to do a G1 practicum. Second year clinical PhD students are required to participate fifteen hours per week in a practicum level professional training placement. Third year clinical PhD students spend twenty hours per week in a practicum either at the PSC clinic or at some other CSPP-approved agency. During the fifth year, clinical PhD students complete a full year internship (2,080 hours).

Assignment to the professional training placement practicum is accomplished with guidance from the director of professional training and the Professional Training Department staff. Following the agency interview, a joint selection decision is made with input from the Professional Training Office, the agency, and the student.

Clinical training and supervision experiences are designed as much as possible to meet the requirement of State Licensing Boards through the United States.

International students should discuss regulations and issues related to stipends well in advance with the director of professional training.

A list of the Fresno campus practicum settings as well as a list of internship sites for 1999-2000 are listed in the Field Training Sites section of this catalog.

JOINT MOB/CLINICAL PSYCHOLOGY DOCTORAL PROGRAM

Students interested in pursuing a joint Master's of Organizational Behavior (MOB) degree in the College of Organizational Studies with their clinical doctoral degree at CSPP may do so at the Fresno campus. The MOB is a 30 unit program consisting of 21 units of core organizational psychology curriculum. Students in this program also complete nine elective units consisting of any combination of 1/2 unit colloquia, one or two unit electives, independent studies, and internships. No research project or thesis is required.

The MOB degree can be completed in 12 to 18 months, after which students can matriculate into either the four year PsyD program or the five year PhD program. This dual program may also be completed concurrently. For more information, please contact the campus admissions office.

CLINICAL PSYCHOLOGY DOCTORAL PROGRAMS AT THE LOS ANGELES LOCATION

The clinical doctoral programs begin with entry at the graduate level and lead to the degree through a sequence of courses and professional training experiences intended to integrate theory, research, and practice. Two doctoral programs are offered: a practitioner program leading to the PsyD degree and a scholar-practitioner program leading to the PhD degree. In the initial years for each program, students are introduced to the ethical values and orientation of the professional psychologist, and are taught research methodology, interviewing, and assessment skills; and the biological, social, and psychological factors that influence human behavior. They are grounded in the necessary technical skills required of a professional psychologist through external professional training placements. Students must pass written 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. In the PsyD program students take the Clinical Proficiency Assessment (CPA) at the end of the G3 year.

In the latter years of both programs, students receive advanced training in theoretical issues, techniques of psychological interventions, professional issues and ethics, and supervision. PsyD students complete a three-semester doctoral project and PhD students receive advanced training in research design and applications and complete a dissertation in their fourth and fifth years. All students are placed in field internship rotations for two years. Students may choose to have two half-time (20 hours per week) internships. Alternately, students may choose to complete one half-time internship and then apply to full-time internships, most of which are APA-accredited. 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.)

Students in both the clinical PsyD and PhD programs are expected to develop competency (knowledge, professional attitudes, and skills) in seven areas: interpersonal/relationships, assessment, multifaceted multimodal intervention, research and evaluation, consultation/teaching, management/supervision, and quality assurance. PsyD candidates are expected to demonstrate relatively greater mastery in assessment, intervention, and management/supervision. PhD candidates are expected to emphasize competency in applied research and evaluation.

The clinical programs are divided into three emphasis areas including individual and family clinical (IFC), clinical health psychology (CH), and multicultural community clinical psychology (MCCP).

The standard PsyD program curriculum takes four years, and the standard PhD curriculum takes five years to complete. Students in either program who decide to do a full-time internship will do it in their fifth year. For 1999 graduates, the average program completion time was four years for the PsyD program and six years for the PhD program.

Doctoral Program Requirements PsyD Program (For Students Entering in 2001-2002)

First Year

P502a,b	Clinical Interviewing (3,3 units)
P505a,b	Ethics and Professional Development (2,1.5 units)
P510a,b	Psychodiagnostic Assessment (2,3 units)
T530	Human Development: Cognitive & Affective Dimension (3 units)
T531	Human Development: Social Dimension (3 units)
T547a,b	Intercultural Proc./Human Diversity (2,3 units)

Emphasis area requirements:

T533	Bodily Systems and Health Psychology (CH emphasis) (3 units)
T541	Systems Theory & Assessment (IFC emphasis) (2 units)
T542	Community Clinical Issues (MCCP emphasis) (3 units)
P604	Psychopathology (CH emphasis) (3 units)
P606	Psychopathology (IFC emphasis) (3 units)
P607	Psychopathology (MCCP emphasis) (3 units)

Second Year

F600a,b	Field-Based Practicum (2,5 units)
I540	Statistics (3 units)
I541	Research and Test Design (3 units)
P521	Introduction to Psychological Intervention: Psychodynamic Approaches* (2,3 units)
P522	Introduction to Psychological Intervention: Cognitive/Behavioral Approaches* (2,3 units)
P523	Introduction to Psychological Intervention: Systems Approaches* (2,3 units)
T770	Biological Bases of Behavior (3 units)
T808	History and Systems (3 units)

*students take two out of three of these courses

Emphasis area requirements:

T544	Prevention Strategies from a Community Mental Health Perspective (MCCP emphasis) (2 units)
T549	Systems Assessment (IFC emphasis) (2 units)
T645	Health Assessment and Major Illnesses (CH emphasis) (2 units)

Third Year

F800a,b	Internship (2,5 units)
P800	Clinical Elective (3 units)
I807a,b	Doctoral Project (2,3 units)
P800-859	Practice Seminars
P760	Psychopharmacology (2 units)
T573	Sex Roles and Gender (2 units)
T750	Brain and Behavior (2 units)
T808	History and Systems (2 units)

Emphasis area requirements:

T645	Health Assessment and Major Illness (CH emphasis) (3 units)
P800	Clinical Elective(CH emphasis) (3 units)
P800	Clinical Elective(MCCP emphasis) (2,3 units)
P800	Clinical Elective(IFC emphasis) (2,3 units)

Each track requires that students take particular Practice Seminars (P800-859) or choose from a specified list of Practice Seminars.

Fourth Year

F900a,b	Internship (2,5 units)
P899a,b	Professional Roles--Evidence-based Intervention and Ethics (2,3 units)*
P900a,b	Internship (2,5 units)

*Students may opt to replace 2nd P900 with two additional P800's

Doctoral degree requirements total 120 units. P800-899 Practice Seminars are used to supplement the above course requirements.

Students must complete 45 hours of individual psychotherapy with a licensed psychologist prior to the awarding of the degree.

Program Philosophy and Training Model PhD Program in Clinical Psychology

The PhD 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 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.

In this context, the clinical PhD training program is based on a scholar-practitioner model where practice and scholarship receive equal emphasis. 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 an 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; and
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.

PhD Curricula

The following curricula for the Clinical PhD Program at the Los Angeles campus reflect two choices for students. Option "A" is the preferred curriculum, incorporating a fifth-year, full-time internship. The full-time internship is often outside of Southern California. Option "B" is more friendly to some students' personal needs and involves two half-time local internships in the fourth and fifth years. Both options are accredited.

Doctoral Program Requirements PhD Program (Option "A") (For Students Entering in 2001-2002)

First Year

I500	PhD Statistics
I505	Orientation to Research
I510	Research Design
I515a	Research Practicum
I517	Statistics Lab
I750	Multivariate Statistics
T530	Cognitive-Affective Bases of Behavior
T604	Psychopathology
T808	History & Systems (Summer)
T547a	Intercultural Processes
T***	Emphasis Area Course
T***	Social Bases of Behavior
P600	Ethics and Law
T547b	Human Diversity

*** = course number not available

Second Year

I515b,c	Research Practicum
I650	Prep for Doctoral Candidacy
I704	Advance Tests & Measurements
P502a	Clinical Interviewing
P510a,b	Psychodiagnostic Assessment
P519a,b	Assessment Lab
***	Lifespan Development
***	Biological Bases of Behavior
P800	Clinical Elective (Summer)

*** = course number not available

Third Year

F600a,b	Field-Based Practicum
P521a,b*	Psychodynamic Approaches to Interventions
P522a,b*	Cognitive-Behavioral Approaches to Interventions
P523a,b*	Systems Approaches to Interventions
I535a,b	Research in Applied Settings
I799a,b	Dissertation Development
P800	Clinical Elective

*Students choose two of these three approaches to interventions.

Fourth Year

F800a,b	Half-time internship
I801a,b	Doctoral Dissertation
P899	Professional Roles
P800	3 – Clinical Electives

Fifth Year

F999a,b	Full-time Internship
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Doctoral Program Requirements**PhD Program (Option "B")****(For Students Entering in 2001-2002)****First Year**

I500	PhD Statistics
I505	Orientation to Research
I510	Research Design
I515a	Research Practicum
I517	Statistics Lab
I750	Multivariate Statistics
T530	Cognitive-Affective Bases of Behavior
T604	Psychopathology
T808	History & Systems (Summer)
T547a	Intercultural Processes
T***	Emphasis Area Course
T***	Social Bases of Behavior
P600	Ethics and Law
T547b	Human Diversity

*** = course number not available

Second Year

I515b,c	Research Practicum
I704	Advance Tests & Measurements
P502a	Clinical Interviewing
P510a,b	Psychodiagnostic Assessment
P519a,b	Assessment Lab
***	Lifespan Development
***	Biological Bases of Behavior
T808	History & Systems

*** = course number not available

Third Year

F600a,b	Field-Based Practicum
P521a,b*	Psychodynamic Approaches to Interventions
P522a,b*	Cognitive-Behavioral Approaches to Interventions
P523a,b*	Systems Approaches to Interventions
I535a,b	Research in Applied Settings
I650	Prep for Doctoral Candidacy

*Students choose two of these three approaches to interventions.

Fourth Year

F800a,b	Half-time internship
I799a,b	Dissertation Development
P800	3 – Clinical Electives

Fifth Year

F900a,b	Half-time internship
I801a,b	Doctoral Dissertation
P899	Professional Roles
P800	2 – Clinical Electives

Emphasis Areas

Within the three-emphasis-area structure of the clinical doctoral programs, students may elect the individual and family clinical emphasis, which is an intensive generalized clinical education, or they may elect a clinical program focused in a particular area such as the emphasis areas in health psychology and multicultural community clinical psychology, also offered at the Los Angeles campus.

The campus is also developing a variety of programmatic offerings in the area of managed behavioral health care.

Clinical Health Psychology Emphasis

Research on mind-body connections has increased significantly over the past decade. As medical professionals and the public have increased their understanding of the links between psychology and health, the demand has grown for psychologists skilled in health assessment, health education and promotion, and behavioral medicine techniques. Students in the clinical health psychology (CH) emphasis receive the same thorough preparation for clinical and community practice as students in the other emphasis areas. In addition, they develop knowledge and skills that provide a foundation for service as psychologists in a variety of health care settings.

In addition to developing the assessment and treatment skills required of all clinical psychologists, health psychology students learn practical techniques for interventions that promote health, prevent illness, and restore functioning. Students also learn about the social, demographic, political, and economic forces affecting the organization, financing, and delivery of medical services in the United States, as well as the impact of these changes on clinical practice. In addition, students learn about the variety of new and expanding opportunities being created for health psychologists by these same forces.

Psychologists who develop advanced skills in behavioral medicine and health psychology can work in a range of settings. Some emphasize private practice, while others take on multiple roles, including work in hospitals, medical centers, clinics, hospices, group practices, government agencies, pain clinics, rehabilitation centers, nursing homes, community-based organizations, school clinics, employee assistance programs, corporate wellness programs, trauma centers, universities, consulting firms, public health agencies, and other settings.

In summary, students in the clinical health psychology emphasis are prepared for a variety of opportunities in the rapidly evolving health care system. The roles of our graduates range from traditional clinical psychology practices to service as members of teams of professionals dedicated to promoting the mind-body health of individuals, families, and communities in our multicultural society.

Individual, Family, and Child Clinical Psychology Emphasis

The individual, family, and child clinical psychology emphasis (IFC) offers a comprehensive training program in the assessment and treatment of individual and family systems. Students learn to provide a wide range of services including individual therapy, child and adolescent therapy, couple therapy, family therapy and assessment of adults, families, and children. Our goal in the IFC emphasis is to prepare competent individual, family, and child psychologists. This is accomplished through a broad curriculum where students learn about adults, couples, families, and children from diverse backgrounds.

In the first two or three years of the IFC emphasis, students learn how to conceptualize, assess, and interview adults, couples, families, and children. Besides the year-long Individual Psychodynamic or Cognitive Behavioral Intervention course, IFC students take a series of family systems courses. The Family Systems Theory course provides the foundation for the Family Systems Interviewing and Assessment course. This background prepares students for an advanced year-long IFC Family Systems Intervention course taken only by IFC students. A unique feature of our emphasis area is the additional clinical training with families and children combined with an excellent individually oriented clinical psychology curriculum.

After students have assimilated a broad based life span perspective and have a solid foundation in working with individuals, families and children, they can select a sub-emphasis area for more advanced training. By creating a niche in a sub-emphasis area, students deal more effectively with the changing role of psychology in society. The sub-emphasis areas focus on: individual, couple, and family, and child intervention.

The individual intervention sub-emphasis has two required courses: Specialized Training in Individual Therapy and Brief/Short Term Individual Therapy. There are other electives students may take to refine their individual training such as: Self Psychology, Object Relations Therapy, Metaphorical Interventions in Psychotherapy, and Psychotherapy East and West.

The couple and family intervention sub-emphasis examines relationship dynamics through the required Couple Therapy and Sex Therapy courses. Other valuable courses are: Family Violence and Sexual Abuse, Family of Origin Therapy, Divorce Therapy, and Group Psychotherapy.

The child intervention sub-emphasis has two required courses: Clinical Interventions with Children and Advanced Child Assessment. Most students also take Interventions with Adolescents.

Along with the required sub-emphasis advanced courses, students meet with their advisor to determine which other electives and PsyD sequence courses best fit into their plan of study so that their career goals are met. Creating a niche entails taking courses in a chosen sub-emphasis area but also networking in the community and participating in clinical field training experiences that reflect the sub-emphasis area. In order to further develop the sub-emphasis area, it is expected that PhD dissertations and PsyD doctoral projects are consistent with students' sub-emphasis area.

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 two courses required of clinical psychology students in all emphasis areas, Intercultural Laboratory and Multicultural Mental Health, provide *minimum* 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 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 strive to empower individuals and communities and to facilitate personal and social healing.

Through coursework, field experiences, and mentorship of 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
- Prevention Strategies

Examples of MCCP Advanced Clinical Electives

(students choose two)

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 or PsyD doctoral projects must reflect an aspect of multicultural and/or community psychology.

Credit for Previous Graduate Work

Although all clinical applicants will apply to the graduate level entry, just prior to matriculation, students *may* submit requests for transfer credit for previous graduate work. Some requests for transfer credit require that the student take a challenge examination. The maximum credit allowed for transfer credit is 30 semester units of graduate level courses. Transfer credit is only allowed for master's level courses.

The following courses require passing a challenge examination in order to receive transfer credit: Statistics, Statistics Lab (SPSS), Multivariate Statistics, Brain and Behavior, and Psychopharmacology.

Professional Development Group must be taken in residence at the Los Angeles campus. In addition, emphasis area requirements generally are *not* fulfilled through transfer credit.

Professional Training

The development of appropriate professional knowledge, skills and attitudes is a complex process beginning with the student's doctoral program and continuing 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 skills in psychological practice 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, and in the second year of the PhD program, students may take the Psychodiagnostic Assessment Laboratory and a clerkship. The emphasis in both is on assessment via interviewing and testing. Clerkships include experience at a field site. Clerkship is optional at this time.

PsyD students in the second year, and PhD students in the third year are required to have a 15-hour per week practicum experience at another mental health setting. Students begin to assume a greater degree of 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, and the educational focus of the student's clinical emphasis area. The practicum is designed to prepare students for the pre-doctoral internship.

Predocotoral internship training is required of all clinical students and is obtained through two consecutive years of half-time (20 hours per week) internship training or through one half-time and one full-time internship. PsyD students will complete a half-time internship in both the third and fourth years. **PhD students will complete a half-time internship in the fourth and fifth years (Option B), or they will complete a half-time internship in the fourth year and a full-time internship in the fifth year after coursework has been completed (Option A).**

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 are also responsible for evaluating student's 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; 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 in the clinical emphasis areas (multicultural community clinical, individual and family, and health).

The majority of affiliated professional training sites exists 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.

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 curriculum for clinical students across all emphasis areas through specific required courses (Intercultural Laboratory, Multicultural Mental Health, and Sex Roles and Gender), as well as through the integration of multicultural perspectives in several core and elective courses.

Special features of the Los Angeles campus include their national reputation for excellence in multiculturally relevant education and training; the wealth of 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 Intercultural Laboratory 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.”

The Multicultural Mental Health and the Sex Roles and Gender classes focus on increasing multicultural knowledge. These courses emphasize 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 while the PsyD program trains practitioners who are consumers of research.

During their second year, PsyD students enroll in statistics and research design courses that emphasize critical analysis of psychological research. In the third year, students complete an applied PsyD doctoral project that may involve empirical research or program evaluation. 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, first year PhD students may elect to participate in a research apprenticeship in which they work with a faculty member on a research problem of mutual interest. Through such apprenticeships, students gain hands-on experience in working on applied research issues before they begin the dissertation process. Within the first two years, PhD students complete three semesters of research practicum which emphasizes how to plan and carry out experimental designs.

In the third year, students enroll in Research in Applied Settings and focus on the development of research skills and investigating problems in practical situations. A variety of topics, reflecting the newly emerging areas of research and inquiry in professional psychology are also addressed through the Research Seminar series during this year.

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 usually becomes the student’s dissertation chair.

Also in the fifth year, students take Publication Seminar which is a course that addresses the procedures and strategies associated with the publication of scholarly work. PhD students must pass preliminary orals by the end of their fifth year as well as comply with the requirement that the dissertation be completed within two years of the completion of coursework.

The PhD Program Office oversees the dissertation process, approves dissertation proposals and advises students regarding problems that may arise during the course of dissertation work. This office is also responsible for advising students who have difficulties in finding an appropriate dissertation topic or dissertation chair.

CLINICAL PSYCHOLOGY DOCTORAL AND MASTERS PROGRAMS AT THE SAN DIEGO LOCATION

The curricula of the clinical doctoral programs consist of coursework designed to meet both school requirements and those of accrediting bodies. The following are the requirements for the programs, the elective emphasis areas in which students additionally may specialize, and other elective areas in which coursework may be taken. Course descriptions appear in a later section of this catalog.

The PsyD program coursework is four years and the PhD program coursework is five years in duration. Most students extend the length of their programs in order to complete their PsyD or PhD dissertation.

Doctoral Program Requirements PsyD Program (For Students Entering in 2001-2002)

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, and practicum-internship. The clinical PsyD and PhD programs differ in emphasis and diverge gradually as students move through the year levels. The PsyD program requires courses in integrative psychology which often focus on cultural and social contexts of psychological practice. 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 and demonstration of clinical skills in the chosen area of advanced competency. The student defends the dissertation plan to a faculty committee at the Proposal Meeting. In the final oral PsyD Examination, students demonstrate and defend their clinical

competence and their ability to integrate the scientific foundations with applied work. Then they are expected to discuss clinical, theoretical, cultural, and ethical issues as well as to evaluate the literature and its implications for clinical practice.

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). Summer sessions and timely completion of all requirements are necessary to complete the program in four years. Our experience suggests that students usually finish their coursework in four years and their dissertation thereafter.

Four and five year plans are available including half-time local internships or full-time APA-accredited internships. The components of the clinical PsyD program follow:

First Year

The first year curriculum is the same for Plan 1 and Plan 2 students.

Fall Semester

T801	Advanced Psychopathology (3 units)
I503	Scientific Foundations: Statistics (4 units)
P501	Introduction to Psychotherapy (2 units)
P504	Introduction to Psychotherapy Practicum (1 unit)
P516	Foundations of Assessment: Intelligence (3 units)
P517	Practicum in Intelligence Testing (1 unit)
T5XX	Theories of Personality (3 units)

Spring Semester

F500	Clinical Clerkship (1 unit)
C460	Multi-Cultural Competency Development (3 units)
I513	Scientific Foundations: Research Evaluation (2 units)
T5XX	Theories of Personality (3 units)
T698	Advanced Developmental Psychology (3 units)
H480	Introduction to Integrative Psychology (2 units)

Integrative Emphasis Area students take T539 Personality Theory: Existential and either T501 Personality Theory: Psychoanalytic or T532 Personality Theory: Behavioral/Social Learning. All other students take T501 and T532.

Second Year

Plan 1

Fall Semester

C561	Cultural Psychology: Delivery of Service (3 units)
F600	Practicum in Professional Psychology (5 units)
F605	Practicum Consultation and Ethics (1.5 units)
P516d	Foundations of Assessment: Personality I (Objective) (3 units)
PXXX	Therapy Elective (3 units)
I715	PsyD Clinical Dissertation Orientation (1 unit)

Spring Semester

T721b	Pro Sem: Social Psychology (3 units)
F600	Practicum in Professional Psychology (5 units)
F605	Practicum Consultation and Ethics (1.5 units)
P516e	Foundations of Assessment: Personality II (Projective) (3 units)
P519	Practicum in Projective Testing (1 unit)

Plan 2

Fall Semester

P516d	Foundations of Assessment: Personality I (Objective) (3 units)
C561	Cultural Psychology: Delivery of Service (3 units)
F600	Practicum in Professional Psychology (5 units)
F605	Practicum Consultation and Ethics (1.5 units)
I715	PsyD Clinical Dissertation Orientation (1 unit)

Spring Semester

P516e	Foundations of Assessment: Personality II (Projective) (3 units)
P517	Practicum in Projective Testing (1 unit)
T721b	Pro Sem: Social Psychology (3 units)
F600	Practicum in Professional Psychology (5 units)
F605	Practicum Consultation and Ethics (1.4 units)

Other courses required during the second year

PXXX	Therapy Elective (3 units)
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Third Year

Plan 1

Fall Semester

XXXX	General/Emphasis Elective (3 units)
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F800	Half-time Internship in Professional Psychology with Clinical Consultation Group (7.5)
1815	PsyD Clinical Dissertation Group (2 units)

Spring Semester

XXXX	General/Emphasis Elective (3 units)
F800	Half-time Internship in Professional Psychology with Clinical Consultation Group (7.5 units)
1815	PsyD Clinical Dissertation Group (2 units)

Other courses required during the third year

PXXX	Clinical Inference Elective (3 units)
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Plan 2

Fall Semester

P801	Advanced Ethics and Professional Issues (2 units)
F800	Half-time Internship in Professional Psychology with Clinical Consultation Group (7.5 units)
1815	PsyD Clinical Dissertation Group (2 units)

Spring Semester

HXXX	Integrative Psychology Elective (2 units)
F800	Half-time Internship in Professional Psychology with Clinical Consultation Group (7.5 units)
1815	PsyD Clinical Dissertation Group (2 units)

Other courses required during the third year

PXXX	Clinical Inference Elective (3 units)
XXXX	General Emphasis Elective (3 units)

Fourth Year

Plan 1

Fall Semester

P801	Advanced Ethics and Professional Issues (2 units)
PXXX	Therapy Elective (3 units)
1815	PsyD Clinical Dissertation Group (2 units)

Spring Semester

XXXX	General/Emphasis Elective (3 units)
1815	PsyD Clinical Dissertation Group (2 units)

Other courses required during the fourth year

HXXX	Integrative Psychology Elective (2 units)
P820	Psychopharmacology (2 units)

Plan 2

Fall Semester

F800	Half-time Internship in Professional Psychology with Clinical Consultation Group (7.5 units)
1815	PsyD Clinical Dissertation Group (2 units)
XXXX	General/Emphasis Elective (3 units)

Spring Semester

F800	Half-time Internship in Professional Psychology with Clinical Consultation Group (7.5 units)
I815	PsyD Clinical Dissertation Group (2 units)
XXXX	General/Emphasis Elective (3 units)

Other courses required during the fourth year

P820	Psychopharmacology (2 units)
PXXX	Therapy Elective (3 units)

Fifth Year

Plan 1 only

Fall Semester

F800	Full-time Internship in Professional Psychology (7.5 units)
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Spring Semester

F800	Full-time Internship in Professional Psychology (7.5 units)
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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.

Doctoral Program Requirements
PhD Program (For Students Entering in 2001-2002)

The PhD program in clinical psychology offers an integrated model of training in which research and theory inform clinical practice. Students learn about effective assessment and treatment modalities and how to apply them. In addition, students develop independent research skills that will prepare them for the dissertation and for further empirical work across a range of populations.

All students enter the San Diego campus with their own individual academic and professional backgrounds and needs for full-time or extended programs. Thus, the exact curriculum for the clinical program in relation to content and pace of study may vary. It is expected that the least amount of time possible to complete the PhD program from graduate level entry will be five years. Each student will be required to complete the following components of the clinical PhD program:

First Year

The first year curriculum is the same for Plan A and Plan B students.

Fall Semester

I500a	Advanced Statistics I (3 units)
P501	Introduction to Psychotherapy (2 units)
P504	Introduction to Psychotherapy Practicum (1 unit)
T5XX	Theories of Personality (3 units)
T698	Advanced Developmental Psychology (3 units)
	or
T721a	Pro-Seminar: Cognition/Emotion (2 units)
T801	Advanced Psychopathology (3 units)

Spring Semester

C460	Multicultural Competency Development (3 units)
P516	Foundations of Assessment: Intelligence (3 units)
P517	Practicum in Intelligence Testing (1 unit)
I500b	Advanced Statistics II (3 units)
I525	Research Practicum (3 units)
T5XX	Theories of Personality (3 units)

Second Year

The second year curriculum is the same for Plan A and Plan B students.

Fall Semester

C561	Cross-Cultural Psychology: Delivery of Psychological Services (3 units)
F600	Practicum I in Professional Psychology (3 units)
F605	Practicum in Consultation/Ethics (1 unit)
I510	Principles of Research Design (3 units)
I550	Foundations of Measurement (2 units)

Spring Semester

F600	Practicum I in Professional Psychology (3 units)
F605	Practicum in Consultation/Ethics (1 unit)
I701	Dissertation Design (1 unit)
T721b	Pro-Seminar: Social Psychology (3 units)
T721c	Pro-Seminar: Physiological Psychology (2 units)

Other courses required during the second year:

P516d	Foundations of Assessment: Objective Testing (3 units)
P516e/ P519	Foundations of Assessment: Projective Testing and Practicum (3,1 units)

Third Year — Plan A (Full-time Internship in 5th Year)*Fall Semester*

F800	Half-Time Internship (6 units)
F805	Clinical Consultation Group (1 unit)
I801	Doctoral Dissertation Research (2 units)
I805	Research Seminar (2 units)

Spring Semester

F800	Half-Time Internship (6 units)
F805	Clinical Consultation Group (1 unit)
I801	Doctoral Dissertation Research (2 units)
I805	Research Seminar (2 units)

Other courses required during the third year:

PXXX	Therapy Elective (3 units)
XXXX	General/Emphasis Elective (3 units)

Fourth Year — Plan A*Fall Semester*

I801	Doctoral Dissertation Research (4 units)
I805	Research Seminar (2 units)
P801	Advanced Ethics/Professional Issues (2 units)

Spring Semester

I801	Doctoral Dissertation Research (4 units)
I805	Research Seminar (2 units)

Other courses required during the fourth year:

P820	Psychopharmacology (2 units)
PXXX	Therapy Elective (3 units)
XXXX	General/Emphasis Elective (9 units)

Fifth Year — Plan A*Fall Semester*

F800	Internship in Professional Psychology (12 units)
I801	Doctoral Dissertation Research (4 units)

Spring Semester

F800	Internship in Professional Psychology (12 units)
I801	Doctoral Dissertation Research (4 units)

Third Year — Plan B (Half-time Internships in 4th and 5th Years)

Fall Semester

- 1801 Doctoral Dissertation Research (2 units)
1805 Research Seminar (2 units)

Spring Semester

- 1801 Doctoral Dissertation Research (2 units)
1805 Research Seminar (2 units)

Other courses required during the third year:

- P820 Psychopharmacology (2 units)
PXXX Therapy Elective (6 units)
XXXX General/Emphasis Elective (12 units)

Fourth Year — Plan B

Fall Semester

- F800 Half-Time Internship (6 units)
F805 Clinical Consultation Group (1 unit)
1801 Doctoral Dissertation Research (2 units)
1805 Research Seminar (2 units)
P801 Advanced Ethics/Professional Issues (2 units)

Spring Semester

- F800 Half-Time Internship (6 units)
F805 Clinical Consultation Group (1 unit)
1801 Doctoral Dissertation Research (2 units)
1805 Research Seminar (2 units)

Fifth Year — Plan B

Fall Semester

- F800 Half-Time Internship (6 units)
F805 Clinical Consultation Group (1 unit)
1801 Doctoral Dissertation Research (6 units)

Spring Semester

- F800 Half-Time Internship (6 units)
F805 Clinical Consultation Group (1 unit)
1801 Doctoral Dissertation Research (6 units)

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.

Doctoral degree requirements generally total 137-148 units.

Curriculum requirements are subject to change.

Elective Emphasis Areas

The curricula for both the standard PsyD and PhD clinical programs are designed to provide advanced doctoral students with the opportunity to complete an additional specialization in an area of interest or to take electives to enhance the required course offerings.

This study option is offered and strongly 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.

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.

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 suggested that students take at least one year of professional training placement in settings which emphasize interactions with children and families. PsyD or PhD dissertations addressing family/child issues are common at the San Diego campus.

Required courses include Child Psychotherapy, Family Psychotherapy, Developmental Psychology, Family Systems Theory, and Developmental Psychopathology. Two additional courses are required. The following are typical selections:

- | | |
|-------|--|
| C555 | Therapy with Ethnic Families |
| P291 | Family Violence: Dynamics, Prevention, and Treatment |
| P512 | Psychoeducational Assessment of Children and Adolescents |
| P516f | Clinical Inference: Children |
| P877 | Advanced Family Therapy |
| P884 | Couples Therapy |
| T800 | Advanced Child and Family Seminar |

In addition to academic coursework and field training, students in the family/child emphasis participate in a student-organized interest group. This group sponsors monthly meetings where speakers present cutting edge material in areas such as adolescents in crisis, parenting skills training programs, and child custody evaluations.

Family Track

The family track, while respectful of the more traditional skills in clinical work, trains students in assessment and treatment of family members from an interactional viewpoint. The program is open to both clinical PsyD and PhD students, and incorporates training in the areas of academics, clinical work, and research.

Students in the family track must meet all the course requirements detailed under the family/child emphasis, including five family/child core courses and two electives. In addition, students enroll in special sections of five of the general clinical core courses: Introduction to Psychotherapy, Theories of Personality, Family Therapy with Ethnic Families, Objective Assessment, Projective Assessment, and Clinical Inference. These sections focus more specifically on families and children.

In their clinical work, students complete a practicum placement and at least one, half-time internship placement working with children, adolescents, couples, and families. Training sites include school districts, child guidance centers, family counseling agencies, inpatient and outpatient mental health centers, and the Family Center at CSPP's Center for Applied Behavioral Services.

They also receive a series of research courses beginning with Research Design and Clinical Dissertation Group and continuing with ongoing research seminars and proposal meetings. Students are expected to complete their PsyD or PhD dissertation on a topic related to families.

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.

Four courses are required to complete the emphasis area, two of which are mandatory:

T270	Introduction to Forensic Psychology
P516f	Foundations of Assessment: Clinical Inference/Forensic

The student will select two of the following offerings to complete the emphasis:

P291	Family Violence: Child Abuse
P293	Interpartner and Spousal Abuse
T800	Conduct Disorders and Antisocial Behavior
T802	Organizational Psychology Dispute Resolution Advanced Seminar: Dispute Resolution/ Conflict Management/Labor Relations- Employment Law (Only one of these may count toward the emphasis)
T800	Advanced Seminar in Theoretical Issues: Forensic Family/Child Psychology

It is expected that PsyD and PhD dissertations will focus on a topic related to forensic psychology.

Gender and Human Sexualities Emphasis

The gender and human sexualities emphasis is designed for students who are interested in developing proficiency in treatment and evaluation with a specific focus on issues of gender and sexuality. The study of gender and sexualities explores the psychological, emotional, and behavioral similarities and variations found between women and men who identify as heterosexual as well as lesbian, gay, or bisexual. This emphasis is designed for students interested in clinical practice, research, and scholarship in the fields of psychology of women, psychology of men, and the psychology of sexual orientation. The emphasis is open to both clinical PsyD and PhD students.

The gender and human sexualities emphasis is designed as an interdisciplinary approach based on the assumption that gender and sexual orientation can be best studied in cultural context. A gender analysis of human development goes beyond issues of gender or sexual difference and emphasizes an in-depth understanding of interactive processes that have psychological and institutional/structural consequences. As such, particular emphasis will be placed on the intersections of gender, culture, ethnicity, and sexual orientation.

Courses cover various aspects of evaluation and treatment as well as the history and culture of the groups and issues involved. Courses have a solid theoretical grounding in the new scholarship on gender and sexualities in psychology as well as in other academic disciplines. Courses are presented from various theoretical viewpoints, and include a few specially designed, interdisciplinary humanities courses. Students are required to take at least four core emphasis courses and at least one year of professional training placement in settings which emphasize gender issues or sexual orientation issues in clinical practice.

The following courses are requirements for the emphasis at this point and will be offered during the upcoming academic year:

C590	Cultural Seminar in Theoretical Issues: Psychology of Women
P554	Human Sexuality
P884	Couples Therapy: Lesbian and Gay Couples
H580	Women and Gender in Historical Perspective

Other courses that may be offered in the future include:

TXXX	Issues in the Psychology of Men and Masculinity
PXXX	Gender Issues in the Workplace
T800	Advanced Seminar: Theoretical Issues of Homosexuality
HXXX	Gender and Sexual Orientation in Literature
HXXX	Gender and Sexual Orientation through Film
P293	Interpartner and Spousal Abuse
PXXX	Feminist Approaches to Psychotherapy
PXXX	HIV, AIDS, and Psychotherapy
PXXX	Women and Health
XXXX	Research Methods in Gender and Human Sexuality
T69X	Gender and Sexual Orientation in Adult Development
TXXX	Gender and Sexual Orientation in Adolescence

Other relevant courses:

I218	Qualitative Research Methods
I503	Scientific Foundations: Statistics
IXXX	Research Methods in Cultural Psychology

It is expected that PsyD projects and PhD dissertations completed by emphasis students will focus on a topic related to gender or sexual orientation.

Students should note that this emphasis area is under active development, and will continue to undergo revision based on student and faculty input.

Health Psychology Emphasis

Health psychology is one of the fastest growing and most important areas in the field of professional psychology. It offers opportunities for psychologists to work in a range of professional settings such as hospitals, medical clinics, private practice, and rehabilitation centers. Knowledge gained in this area is increasingly important for all of professional psychology.

The health psychology emphasis at the San Diego campus provides students with an opportunity to pursue advanced study in health psychology. This training prepares students to continue with additional specialization beyond the clinical doctorate.

The emphasis requires completion of Introduction to Behavioral Medicine, plus three of the following: Cultural Aspects of Health, Clinical Medicine, Health Promotion and Disease Prevention, Health Psychology Intervention, Work and Well-Being, Psychopharmacology, Health Systems, and Biofeedback. Third, fourth, and fifth year students may take one year of their clinical internship requirements in a professional training placement appropriate to this area. Further expertise is gained through PsyD projects of PhD dissertation research, and other health psychology related electives.

Integrative Psychology Emphasis (PsyD program only)

An integrative, systems approach to health and healing brings multiple ways of knowing into psychological practice, encouraging practitioners to attend not only to clients' cognitive behaviors, but also to their cultural and spiritual concerns. 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 their clinical work.

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, prayer, 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.

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 treat pathologies. Hospitals now implementing integrative medicine need researchers and clinicians who are qualified to assess and apply multidisciplinary and alternative healing practices.

Students are expected to procure supervision in sites related to integrative practices and to develop dissertation topics in the area. These topics may include North American Indian spirituality; transpersonal and Eastern psychologies; comparative systems of healing; human behavior in ecological context; narrative psychology and archetype; social evolution; psychology of religions; and meditative, somatic, and expressive therapies.

To complete the emphasis area the following two courses are required:

H480	Introduction to Integrative Psychology
T539	Theories of Personality, Psychopathology, and Psychotherapy (Existential)

Students are required to complete three additional integrative psychology electives. The following list is subject to change as the program develops. Other courses may be offered in the future.

Advanced Seminars (e.g., Shamanistic, Ayurvedic, Dreamwork and Myth, Field Research Project)
 Ethnic Psychologies and Cultures (Asian American, Hispanic, American Indian, African American)
 Ritual and Healing
 Life Story and Narrative Psychology
 Ecology and Psychology
 Transpersonal Psychology
 Introduction to Sand Play
 Contemplative Practices
 Expressive Arts Therapies
 Psychology of Religions
 Women and Culture
 Creativity: Theories and Practice
 Women as Spiritual Teachers
 Introduction to Jung and Shadow Archetype
 Physiology and Emotion
 Mind/Body Research

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. At the San Diego campus, 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 four electives among the psychodynamic courses, complete at least a one year internship with psychodynamic supervision, and complete either a PsyD project or PhD dissertation in an area pertinent to psychodynamic theory, research or application. Elective psychodynamic courses include:

P562	Transference and Counter-Transference (3 units)
P800	Advanced Seminar in Theoretical Issues (3 units)
P805	Theory and Practice of Psychotherapy II: Psychoanalytic, Existential, Gestalt, or Self Psychological Section (3 units)
P870	Advanced Intervention (3 units)
P875	Clinical Aspects of Dream Interpretation (3 units)
T501	Theories of Personality and Pathology: Existential (3 units)
T800	Advanced Seminar in Theoretical Issues: Object Relations (3 units)

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 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. Students who have not completed a master's degree may be granted credit for a maximum of 15 units for previous 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 the campus section of this catalog.

Professional Training

San Diego clinical students receive practicum and internship experiences in more than 80 agencies. 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 students who live in Orange County. These agencies contain over 380 professional training positions.

Assignment to these placements results from an application process conducted by year level, with third, fourth and fifth year students receiving priority for licensable placements. The option of doing an APA-accredited full-time internship in the fourth or fifth year (depending on the program and year level requirements) is also available and encouraged. 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. The San Diego campus professional training facilities for 2000-2001 are listed near the end of this campus section.

Special features of the San Diego programs include a particular emphasis on evidence-based practice, a rich set of opportunities for gaining research and clinical skills in health psychology/behavioral medicine, and the availability of non-disciplinary coursework (e.g. School of Education, USI College of Business).

DUAL CLINICAL/INDUSTRIAL-ORGANIZATIONAL PHD PROGRAM

The San Diego campus offers a dual PhD program in clinical/industrial-organizational psychology. Students fulfill the program requirements of both specialties. The program is jointly administered by the College of Organizational Studies and by the California School of Professional Psychology. The

clinical portion of the program is part of CSPP's APA-approved program in clinical psychology.

Dual Clinical/Industrial-Organizational PhD Program Requirements (For Students Entering in 2001-2002)

It is expected that the dual program will take a minimum of five years of full-time work plus additional semesters to complete the dissertation. Degree and year level requirements follow:

First Year

Fall Semester

I500a	Advanced Statistics I (3 units)
P501	Introduction to Psychotherapy (2 units)
P504	Introductory Psychotherapy Practicum (1 unit)
T581	Organizational Behavior (3 units)
T697	Adult and Career Development (3 units)
T801	Advanced Psychopathology (3 units)

Spring Semester

C460	Multicultural Competency Development (3 units)
I500b	Advanced Statistics II (3 units)
P516/517	Foundations of Assessment I: Intelligence (4 units)
T5XX	Personality Theory I* (3 units)
T5XX	Personality Theory II* (3 units)

*Student must take two courses selected from T501, T532, and T539.

Second Year

Fall Semester

C561	Cross-Cultural Psychology: Delivery of Psychological Services (3 units)
I510	Principles of Research Design (3 units)
P516d	Foundations of Assessment: Personality (objective) (3 units)
T580	Seminar in Personnel Psychology (3 units)
T721c	Advanced Physiological Psychology (2 units)
PXXX	Therapy Elective (3 units)

Spring Semester

I505	Computer Statistics Laboratory (2 units)
P577	Psychological Measurement (4 units)
P516e/519	Foundations of Assessment: Personality (projective)/Practicum in Projective Testing (4 units)
P682	Survey Guided Feedback (3 units)
T582	Work Motivation Theory (3 units)

Third Year

Fall Semester

C825	Cultural Diversity in the Workplace (3 units)
F600	Practicum in Professional Psychology (3 units)
F605	Practicum Consultation and Ethics (1 unit)
I705	I-O Research Project (4 units)
P681	Seminar in Individual Differences (2 units)

P804	Ethical and Legal Issues in Organizational and Consulting Psychology (3 units)
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Spring Semester

F600	Practicum in Professional Psychology (3 units)
F605	Practicum Consultation Group (1 unit)
F606	Entry to the Workplace (1 unit)
I705	I-O Research Project (5 units)
T725	Advanced Social Psychology (3 units)
PXXX	Therapy Elective (3 units)

Fourth Year

Fall Semester

F801	Organizational Field Placement (4 units)
F806	Professional Development Group (1 unit)
I805	Research Seminar I (3 units)
P680	Introduction to Organizational Development (3 units)
P801	Advanced Ethics and Professional Issues (2 units)
P820	Psychopharmacology (2 units)
T721a	Cognition and Emotion* (2 units)

Spring Semester

F801	Organizational Field Placement (4 units)
F806	Professional Development Group (1 unit)
I805	Research Seminar II (3 units)
T802	Advanced Seminar (3 units)
T802	Advanced Seminar (3 units)

*Cognition and Emotion is optional if student completed T532. The Master of Arts in Marriage, Family, and Child Counseling

MA IN MARRIAGE, FAMILY, AND CHILD COUNSELING: FAMILY BEHAVIORAL HEALTH PROGRAM DESIGNED FOR AMERICAN INDIAN STUDENTS

This program is designed to train American Indian students to serve their communities as licensed professional therapists. The curriculum fulfills all academic requirements for the state of California Marital and Family Therapy license (MFT) (Sections 4980.37, 4980.40, and 4980.41 of the Business and Professions Code).

To ensure the academic success of our American Indian students without assimilation into a Eurocentric American educational system, AIU works closely with a network of American Indian advisors. They include an American Indian Advisory council, which is composed of elders and professionals from local tribes, current American Indian MFT students, and special

program consultant Dr. Art McDonald (Oglala Sioux), the program director for the Morning Star Foundation in Montana.

Thanks to the guidance and wisdom of our American Indian advisors, the program provides a unique educational experience that includes:

- An enriched MFT curriculum which is developed from an American Indian perspective
- A cohort system for students to attend the program as a cohesive group
- Instructors who are trained in collaborative teaching methods that encourage reciprocal learning between instructors and students
- Culturally sensitive student evaluation methods
- An extensive Indian support system on and off-campus
- A three day academic orientation where students are able to meet members of the Advisory council and former MFT students

Many of the eurocentric theories that are taught in the field of family therapy parallel what indigenous cultures have known, practiced, and lived by for thousands of years. In this program, students and instructors work together to discover these shared principles and apply them to clinical situations. Non-Indian faculty and instructors regularly meet with the American Indian Advisory Council and former American Indian students to ensure continued respect for and inclusion of Native traditions.

The program is designed to be completed in two-years and is designed to be especially attractive to adults who wish to continue their education and training in the evenings and on week-ends. The curriculum requires 58 semester (76 quarter) units for completion. Field training (practicum) includes 500 hours of direct client contact, 250 with couples or

families, and 100 hours of individual and group supervision.

Students who complete the program can expect to gain competencies in the following areas: Family Behavioral Health: Theories and Practice

Ethnicity and the Family

Group Therapy

Chemical Dependency

Relational Violence

Therapy with Children

Couple Therapy

MFT Assessment

Psychopathology

Biological Psychology and Psychopharmacology

Ethics, Law and MFT

Individual Therapy

Integration of MFT and American Indian Treatment Modalities

Practicum

This special program was offered for the first time in 2000 and is continuously being revised as feedback, experience and consultation dictate. Therefore, the curriculum is currently under revision.

Master of Arts in Counseling Psychology

These units reflect a quarter term system. Semester units would be different.

This program provides the basic training for a counseling career in the helping professions. The graduates of this program are most likely to work in social agencies, employment agencies, rehabilitation units, business and industry, or hospitals. The student will learn to develop positive relationships with others using theoretical knowledge, cultural sensitivity, and intervention strategies to help clients exhibit positive behavior. Students may also specialize in the chemical dependency concentration as described on

page ?? This degree is not licensable in California.

Degree Requirements 58 units

Courses are four units unless otherwise indicated.

PSY 6002	Methods of Research
PSY 6110	Personality and Affect
PSY 6111	Introduction to Psychopathology
PSY 6114	Life Cycle Developmental Psychology
PSY 6116	Issues of Chemical Dependency
PSY 6210	Clinical Interviewing Techniques
PSY 6211	Clinical Interviewing Techniques Lab (2 units)
PSY 6214	Theories and Techniques of Individual Psychotherapy
PSY 6219	Group and System Interventions
PSY 6220	Professional Ethics/Law
PSY 6248	Counseling Practica (8 units)
PSY 6312	Theories of MFT
PSY 6319	Survey of Assessment Procedures (USIU in Nairobi only)
or	
PSY 6320	MFT Assessment Procedures Elective (4 units)

Master of Arts in Marital and Family Therapy

These units reflect a quarter term system. Semester units would be different.

This program provides basic training for a career as a professional marriage and family therapist. 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. This degree program also offers a concentration in chemical dependency which can be completed by taking the required courses listed under chemical dependency concentration on page ??

The Marriage 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), 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, Phone: (202) 452-0109.

General Requirements

The Practicum Program includes 500 hours of direct client contact, 250 with couples or families; students receive 100 hours of individual and group supervision, 50 hours of which are based on direct observation, videotape, or audiotape. 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. 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 AIU.

Degree Requirements 76 units

Courses are four units unless otherwise indicated.

PSY 6002	Methods of Research
PSY 6111	Introduction to Psychopathology
PSY 6116	Issues in Chemical Dependency
PSY 6126	Ethnicity and the Family
PSY 6128	Individual/Family Life Cycle Development
PSY 6219	Group and System Interventions
PSY 6257	Psychopharmacology and Biological Basis of Behavior
PSY 6306	Epistemology and History of MFT Theory (2 units)
PSY 6308	Interviewing Techniques
PSY 6310	Ethics, the Law, and MFT: Professional Issues
PSY 6312	Theories of MFT
PSY 6313	Family Therapy Techniques
PSY 6314	Theory and Techniques of Individual Therapy
PSY 6315	Marital and Divorce Therapy
PSY 6316	Sex Therapy in MFT (2 units)
PSY 6317	Psychotherapy Techniques with Children
PSY 6320	MFT Assessment
PSY 6350	MFT Practicum (3 units) (Repeated 4 times for a total of 12 units)

Doctor of Psychology in Marital and Family Therapy

These units reflect a quarter term system. Semester units would be different.

This program is based on the scholar-practitioner model described previously. 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 a MFT or psychologist. Students may include a chemical dependency concentration or a concentration in gerontology. Both concentrations meet requirement for certification in that specialty.

The Marriage 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), 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, Phone: (202) 452-0109.

General Requirements

The 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; the remaining hours may be supervised by a licensed psychologist. 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 USIU. Students must include 10 hours of human sexuality training as part of these activities. The program requires completion of 156 units.

Degree Requirements 156 units

Courses are four units unless otherwise indicated.

Inquiry Core	18 units
PSY 6002	Methods of Research
PSY 6004	Statistics for Behavioral Sciences (5 units)
PSY 6006	Advanced Statistics and Research Design I (5 units)
PSY 6020	Measurement in Psychology
Foundation Core	36 units
PSY 6110	Personality and Affect
PSY 6111	Introduction to Psychopathology
PSY 6112	Social Psychology
PSY 6116	Issues of Chemical Dependency
PSY 6126	Ethnicity and the Family
PSY 6128	Individual/Family Life-Cycle Development
PSY 6257	Psychopharmacology and Biological Basis of Behavior
PSY 7112	History and Systems of Psychology
PSY 7114	Cognition and Learning Theories
Specialization Courses	60 units
PSY 6219	Group and System Interventions
PSY 6306	Epistemology and History of MFT Theory (2 units)
PSY 6308	Interviewing Techniques
PSY 6310	Ethics, the Law, and MFT: Professional Issues
PSY 6312	Theories of MFT
PSY 6313	Family Therapy Techniques
PSY 6314	Theory and Techniques of Individual Therapy
PSY 6315	Marital and Divorce Therapy
PSY 6316	Sex Therapy in MFT (2 units)
PSY 6317	Psychotherapy Techniques with Children
PSY 6320	MFT Assessment Procedures
PSY 7313	Advanced Brief Models of MFT
PSY 7315	Advanced Intergenerational Family Therapy
PSY 7317	Advanced Marital Therapy
PSY 7320	Supervision of MFT
PSY 7810	Advanced Seminar: MFT
Electives	16 units
Select from among the five certificate/ concentration programs or from other classes in the Clinical Psychology, Industrial/Organizational Psychology, and Marital and Family Therapy programs.	
Practicum Training	19 units
PSY 6350	MFT Practicum (12 units)
PSY 7350	MFT Advanced Practicum
PSY 7388	MFT Internship (1500 hours, 3 units)
	Dissertation (7 units)
PSY 7324	Advanced MFT Research
PSY 7901	Doctoral Project/Dissertation (3 units)

CLINICAL PSYCHOLOGY DOCTORAL PROGRAMS AT THE SAN FRANCISCO BAY LOCATION

The San Francisco Bay location currently offers two doctoral degree programs in

clinical psychology: the PsyD (Doctor of Psychology) and the PhD (Doctor of Philosophy) programs.

The curricula for the first two years of both clinical doctoral programs 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.

Beginning in the first two years and continuing throughout the program, students are expected to learn skills for work with diverse populations.

Beginning in the first year for PsyD students and in the second year for PhD students, required professional training placements integrate classroom learning with practical experience. After an introduction to the process in the first year, second year PsyD students begin work on their clinical dissertations.

Passing all preliminary examination subtests by the end of the second year is required for advancement to doctoral candidacy (see Evaluation section).

Starting in the third year, students focus more intensively on research, professional skills, and professional training experiences while continuing to integrate the skills and knowledge acquired in the first two years.

Work on the PsyD clinical dissertation demonstrates 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 complete the dissertation in the third year prior to beginning the fourth year internship.

Students in the PhD program complete a dissertation demonstrating that they have the necessary knowledge and skills to carry out independent, scholarly investigation. The PhD program is designed to give students the opportunity to complete the dissertation before beginning a full-time internship in the fifth year.

Before graduating, all clinical doctoral students are required to have completed 45 hours (within one 12-month period) of personal psychotherapy which may combine individual and family/couples therapy. Students arrange and pay for their own therapy, which must be provided by a licensed doctoral-level therapist (psychologist, psychiatrist, doctorate-holding LCSW or MFCC). If therapy was completed during the five-year period prior to entry, this requirement may be waived.

The standard PsyD curriculum is four years and the standard PhD curriculum is five years, but students in both programs may extend their time to take additional courses, complete research work, or spread their internship over two years.

Doctoral Program Requirements **Clinical Psychology PsyD Program** **(For Students Entering in 2001-2002*)**

The PsyD program requires a minimum of 90-96 academic units (90-100 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

C460a,b	Intercultural Awareness Development (1.5,1.5 units)
F450a,b	PsyD Practicum I (2 units for the year)
F451a,b	Introduction to Professional Psychology (1,1 units)

I555a,b	Psychometrics, Statistics, and Research Design (3,3 units)
P500	Observation and Interviewing (3 units)
P505	Cognitive Assessment (2 units)
P520	Principles of Psychotherapy (3 units)
T591	History and Systems of Psychology (3 units)
T595	Psychopathology (3 units)

Second Year

C650-669	Sociocultural Diversity (3 units)
F550a,b	PsyD Practicum II (6 units for the year)
F551a,b	Clinical and Ethical Issues (2,2 units)
I650a,b	Research Proposal Design (2,2 units)
P511a,b	Psychodiagnostic Assessment (3,3 units)
P521-531	Theory and Technique of Clinical Practice (two 3-unit courses with different modalities)

Third Year

F750a,b	PsyD Practicum III (6 units for the year)
F751a,b	Advanced Clinical Seminar (3,3 units)
I750a,b	Clinical Dissertation (3,3 units)
P820	Psychopharmacology (2 units) Supervision/Consultation/Management (4 units) Advanced Clinical Skills (4-6 units)

Fourth Year

F870a,b	Full-time Internship (30 units for the year) or
F990a,b	APA Accredited Internship (30 units for the year)

Students take a one-year full-time internship or two years of half-time internship rotations.

Other Requirements

P201 Writing Workshop (2 units) or passage of Diagnostic Writing Exam

Passage of Diagnostic Quantitative Exam or remedial coursework

T696-699 Human Development (2 units)

T589 Biological Psychology (3 units, may substitute challenge exam)

T590 Cognitive and Affective Psychology (3 units, may substitute challenge exam)

T594 Social Psychology (2 units, may substitute challenge examination)

Preliminary Examinations – subtests taken at end of second year

Clinical Proficiency Progress Review (CPPR) taken during the third year

45 hours of personal psychotherapy

* Students in Child and Family Track and Forensic Family/Child Track: see section below for modifications of the requirements shown above.

Doctoral Program Requirements **Clinical Psychology PhD Program** **(For Students Entering in 2001-2002*)**

The PhD program requires a minimum of 120 academic units and 30 internship units. A minimum of 60 academic units is required pre-candidacy (first/second years) and a minimum of 60 academic units and 30 internship units are required post-candidacy (third/fourth years). Core requirements are listed for each year. In addition, courses listed under “other requirements” and electives are required to meet minimum overall units.

First Year

C460a,b	Intercultural Awareness Development (1.5,1.5 units)
F401	Introduction to Professional Psychology (1 unit)
I505a,b	Psychometrics, Statistics, and Research Design (3,3 units)
I59#a,b	Research Cluster (1,2 units)
P500	Observation and Interviewing (3 units)
P505	Cognitive Assessment (2 units)
P520	Principles of Psychotherapy (3 units)
T591	History and Systems of Psychology (3 units)
T595	Psychopathology (3 units)

Second Year

C650-669	Sociocultural Diversity (3 units)
F501a,b	Clinical and Ethical Issues (2,2 units)
F510a,b	PhD Practicum I (4 units for the year)
I69#a,b	Research Cluster (2,2 units)
P511a,b	Psychodiagnostic Assessment (6 units)
P521-531	Theory and Technique of Clinical Practice (two 3-unit courses with different modalities)

Third Year

F701a,b	Advanced Clinical Seminar (3,3 units)
F710a,b	PhD Practicum II (6 units for the year)
I79#	Research Cluster (3,3 units)

Fourth Year

I89#	Research Cluster (10,10 units)
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Fifth Year

F930a,b	Full-time Internship (30 units for the year) or
F990a,b	APA Accredited Internship (30 units for the year)

Students take a one-year full-time internship or two years of half-time internship rotations. The first half-time

internship rotation may begin in the fourth year, if sufficient progress is made on the dissertation.

Other Requirements

P201 Writing Workshop (2 units) or passage of Diagnostic Writing Exam

Passage of Diagnostic Quantitative Exam or remedial coursework

T589 Biological Psychology (3 units, may substitute challenge exam)

T590 Cognitive and Affective Psychology (3 units, may substitute challenge exam)

T594 Social Psychology (2 units, may substitute challenge exam)

I720-749 Advanced Research Methodology (3 units in third or fourth year)

Preliminary Examinations – subtests taken at end of first and second years

Clinical Proficiency Progress Review (CPPR) taken during the third year

45 hours of personal psychotherapy

Credit for Previous Graduate Work

Entering students *may* be eligible to receive credit for a limited number of graduate units. To qualify, the applicant must:

1. either have completed a master’s degree in psychology or a closely-related field (e.g., counseling, social work, school psychology, educational psychology, social psychology, developmental psychology, experimental psychology *or* be currently enrolled in an APA-accredited doctoral program);
2. verify 300 hours of supervised practicum or professional experience of a psychological nature. For PsyD program applicants, all verified hours *must* be in a clinical setting. PhD program applicants may substitute research experience for up to 100 of the 300 hours.

The student’s graduate coursework completed with grades of “B” or better within the last five years will be evaluated carefully to determine applicability towards waiver of certain first and second year requirements. Both content and number of units will be

considered and a course can only be used once for purposes of course waiver. For some courses, additional information such as write-ups and test batteries may be required to determine equivalency. To provide necessary information for timely evaluation, applicants must provide copies of graduate course syllabi at the time of application or when coming to campus for an admissions interview.

The student must complete a minimum of 30-55 units in residence prior to advancement to doctoral candidacy, including specific core requirements. Students entering with credit for previous work generally will take two years to complete these requirements, partly with a moderated load. At the end of this period, students take preliminary examinations and are evaluated for advancement to doctoral candidacy. Following advancement to candidacy, students follow the requirements indicated above for the PsyD or PhD program beginning with the third year. A student entering with credit for previous graduate work is not eligible for another master’s degree from the San Francisco Bay campus.

Tracks and Emphasis Areas

We believe that a solid foundation in the theory and practice of clinical psychology is essential 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 future professional roles in practice settings, working with special populations or focusing on specific problems. As described below, tracks involve a greater commitment and more specialized training than do emphasis areas.

Within the Clinical PsyD program, the San Francisco Bay campus offers two *tracks*:

- Child and Family Psychology
- Forensic Family/Child Psychology

Within both the Clinical PsyD program and the Clinical PhD program, the campus offers five *emphasis areas*:

- Family/Child Psychology
- Health Psychology
- Multicultural and Community Psychology
- Psychodynamic/Life Development
- Gender Studies (Psychology of Women, Men, Gender Roles, and Sexual Orientation)

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. Clinical program students may also take electives from the organizational psychology program offerings 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 selectives 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 either doctoral program beyond the standard years to pursue additional emphasis area electives, clinical training, or research opportunities.

Child and Family Track (PsyD only)

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 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 may 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 of Introduction to Professional Psychology, Observation and Interviewing, Cognitive Assessment, and Psychopathology. They 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 Psychodiagnostic Assessment. To meet the second year theory and technique requirement, track students take one child therapy course and one family therapy course. Students take a course focused on children to meet the human development requirement.

In the third year, track students take specified sections of Advanced Clinical Seminar and complete at least two units of the Advanced Clinical Skills requirement and at least two units of the Supervision/Consultation/Management requirement from the Child/Family selections. Either the second or third year practicum must be in a child/family setting and 50% of clients served in the fourth year internship must be children or families. The topic for the track student's clinical dissertation must be in the area of child and family psychology.

Forensic Family/Child Track (PsyD program only)

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 in 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 in the General PsyD program 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 may 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 two years, track students take designated sections of Introduction to Professional Psychology, Observation and Interviewing, Cognitive Assessment, Psychopathology, Clinical and Ethical Issues, and Psychodiagnostic 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. The second-year theory and technique requirement is met through one child therapy course and one family therapy course, and the human development requirement is met through a course focused on children. 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.

Family/Child Psychology Emphasis

The **Family/Child Emphasis Area** is designed for PsyD and PhD 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 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 theory with a strong focus on life-span individual development and 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 interaction and school achievement of African American and European American children; family and couples therapy process and outcome; Asian families; marital violence; child abuse; divorced and remarried families; teenage pregnancy and abortion decisions; 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; AIDS prevention among Latino youth; family and couples assessment; adults' caregiving of elderly parents; and families and health.

Gender Studies Emphasis

(Psychology of Women, Men, Gender Roles, and Sexual Orientations)

The **Gender Studies Emphasis** 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. The San Francisco Bay Area provides unique opportunities for clinical and research projects on these topics.

Health Psychology Emphasis

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** 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, psychoneuro-endocrinology, 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

The **Multicultural and Community Emphasis** 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 clusters 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.

Psychodynamic/Life Development Emphasis

Modern psychodynamic thinking is in the forefront of innovative ideas about the interactions between social forces and individual, family, and group behavior. Contemporary psychodynamic writers, practitioners, and researchers at CSPP and its internship sites are leading contributors to our understanding of such issues as infant, child, and adult development; gender identity development; the psychology of women; the influences of culture, ethnicity, and race; the diversity of sexuality; and organizational dynamics and change.

Coursework in the **Psychodynamic/Life Development Emphasis** includes diverse practices of both brief therapy and long term work; both individual child play therapy and family therapy; both individual adult therapy and couples and group therapy; and definitive and specific modes of assessment, formulation, and treatment planning.

Faculty and students in the emphasis area share an overriding interest in unconscious processes and their identification through transference and countertransference phenomena within the treatment situation. The field, therefore, includes those disciplines usually referred to as Freudian, object relations, self psychology, Lacanian studies, and existentialism.

Professional Training

The selection of professional training placements for each student is guided by the school's requirement for diverse and rigorous professional training experiences, by the rules and regulations of the California Board of Psychology charged with the licensing of psychologists in the State of California, and by the American Psychological Association 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.

Special features of the San Francisco Bay clinical programs include: a unique opportunity for developing clinical and research skills with gay, lesbian, bisexual, and transgender populations; faculty expertise in a range of ethnically and culturally diverse populations including both insight-oriented and family systems theory and practice; child forensic practice; and excellent opportunities for clinical research using psychology in medical settings.

An important feature of the program is the matching process. Students and professional training agencies engage in a carefully organized selection process in order to facilitate the most appropriate training opportunities for each student and the most appropriate service to each agency. Ongoing liaisons with professional training agencies by members of the faculty, as well as student participation in clinical and ethical issues seminars, help to facilitate both thoughtful supervision and integration of professional training experience with classroom learning.

The San Francisco Bay 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. Stipends are modest and relatively scarce, particularly at the practicum level. Therefore, *students should not count on them to finance their way through school.*

Professional training placements include the following range of facilities: community mental health clinics, hospitals and neuropsychiatric institutions, child guidance clinics, college counseling centers, residential treatment centers, forensic settings, and school-based child treatment settings.

Students begin the required internship in the fourth year (PsyD program) or the fifth year (PhD program). 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 for either the PsyD or PhD program in two years of sequenced half-time internship rotations in local agencies.

Professional training agencies for 1999-2000 are listed in the Field Training Sites section of this catalog.

Doctoral Respecialization Program

The doctoral respecialization program 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. Based upon the student's prior background, a curriculum is individually designed to include both academic work and clinical training experiences (16–24 hours per week) appropriate for licensure. The program generally is completed in two to three years.

Typical course requirements for a respecialization student include Clinical and Ethical Issues, Theory and Technique of Clinical Practice, Cognitive Assessment, Psychodiagnostic Assessment, Advanced Clinical Seminar, and Advanced Clinical Skills selectives. Depending upon the individual's background, additional courses such as Psychopathology, Principles of Psychotherapy, Observation and Interviewing, Psychopharmacology, Sociocultural Diversity, and Supervision/Consultation/Management may be included. DRP students are required to complete the Clinical Proficiency Progress Review (CPPR), an examination of clinical skills, and to 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.

POST-DOCTORAL MASTER'S IN CLINICAL PSYCHOPHARMACOLOGY

In March 1999, the campus initiated a postdoctoral MS degree program in clinical psychopharmacology to educate and train practicing psychologists to work with other health care professionals in managing medication and integrating medication in the biopsychosocial management of mental disorders. This training is based upon recommendations for professional psychologists by the APA Board of Directors Task Force in 1992.

The program has been offered in the San Francisco and Los Angeles areas, at six sites in Texas, and in Louisiana and Oregon. Additional sites are planned for the future.

During the last 10 years, there has been a significant rise in pharmacologic treatments and the integration of psychotherapy and pharmacotherapy for mental disorders such as schizophrenia, major depression, anxiety, bipolar disorder, obsessive-compulsive disorders, eating disorders and sleep disorders. This trend increases the need for psychologists to enhance their knowledge and skills in the field of psychopharmacology.

The program, which includes the latest empirical developments and clinical applications, is taught by CSPP faculty using both live instruction and interactive videoconferencing. The 384 hours of didactic training are scheduled on weekends in an executive format to allow professionals to continue full-time employment. The following content areas are included in the curriculum:

Clinical Biochemistry
Neurosciences
Neuroanatomy

Neurophysiology
Neurochemistry

Pathophysiology/Clinical Medicine

Pharmacology and Psychopharmacology
Pharmacology
Clinical Pharmacology
Psychopharmacology
Special Populations in
Psychopharmacology
Chemical Dependence

Basic Physical Assessment and Laboratory
Exams

Pharmacotherapeutics
Professional, ethical and legal issues
Psychotherapy/pharmacotherapy
interactions
Pharmacoepidemiology
Computer-based aids to practice

Currently, admission to the program is granted to licensed psychologists who hold a doctoral degree. In addition, graduates holding a doctorate from an APA-accredited program in clinical psychology may be admitted prior to licensure. Several courses taken at CSPP at the predoctoral level are accepted for credit, thus reducing the courseload of this program. A brochure with further descriptions of the program and application are available from the Admissions Office.

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). They must also have completed coursework at the master's level from a regionally accredited institution within the last 10 years.

Applicants admitted may apply to receive credit for 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.

An applicant's graduate coursework and professional experience will be compared and evaluated with the first and second year curriculum to establish equivalencies.

Applicants may submit coursework with a grade of "B" or better; this coursework must be accompanied by a course syllabus or a letter from the instructor. Applicants wishing to make course comparisons on a preliminary basis may consult the program requirements and course descriptions in the campus section of this catalog.

Professional Training

An important part of the health psychology program is clinical health field training. The ongoing field training is characteristic of the commitment to integrate theory and research with practical applications in cutting-edge professional settings.

Clerkships start in the first year. By the fifth year, students are in full-time health psychology internships receiving comprehensive training in a range of health care issues. These clinical experiences offer exposure to diverse populations under the supervision of licensed psychologists and other health professionals. Students develop and refine their competencies in assessment and intervention with populations at risk for disease and health-related problems, those with stress-related and psychophysiological disorders, chronic pain patients, and patients with chronic illnesses.

THE MS IN PSYCHOPHYSIOLOGY AND BIOFEEDBACK

With the growth of mind/body medicine, there has emerged an increasing demand for professionals trained to work with patients in whom stress and other psychological phenomena are manifested in physical symptoms. This program is designed to provide training in the emerging field of clinical psychophysiology/biofeedback. This field deals with the application of technology and psychological principles to assist individuals in gaining voluntary control over physiological processes. Clinical psychophysiological techniques such as biofeedback are currently in widespread use in the treatment of disorders such as: tension-type headache, migraine, attention deficit hyperactivity disorder and attention deficit disorder, irritable bowel syndrome, temporomandibular disorder, urinary incontinence, and hypertension. In addition, psychophysiological monitoring is often used in the treatment of anxiety disorders such as panic, social phobia, generalized anxiety disorder, and others.

Students with training in clinical psychophysiology will participate in direct patient care in settings such as: HMO's, hospitals, clinics, and counseling centers where they will be an integral part of a multi-disciplinary treatment team.

Graduates from this program will be qualified to operate the latest psychophysiological monitoring and biofeedback equipment, utilize a variety of relaxation techniques, and use assessment and treatment protocols for a large number of psychophysiological disorders. Graduates may also apply for certification in biofeedback (offered through the Biofeedback Certification Institute of America).

Master's Program Requirements MS in Psychophysiology and Biofeedback (For Students Entering in 2001-2002)

This degree program follows the Biofeedback Certification Institute of America guidelines. Courses may be used as a foundation for the PhD in Health Psychology. The program is delivered in a one year, 12-month format, and is based on the following:

Fall Semester

F610	Practicum in Psychophysiology/Biofeedback (3 units)
I500a	Advanced Statistics I (3 units)
P565	Introduction to Behavioral Medicine (3 units)
P547	Applied Psychophysiology/Biofeedback I (3 units)
T532	Theories of Personality: Behavioral/Social Learning (3 units)

Spring Semester

F610	Practicum in Psychophysiology/Biofeedback (3 units)
I500b	Advanced Statistics II (3 units)
P548	Applied Psychophysiology/Biofeedback II (3 units)
P565	Introduction to Behavioral Medicine (3 units)
P846	Clinical Medicine II (3 units)

Post Session

P501	Introduction to Psychotherapy: Health Psychology (2 units)
P504	Introduction to Psychotherapy Practicum (1 unit)

Summer Semester

F610	Practicum in Psychophysiology/Biofeedback (3 units)
T721b	Pro-Seminar: Social Psychology (3 units)
P549	Applied Psychophysiology/Biofeedback III (3 units)

COLLEGE OF ARTS AND SCIENCES (CAS)

The College of Arts and Sciences is committed to providing high quality programs for students at both the undergraduate and graduate levels in the departments of Global Liberal Studies. Graduates of the college will have the necessary knowledge and skills to be successful in their career, profession, or in graduate school. The College also fulfills its mission by providing programs with an international perspective, and by emphasizing the importance of community service and citizenship in the global community.

The College provides quality assurance to its graduates by continual review of curriculum and faculty, through individual program reviews, and through the process of regional, state, and professional accreditations. The College also provides leadership for the development of new programs to meet needs of students.

The College of Arts and Sciences is dedicated to a conducive learning environment for students and faculty and is committed to the success of each student as our most important goal.

Dean: Dr. Ramona Kunard
Fletcher Hall
Phone: (858) 635-4505
Fax: (858) 635-4771
E-mail: rkunard@alliant.edu

DEGREE PROGRAMS

CAS programs at different locations are shown in Tables 2,A,B,C

DEPARTMENT OF GLOBAL LIBERAL STUDIES

Chair: Dr. Linda Swanson
GLS Complex
Phone: (858) 635-4653
Fax: (858) 635-4730
E-mail: lswanson@alliant.edu

The international and multicultural emphasis of the University is central to the mission of the Department of Global Liberal Studies. The belief that neither nations nor individuals can survive in isolation informs program design and course content. The department stresses understanding and appreciation of cultural diversity, societal interdependence, and global perspectives. Its culturally diverse faculty is committed to preparing students for enlightened leadership in an increasingly related world.

The Department of Global Liberal Studies offers a range of programs and courses that serve the academic needs of the University. It is home to a wide variety of undergraduate majors, the University's general education program and the Master of Arts program in International Relations. These programs and courses emphasize interdisciplinary approaches while, at the same time, maintaining the integrity and quality of individual disciplines. As the department with the critical responsibility for the broad intellectual development of undergraduates, it stresses clear understanding of facts, events, and ideas in a global perspective.

Towards those ends, the faculty of the Department of Global Liberal Studies strive to nurture and develop students who, by the time they successfully complete their coursework at AIU, will have manifested the following attitudes, skills, understandings, and behaviors:

- global outlook, i.e. show understanding, respect, and appreciation for others irrespective of cultural backgrounds and, additionally, show a deeper and broader understanding of the inter-reactions, interconnectedness, and interdependence of individuals and cultures;
- competency in critical, creative, and quantitative skills in thinking, writing, and speaking;
- breadth and depth in their chosen disciplines as well as understanding of and appreciation for the interdisciplinary nature of knowledge and understanding;

- effective and ethical leadership;
- service to the community;
- preparedness for professions, specific careers, or further study; and
- skill in using computers as learning tools.

For graduate students, the above-listed goals will be evidenced at a more sophisticated level. Additionally, graduate students will manifest the following:

- advanced skills and comprehension in their specific discipline;
- both independent and cooperative research and scholarship;
- ability to function effectively as individuals and as members of multicultural, international teams; and
- leadership in chosen discipline and areas of interest.

Bachelor of Arts Programs

Majors

The Department of Global Liberal Studies offers the following undergraduate degrees and majors:

Architecture (B.A.) (with Newschool of Architecture)

Communications (B.A.)

Communications and Culture
Multimedia Communications
Organizational Communication
Technical Communication

English (B.A.)

English
Literature
Teaching English to Speakers
of Other Languages (TESOL)
Writing

English Teaching

Environmental Studies (B.A.)

International Relations (B.A.)

Journalism (B.A.)

(offered at AIU in Nairobi only)

Latin American Studies (B.A.)

(offered at AIU – Mexico only)

Liberal Studies (B.A.)
 Elementary Education
 Liberal Arts
 Political Science (B.A.)
 Sociology (B.A.)

Minors

The following minors are available in the Department of Global Liberal Studies:

African Studies
 (offered at AIU in Nairobi only)
 Chemical Dependency
 Communications
 Comparative Philosophy
 Creative Writing
 English
 Environmental Studies
 Family Studies
 Gender Studies
 International Relations
 Journalism (offered at AIU in Nairobi only)
 Latin American Studies
 (offered at AIU – Mexico only)
 Liberal Studies
 Political Science
 Psychology
 Sociology
 Spanish
 TESOL
 U.S. History
 Minors in the USICB (Business Administration) are also available.

MASTER OF ARTS PROGRAMS

At the graduate level, the Department of Global Liberal Studies offers the following master's program:

International Relations (M.A.)

General Education

The general education program, which comprises more than 40 percent of undergraduate coursework, is a significant component of the baccalaureate program at AIU.

The general education program intersects with the University's overall mission in providing students with grounding in higher order thinking, literacy, and development of global understanding and a multicultural perspective.

Four interrelated parts make up the general education program:

- 1) The First Year Experience;
- 2) Symbolic Systems and Intellectual Skills;
- 3) Global Perspectives; and
- 4) The Senior Experience.

The First Year Experience assists students in exploring various academic disciplines and their interrelatedness through a global and multicultural perspective. Symbolic Systems and Intellectual Skills function as the "core" of the general education program. Students take courses which include composition and reading, mathematics, computer literacy, intercultural communication, and foreign language.

In addition, a community service requirement provides students with opportunities to serve others and to develop a heightened sense of responsibility to the larger community.

Global Perspectives applies a variety of disciplinary fields in the humanities, social sciences, and natural sciences to a deeper and broader development of an international and global perspective.

Finally, the Senior Experience focuses on the interdisciplinary nature of knowledge and preparation for a career.

Each undergraduate student is required to complete a total of 78 units of general education, and 8 units of the Senior Experience.

All courses taken must be applied toward fulfilling the requirements of one of the following areas: general education, the major, the minor, or electives. A course used to satisfy a requirement in one area may not be used to satisfy a requirement in another area.

General Education Requirements **78 units**
Courses are four units unless otherwise indicated.

The First Year Experience **4 units**

The First Year Experience is taught as a combined lecture and small seminar course. It is designed primarily for new students who have no previous college or university experience. Transfer students with less than 48 credits may be required to take the First Year Experience course. The First Year Experience course may not be used for an elective and is open only to first year students.

The First Year Experience consists of the following:

FYE 1010 Planning and Strategies for Success
 (Not offered at the San Diego campus)

or

HUM 1020 Interdisciplinary Explorations:
 The Good Life (Required at the San Diego campus only)

Core Curriculum: Symbolic Systems and Intellectual Skills **38 units**

WRITTEN, ANALYTICAL,
 CRITICAL THINKING SKILLS **8 UNITS**

ENG 1106 Composition I (WI)

ENG 2206 Composition II (WI)

QUANTITATIVE AND TECHNOLOGICAL SKILLS 12 UNITS

IST 1010 Introduction to Information Systems (or higher)

Choose one from the following:

- MTH 1109 College Algebra
 MTH 1205 Introduction to Mathematical Modeling
 MTH 1305 Calculus for Business and the Behavioral Sciences

Choose one from the following:

- MTH 2210 Introduction to Applied Statistics
 MTH 3301 Foundations of Mathematics (Elementary Education majors only)

GLOBAL AND MULTICULTURAL PERSPECTIVES 16 UNITS

COM 1500 Intercultural Communication (WI) Language Studies (12 units)

Students must have credit for a foreign language or must take up to a three-course foreign language sequence of one language. AIU's San Diego campus offers courses in English, French, Japanese, and Spanish. AIU in Nairobi offers courses in English, French, Japanese, Spanish, and Swahili. The AIU – Mexico campus offers courses in English and Spanish.

Students at AIU may meet the foreign language requirement in one of the following ways:

1. Successful completion of a three-course sequence of one foreign language at AIU;
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); or
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.

COMMUNITY SERVICE 2 UNITS

CMS 3700 Community Service

Global Perspectives Through the Humanities 16 units

Note: One course must be designated Writing Intensive. Writing Intensive (WI) courses have the following minimum standards:

1. At least 3250 written words;
2. at least four different pieces of writing, one of which must be written in class;
3. a variety of writing assignments, such as expository essays and research;
4. writing that demonstrates higher order thinking through collecting, analyzing, and evaluating data;
5. writing evaluation based 50 percent on content and 50 percent on form.

See course descriptions to identify (WI) courses.

HUM 1000 World Civilization (Required at San Diego and AIU in Nairobi)

Choose three courses in the humanities, two of which must be upper division. Choose one from each of the following areas: fine arts, literature, and philosophy.

Global Perspectives Through the Social Sciences 12 units

Note: One course must be designated Writing Intensive (WI). See course descriptions to identify (WI) courses.

Choose three courses in the social sciences, one of which must be upper division. Choose one from at least two of the following areas: communications, economics, geography, history, international relations, political science, psychology, and sociology.

Global Perspectives Through the Natural Sciences 8 units

Note: One course must be designated Writing Intensive (WI). See course descriptions to identify (WI) courses.

Choose one from the following:

- ENV 2000 Introduction to Environmental Studies (WI)
 ENV 2001 Sustainable Resource Management (WI)
 ENV 3800 Environmental History (WI)
 NSC 2212 Life, Environment and Society (AIU in Nairobi only)
 NSC 3304 Biology and the Environment (WI)
 Choose one from the following:
 NSC 2205 Human Physiology
 NSC 2215 Introduction to Physical Mechanics
 NSC 2216 Introduction to Earth Sciences

The Senior Experience

The Senior Experience is meant to serve as a capstone for the student's college career and requires that the student demonstrate competence and skills in the intellectual enterprise.

The Senior Experience consists of two parts:

- 1) the integrated seminar; and
- 2) the project or internship.

The senior project and internship will be related to the student's major; the integrated seminar will be interdisciplinary.

- SEN 4800 Integrated Seminar (WI)
 SEN 4900 Project*
 or
 SEN 4910 Internship*

* Students take SEN 4900 or SEN 4910, not both.

Bachelor of Arts in Architecture

Through a new partnership between Alliant International University and the Newschool of Architecture in San Diego, students can earn a Bachelor of Arts degree in Architecture. Students in the program take most of their general education courses at AIU. These courses provide a solid foundation for any degree program. Students then study three years at Newschool, learning the field of architecture. The B.A. degree in Architecture is awarded by the Newschool.

For more information, contact:

Newschool of Architecture
Office of Admissions
1249 F Street
San Diego, CA 92101

Phone (858) 235-4100
Fax (858) 235-4651
www.newschoollarch.edu

Bachelor of Arts in Communications

The communications major offers several areas of study for students interested in communications. The multimedia communications concentration prepares students to be effective communicators in digital media. Courses integrate theory with the practical skills needed to create web sites, CD ROMs, digital video, and graphics that inform, educate, and entertain. Closely related is the technical communications concentration which focuses on the development of the written skills needed to communicate in a technological world.

The organizational communications and communication and culture concentrations emphasize an interdisciplinary and cross-cultural approach to the study of communication processes. Special focus is given to (1) the principles, components, and characteristics of the communication process; (2) language as a symbolic system and practical guide to understanding people's behavior and ways of life across cultures; (3) forms of communication as accelerators of sociocultural change and their effects on diffusion and adoption of changing outlooks, attitudes, and opinions; and (4) research methods and techniques in communication studies.

Degree Requirements 186 units

Courses are four units unless otherwise indicated.

General Education 78 units

See General Education on page 67.

Major 56 units

LOWER DIVISION CORE 8 UNITS

COM 2000 The Communication Process

COM 2010 Research and Writing in
Communication Studies

UPPER DIVISION CORE 16 UNITS

COM 4005 Nonverbal Communication

COM 4010 Language, Culture, and Society

ENG 3303 Advanced Composition

MMC 3020 Web Development Workshop

CONCENTRATIONS 32 UNITS

Each student is required to take one of the following concentrations.

Communication and Culture:

Choose eight courses:

ATH 4000 Cultural Anthropology

GNS 2001 Gender and Communication

GNS 3001 Men and Women in a
Cross-Cultural Perspective

HUM 3100 Cultural Perspectives on the
Environment

LIT 2220 Literature and Culture

LIT 3340 Myths, Rituals, and Archetypes

PHL 3306 Comparative Philosophy

SOC 3310 Family & Kinship in a Multicultural
Context

SOC 3315 Sociology of Intercultural Relations

Multimedia Communications:

MMC 2010 Computer Graphics: 2D

MMC 3015 Creative Multimedia Workshop

MMC 3050 Interactive Multimedia for
Communication

MMC 4005 Human-Computer Interface Design

MMC 4013 Game Theory, Design, and
Development

MMC 4030 Interactive Multimedia for Learning

MMC 4100 Advanced Web Development

MMC 4800 Senior Seminar (SP2003)

Organizational Communication:

COM 2205 Media, Communication, and the
Information Society

COM 3000 Organizational Communication

COM 3005 Diversity Training

COM 3010 Group Dynamics

COM 4200 Communication and Leadership

COM 4205 Principles of Public Speaking

PSY 3142 Introduction to Industrial and
Organizational Psychology

SOC 4021 Collective Behavior

Technical Communication:

BUS 1010 Introduction to Business Organizations

BUS 4070 Business Values and Ethics

COM 2205 Media, Communication, and
the Information Society

COM 3000 Organizational Communication

COM 3100 Technical Rhetoric

COM 4100 Advanced Technical Communication

COM 4105 Technical Editing

COM 4110 Document Production

The Senior Experience 8 units

SEN 4800 Senior Experience: Integrated Seminar

SEN 4900 Senior Experience: Project or

SEN 4910 Internship

Unrestricted Electives 24 units

Minors 20 units

See minors list on page 77. Note: Any major offered in the University may also be used as a minor. A minor is required.

Bachelor of Arts in English

The English major focuses on ancient and modern literature taken from a wide range of cultures including but not limited to the English-speaking world. The major provides an excellent way to study the human condition within a global context.

The major provides grounding in the traditional genres of literature: fiction, poetry, and drama. It also fosters the growth of knowledge and the development of critical and creative thinking skills through close reading of a wide variety of imaginative texts. Through broad-ranging discussions in small seminar type classes and through an exploration of both traditional and contemporary literary criticism, the English major opens the way for an appreciation of the individual and collective efforts of human beings throughout widely divergent times and places in their attempts to bring understanding and insight into life. Further,

students receive training in related disciplines and skills such as linguistics, expository and creative writing, multimedia communications, gender studies, and the history and grammar of the English language.

English Major

The English major prepares students to be sensitive and effective users of language and, therefore, makes them highly marketable in a variety of careers and post-baccalaureate entry-level positions where language skills are important.

Degree Requirements **186 units**
Courses are four units unless otherwise indicated.

General Education **78 units**
See General Education on page??.

Major **52 units**
LOWER DIVISION CORE **12 UNITS**

- LIT 1105 Introduction to World Literature: Fiction, Poetry, and Drama
LIT 2215 Approaches to Literature
LIT 2225 Introduction to Shakespeare (Literature Concentration Only)
ENG 2000 Introduction to Creative Writing (Creative Writing Concentration Only)
ENG 2505 Second Language Teaching Theory and Method (TESOL Concentration Only)

UPPER DIVISION CORE **20 UNITS**

Each student is required to take one of the following concentrations.

Literature:

Choose five courses from the following.

- LIT 3003 Poetry Across Cultures
LIT 3020 International Perspective on the Novel
LIT 3340 Myths, Rituals, and Archetypes
LIT 3351 Masterpiece of World Literature: Major Works from the World's Cultures
LIT 3375 Post-Colonial Writing in English
LIT 4007 Major Works of British and U.S. Literature
LIT 4010 Specialized Seminar in Regional Literature

Teaching English to Speakers of Other Languages (TESOL)

- COM 4010 Language, Culture, and Society
ENG 3005 Teaching Listening and Speaking
ENG 3007 Teaching Reading and Writing
ENG 3307 Introduction to Linguistics
ENG 4015 Technology in the Second Language Classroom
or
ENG 3306 English Grammar

Writing:

Choose five courses from the following.

- ENG 3303 Advanced English Composition
ENG 3306 English Grammar
ENG 3309 Creative Writing Workshop: Fiction
ENG 3310 Creative Writing Workshop: The Personal Essay
ENG 3311 Creative Writing Workshop: Writing for the Media
ENG 4000 Creative Writing Workshop: Poetry
ENG 4900 Creative Writing Workshop: Individual Project

ELECTIVES **20 UNITS**

Choose any two upper division writing courses and any three other courses from the following list.

- COM 3100 Technical Rhetoric
COM 4010 Language, Culture, and Society
COM 4100 Advanced Technical Communication
COM 4105 Technical Editing
ENG 2000 Introduction to Creative Writing
ENG 2505 Second Language Teaching Theory and Methods
ENG 3010 Second Language Placement Evaluation
ENG 3303 Advanced English Composition
ENG 3304 English Language History
ENG 3306 English Grammar
ENG 3307 Introduction to Linguistics
ENG 3309 Creative Writing Workshop: Fiction
ENG 3310 Creative Writing Workshop: The Personal Essay
ENG 3311 Creative Writing Workshop: Writing for the Media
ENG 4000 Creative Writing Workshop: Poetry
ENG 4900 Creative Writing Workshop: Individual Project
GNS 2001 Communication and Gender
GNS 3001 Women and Men in Cross-Cultural

Perspective

- GNS 4800 Seminar: Male and Female Creativity
LIT 2220 Literature and Culture
LIT 3330 Literature for Children and Adolescents
LIT 3375 Post-Colonial Writing in English
LIT 4007 Major Works of British and U.S. Literature
LIT 4010 Specialized Seminar in Regional Literature (Regions to be considered will rotate each time the course is offered through Africa, Europe, Asia and the Pacific, Latin America, and North America. Choose a different region than the one covered in the Core)
LIT 4815 Oral Literature
LIT 4820 Sacred Literatures of the World
LIT 4999 Special Topics
MMC 3015 Creative Multimedia Workshop
MMC 3020 Web Development Workshop

The Senior Experience **8 units**

- SEN 4800 Senior Experience: Integrated Seminar
SEN 4900 Senior Experience: Project
or
SEN 4910 Internship

Unrestricted Electives **28 units**

Minors **20 units**

See minors list on page ?. Note: Any major offered in the University may also be used as a minor. A minor is required.

English Major: English Teaching

The California Department of Education has approved the waiver program in English. AIU students who successfully complete the English Teaching curriculum will be exempt from taking the state's subject-matter examination in English and will be eligible to enter the Single Subject Teaching Credential Program.

Students following the English Teaching curriculum will find the major particularly apt at preparing them to teach in middle school or high school in the United States in the 21st century. Upon successful completion of six additional courses and student teaching during a fifth year, the student will be

recommended to the state of California for a Single Subject Teaching Credential in English. (For more information on the fifth year, see information on the credential programs offered by the AIU School of Education, especially the Preliminary Single Subject Credential with CLAD Emphasis on page ??.)

Degree Requirements 186 units

Courses are four units unless otherwise indicated.

General Education 78 units

See General Education on page ??.

Major 72 units

LOWER DIVISION CORE 20 UNITS

ENG 2505 Second Language Teaching Theory and Methods

LIT 1105 Introduction to World Literature: Fiction, Poetry, and Drama

LIT 2215 Approaches to Literature

LIT 2220 Literature and Culture

LIT 2225 Introduction to Shakespeare

UPPER DIVISION CORE 32 UNITS

ENG 3307 Introduction to Linguistics

ENG 3303 Advanced English Composition or

ENG 3310 Creative Writing Workshop: The Essay

Choose six courses from the following:

LIT 3003 Poetry Across Cultures

LIT 3020 International Perspectives on the Novel

LIT 3351 Masterpieces of World Literature: Major Works from the World's Cultures

LIT 3375 Post-Colonial Writing in English

LIT 4007 Major Works of British and U.S. Literature

LIT 4010 Specialized Seminar in Regional Literature (Regions to be considered will rotate each time the course is offered through Africa, Europe, Asia and the Pacific, Latin America, and North America.)

MMC 3015 Creative Multimedia Workshop or

MMC 3020 Web Development Workshop

Note: Only one of the above multimedia communications courses, 3015 or 3020, may be

chosen to fulfill this part of the upper core requirements.

BREADTH AND PERSPECTIVE COURSES

20 UNITS

Choose five of the following:

COM 4010 Language and Culture

ENG 2000 Introduction to Creative Writing

ENG 3304 English Language History

ENG 3306 English Grammar

ENG 4000 Creative Writing Workshop: Poetry

GNS 3001 Women and Men in Cross-Cultural Perspective

LIT 3330 Literature for Children and Adolescents

LIT 3375 Post-Colonial Writing in English

LIT 4007 Major Works of British and U.S. Literature

LIT 4010 Specialized Seminar in Regional Literature (Regions to be considered will rotate each time the course is offered through Africa, Europe, Asia and the Pacific, Latin America, and North America.)

LIT 4820 Sacred Literature of the World

Unrestricted Electives 6 units

The Senior Experience 10 units

EDU 3302 Field Experience (3 units)

EDU 4402 Field Experience (3 units)

SEN 4800 Integrated Seminar (4 units)

Minors 20 units

See minors list on page ?. Note: Any major offered in the University may also be used as a minor. A minor is required.

Bachelor of Arts in Environmental Studies

The Environmental Studies major is a broad, interdisciplinary major with practical applications which draws from the sciences, humanities, international relations, economics and geography. The distinguishing characteristic of the AIU program is its international, hands-on focus, integrating social sciences with environmental problem solving.

The program starts with a series of courses that provide an overview of environmental science and how we shape and experience the

world around us. In these courses students examine the different biotic and abiotic components of the environment as well as sustainable resource management, pollution, endangered species, population, and the challenge of limited resources.

Further courses examine the relationship between society and the environment including environmental ethics, economics, and law. Developing solutions by working with people is emphasized throughout the program.

Students are expected to participate in field studies and develop projects in environmental restoration or sustainable resource management. Improving resource use on campus serves as an ongoing project.

Degree Requirements 186 units

Courses are four units unless otherwise indicated.

General Education 78 units

See General Education on page ??.

Major 52 units

ENV 2000 Introduction to Environmental Science

ENV 2001 Sustainable Resource Management

ENV 2003 Environmental Design

ENV 3100 Environmental Ethics in a Cross-Cultural Context

or

HUM 3100 Cultural Perspectives on the Environment

ENV 4000 Environmental Economics

ENV 4200 Environmental Law

ENV 3500 Regional Environment

or

ENV 3800 Environmental History

Choose six of the following (24 units):

ENV 3200 Water Use and Management

ENV 3300 Energy Use and Management

ENV 3288 Field Studies

ENV 4100 Environmental Restoration

ECO 1010 Principles of Microeconomics

or

ECO 1020 Principles of Macroeconomics

or

BUS 1010 Introduction to Business Organizations

IBA 4010 International Business Operations
or
IBA 4020 International Economics and Trade
TOU 3020 International Travel and Tourism
GEO 3000 Geography and the Environment

The Senior Experience 8 units

SEN 4800 Senior Experience Integrated Seminar

SEN 4900 Senior Experience: Project

or

SEN 4910 Internship

Unrestricted Electives 28 units

(28 units required, 16 of which must be upper division)

Minor 20 units

See minors listing on page 67 for additional minors available in the Department of Global Liberal Studies. Note: Any major offered in the University may be also used as a minor. A minor is required.

Bachelor of Arts in International Relations

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 will provide students the knowledge and training important in the international business community, government, diplomacy, and private and non-governmental international organizations. It also assists students for further graduate study in international relations, international law, political science, or policy studies.

Degree Requirements 186 units

Courses are four units unless otherwise indicated.

General Education 78 units

See General Education on page 67.

Major 48 units

LOWER DIVISION CORE 12 UNITS

POL 2201 Introduction to Political Science

IRL 2000 Foundations of International Relations

IRL 2150 Research Methods for International Relations

UPPER DIVISION CORE 28 UNITS

IRL 3000 Comparative Political Systems
IRL 3005 Contemporary International Ideologies
IRL 3100 Essence of Diplomacy
IRL 4015 International Organizations
IRL 4030 Politics of International Economics
IRL 4100 International Law
IRL 4150 Area Studies

ELECTIVES 8 UNITS

Choose any two available courses:

IRL 2005 Comparative Foreign Policy
IRL 2010 The United Nations in Action
IRL 3010 Development Issues in Africa (USIU in Nairobi only)
IRL 3020 Developmental Issues in Central America
IRL 3021 Hunger and Development in Africa (USIU in Nairobi only)
IRL 3030 Patterns of Development
IRL 3035 Politics of Developing Nations
IRL 3040 Politics in Africa (USIU in Nairobi only)
IRL 3050 Politics in Latin America
IRL 3060 African International Relations (USIU in Nairobi only)
IRL 3250 Survey of U.S. Foreign Policy
IRL 4001 Regional Conflict in Africa (USIU in Nairobi only)
IRL 4010 Cultural Geography
IRL 4025 World Crises and Transformational Politics
IRL 4035 Environmental Politics
IRL 4040 U.S./Asian Relations
IRL 4045 Security Strategies
IRL 4050 U.S./Africa Relations (USIU in Nairobi only)
IRL 4055 U.S./Afro-Arab Relations
IRL 4060 U.S./Latin American Relations
IRL 4065 U.S./East African Relations (USIU in Nairobi only)
IRL 4281 East Africa and the Indian Sub-Continent (USIU in Nairobi only)
IRL 4800 Seminar: Critical Issues in U.S. Foreign Policy
IRL 4811 Critical Issues in Africa (USIU in Nairobi only)

The Senior Experience 8 units

SEN 4800 Integrated Seminar

SEN 4900 Project

or

SEN 4910 Internship

Unrestricted Electives 32 units

(32 units required, at least 16 of which must be upper division)

Minor 20 units

See minors listing on page ?? . A minor is required.

Bachelor of Arts in Journalism (USIU Nairobi only)

The primary mission of the program in journalism is to graduate highly competent professionals who have acquired communication and critical thinking skills appropriate to the practice of journalism: writing, editing and design in print and broadcast media. The program stresses a balance between the theoretical and practical elements of journalism. Because a viable career in the media profession requires graduates who understand the changes in society, journalism education includes a fusion with liberal arts and social sciences that are offered as a part of the general education requirements at AIU in Nairobi.

Degree Requirements 186 units

Courses are four units unless otherwise indicated.

General Education 78 units

See General Education on page 67.

Major 48 units

LOWER DIVISION CORE 16 UNITS

JRN 1101 History of Mass Communication

JRN 2201 Introduction to Print Media Reporting

JRN 2202 Basic Reporting

JRN 2221 Theories of Mass Communication

UPPER DIVISION CORE 20 UNITS

JRN 3301 Feature Writing

JRN 3311 Media Ethics

JRN 3312 Media Law

JRN 4401 Editorial Writing

JRN 4411 Hardcopy Newspaper Editing and Make-up

ELECTIVES 12 UNITS

At least eight units must be upper division

JRN 1102	International Journalism	
JRN 2921	Introduction to Photography	
JRN 3302	News Agency Reporting	
JRN 3901	Principles of Advertising	
JRN 3911	Principles of Public Relations	
JRN 3922	Photojournalism	
JRN 4412	Electronic Newspaper Editing and Make-up	
JRN 4421	Development Journalism	
JRN 4931	Print Media Management	

The Senior Experience **8 units**

SEN 4800	Integrated Seminar
SEN 4900	Project
or	
SEN 4910	Internship

Unrestricted Electives **32 units**

(32 units required, at least 16 of which must be upper division)

Minor **20 units**

See minors listing on page ??.

Bachelor of Arts in Latin American Studies

(Offered at AIU – Mexico only)

The Latin American Studies program offers an interdisciplinary approach to the study of Latin America. Students will be exposed to issues related to Latin America from a historical, cultural, literary, sociological, environmental, artistic, and international relations perspective. In the context of Latin America, students will gain an understanding of the interconnectedness of political, social, and economic factors as they shape and influence nations and peoples. Additionally, students of Latin American Studies will gain knowledge of the Spanish language.

Degree Requirements **186 units**

Courses are four units unless otherwise indicated.

General Education **78 units**

See General Education on page 67.

Major **56 units**

LAS 1000	Introduction to Latin American Studies
LAS 2150	Research Methods in Latin American Studies
FAR 3030	Art in Pre-Columbian and Colonial

	Latin America
FAR 3031	Art in Latin America: The Modern Era
HIS 3030	Latin American History I
HIS 3031	Latin American History II

Choose one of the following:

ENV 3100	Environmental Ethics in a Cross-Cultural Context
ENV 3500	Regional Environment
ENV 3750	Field Studies
ENV 4000	Environmental Economics

Choose two of the following:

IRL 3015	Developmental Issues in South America
IRL 3020	Developmental Issues in Central America
IRL 3050	Politics in Latin America
IRL 3200	Political Ideas in Latin America
IRL 4000	Regional Conflict in Latin America
IRL 4060	U.S./Latin American Relations
IRL 4810	Seminar: Critical Issues in Latin America

Choose two of the following:

LIT 3001	Latin American Fiction I
LIT 3002	Latin American Poetry I
LIT 4001	Latin American Fiction II
LIT 4003	Latin American Drama
LIT 4800	Latin American Authors Seminar

Choose one of the following:

SOC 3301	Social Problems
SOC 3310	Family and Kinship in a Multicultural Context
SOC 3315	Sociology of Intercultural Relations
SOC 4025	Perspectives on the Future of Human Society

Advanced Spanish speakers choose two upper division Spanish classes; non-advanced Spanish speakers must choose two lower division Spanish courses from the following:

SPN 2500	Advanced Grammar and Composition
SPN 2999	Special Topics
SPN 3001	Literature in Spanish I
SPN 3002	Literature in Spanish II
SPN 3003	Literature in Spanish III
SPN 4000	Culture and Civilization of Latin America

The Senior Experience **8 units**

SEN 4800	Integrated Seminar
SEN 4900	Project
or	
SEN 4910	Internship

Unrestricted Electives **24 units**

All unrestricted electives must be upper division. Academic tours may be taken as unrestricted electives.

Minor **20 units**

Students who do not choose a minor must choose 20 units from the courses listed below.

Choose from the following:

1	Environmental Studies course
1	International Relations course
1	Literature course
1	Sociology course
1	Spanish course

Bachelor of Arts in Liberal Studies

The Liberal Studies major is a comprehensive major which prepares students to work as teachers or to adapt their education to a variety of other careers. It consists of two programs, one for students who want to teach at the elementary school level and one for students who want a flexible program in the Liberal Arts.

Elementary Education

This special program leads to a bachelor's degree in Liberal Studies and a Multiple Subject Preliminary Teaching Credential with CLAD emphasis (for K-6 grades). Because it includes both the bachelor's and the preliminary teaching credential, this major consists of 202 quarter 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 approved by the California Commission on Teacher Credentialing and is offered jointly at AIU by the Departments of Global Liberal Studies and Education.

Degree Requirements **202 units**

Courses are four units unless otherwise indicated.

General Education **78 units**

The First Year Experience 4 unitsHUM 1020 Interdisciplinary Explorations:
The Good Life**Core Curriculum: Symbolic Systems and Intellectual Skills** 38 unitsWRITTEN, ANALYTICAL,
CRITICAL THINKING SKILLS 8 UNITS

ENG 1106 Composition I (WI)

ENG 2206 Composition II (WI)

QUANTITATIVE AND
TECHNOLOGICAL SKILLS 12 UNITSIST 1010 Introduction to Information
Systems (or higher)

MTH 1109 College Algebra (or higher)

MTH 3301 Foundations of Mathematics
(Elementary Education majors only)GLOBAL PERSPECTIVES
AND MULTICULTURAL
PERSPECTIVE 16 UNITSCOM 1500 Intercultural Communication (WI)
Language Studies (12 units)Students must have credit for a foreign language or
must take up to a three-course foreign language
sequence of one language

COMMUNITY SERVICE 2 UNITS

CMS 3700 Community Service

**Global Perspectives Through
the Humanities** 16 unitsNote: One course must be designated Writing
Intensive (WI). See course descriptions to identify
(WI) courses.

FAR 3001 Visual Arts of the World

HUM 1000 World Civilization

LIT 3330 Literature for Children and
Adolescents

PHL 3310 Ethics and Value Theory (WI)

**Global Perspectives
Through the Social Sciences** 12 unitsNote: One course must be designated Writing
Intensive (WI). See course descriptions to identify
(WI) courses.

GEO 2100 World Regional Geography (WI)

IRL 2000 Foundations of IR

Choose one from the following:

HIS 3010 History of Modern Europe I

HIS 3011 History of Modern Europe II

HIS 3020 History of Traditional Asian
Civilization

HIS 3021 History of Modern Asian Civilization

HIS 3030 History of Latin America I

HIS 3031 History of Latin America II

Global Perspectives**Through the Natural Sciences** 8 units

NSC 2215 Introduction to Physical Mechanics

NSC 3304 Biology and the Environment (WI)

Major 100 unitsEDU 1001 Introduction to Elementary Education
(2 units)

EDU 2201 Early Field Experience (2 units)

EDU 4100 Child Development

EDU 5300 Elementary Instruction

EDU 5301 Elementary Reading

EDU 5311 Content Area: Elementary Education

EDU 5321 Curriculum Concepts: Elementary
EducationEDU 5330 Principles of Second Language
Teaching (3 units)

EDU 5340 Multicultural Studies (3 units)

EDU 5350 Student Teaching (9 units)

EDU 5355 Student Teaching (9 units)

ENG 3304 English Language History

FAR 3000 Music of the World

HIS 2000 U.S. History

HIS 3304 History of California

LIT 1105 Introduction to Literature

Choose one additional upper-division Literature
course

NSC 2205 Human Physiology

NSC 2216 Introduction to Earth Sciences

PHE 3306 Physical Growth and Development

POL 2000 Introduction to U.S. Politics

PSY 1101 Introduction to Psychology

SOC 2202 U.S. Diversity: Ethnicity, Class, and
Gender

Choose one from the following:

HUM 1105 Culture Through the Humanities

LIT 2220 Literature and Culture

LIT 3003 Poetry Across Cultures

PHL 3306 Comparative Philosophy

Area of Concentration 20 unitsStudents choose an area of concentration from a
state-approved list. The list includes comparative
philosophy, creative writing, international
relations, sociology, and TESOL. See the Liberal
Studies Coordinator for other possible
concentrations and further details.**The Senior Experience** 4 units

SEN 4800 Senior Experience: Integrated Seminar

Liberal ArtsThe Liberal Arts major is designed for the
student who wants a liberal arts education,
but who does not plan to be an elementary
teacher. A student may choose a
concentration from among any of the
University's listed majors or minors, or may
design his or her own concentration in
consultation and with the approval of the
liberal studies coordinator and appropriate
faculty. For example, a student may design a
concentration in English, social sciences,
humanities, history, or in any other area of
the liberal arts.**Degree Requirements** 186 units*Courses are four units unless otherwise indicated.***General Education** 78 units

See General Education on page 67.

Major 48 unitsThe student must take the core plus an approved
seven-course concentration.**CORE** 20 UNITSENG 3303 Advanced English Composition
orENG 3310 Creative Writing Workshop:
The Essay

FAR 3000 Music of the World

PHL 3310 Ethics and Value Theory

PSY 1105 Developmental Psychology

One course in History of Asia or Latin America

CONCENTRATION 28 UNITSAn area of emphasis may be chosen from among
any of the University's listed majors or minors, or
may be designed by the student with the approval
of the liberal studies coordinator and appropriate
faculty. A total of 28 units is required, at least 20 of
which must be upper division.

The Senior Experience 8 units

SEN 4800 Senior Experience: Integrated Seminar

SEN 4900 Senior Experience: Project

or

SEN 4910 Internship

Unrestricted Electives 32 units

(32 units required, at least 16 of which must be upper division)

Minor 20 units

See minors listing on page ?? . A minor is required.

Bachelor of Arts in Political Science

The Political Science major stresses a global and multicultural understanding of a complex and interconnected world through close study of this exciting discipline. The major incorporates a variety of sub-fields, such as international relations, politics, political thought, and public administration. A degree in political science will provide students with the knowledge and training important in international affairs, government, diplomacy, and private and non-governmental organizations. It also prepares students for graduate study in international relations, international law, political science, or policy studies.

Degree Requirements 186 units*Courses are four units unless otherwise indicated.***General Education** 78 units

See General Education on page ?? .

Major 48 units

LOWER DIVISION CORE 20 UNITS

ECO 1020 Principles of Macroeconomics

IRL 2000 Foundations of International Relations

IRL 2150 Research Methods for International Relations

POL 2000 Introduction to US Politics

POL 2201 Introduction to Political Science

UPPER DIVISION CORE 12 UNITS

IRL 3000 Comparative Political Systems

IRL 3005 Contemporary International Ideologies

PHL 3310 Ethics & Value Theory

CONCENTRATIONS 16 UNITS

American Politics:

IRL 3250 Survey of U.S. Foreign Policy

IRL 4800 Seminar: Critical Issues in U.S. Foreign Policy

POL 2505 State and Local Politics

POL 3350 U.S. Presidency

POL 3500 U.S. Judiciary

POL 3505 Political Parties and Interest Groups in the U.S.

POL 3510 The U.S. Congress

POL 4005 Constitutional Law

International Relations:

IRL 2010 The UN in Action

IRL 3100 Essence of Diplomacy

IRL 4015 International Organizations

IRL 4030 Politics of International Economics

IRL 4045 Security Strategies

IRL 4100 International Law

POL 4025 Peace, Conflict, and Cooperation

Comparative Politics:

IRL 2005 Comparative Foreign Policy

IRL 3030 Patterns of Development

IRL 3035 Politics of Developing Nations

IRL 4010 Cultural Geography

IRL 4025 World Crisis and Transformational Politics

IRL 4035 Environmental Politics

POL 4500 Contemporary Political Issues

Political Thought:

POL 3000 Western Political Thought

POL 3005 Nonwestern Political Thought

POL 4030 Theories of Revolution

POL 4035 Theories of Democracy

POL 4040 Nontraditional Political Ideas

Public Administration:

POL 2105 Principles of Public Administration

POL 3110 Public Policy Formulation

POL 3120 Public Personnel Administration

POL 3125 Municipal Administration

POL 4110 Public Budgeting Systems

The Senior Experience 8 units

SEN 4800 Integrated Seminar

SEN 4900 Project

or

SEN 4910 Internship

Unrestricted Electives 32 units

(At least 16 of which must be upper division)

Minor 20 units

See minors listing on page ?? . A minor is required.

Bachelor of Arts in Sociology

The Sociology program focuses on the study of human behavior and social interaction in diverse cultural settings. The program is strongly interdisciplinary, incorporating perspectives drawn from the sciences, the humanities, and the arts as a means of exploring and understanding the factors and circumstances that influence the courses of human societies and cultures.

Degree Requirements 186 units*Courses are four units unless otherwise indicated.***General Education** 78 units

See General Education on page ?? .

Major 56 units

LOWER DIVISION CORE 16 UNITS

SOC 2201 Introduction to Sociology

SOC 2202 U.S. Diversity: Ethnicity, Class, and Gender

SOC 2205 The Family in the U.S.

SOC 2210 Sociology of Interpersonal Interaction

UPPER DIVISION CORE 32 UNITS

SOC 3301 Social Problems

SOC 3305 Deviant Behavior

SOC 3310 Family and Kinship in a Multicultural Context

SOC 3315 Sociology of Intercultural Relations

SOC 3500 Social Conflict and Resolution in Diverse Settings

SOC 4015 The City in the U.S.

SOC 4021 Collective Behavior in Diverse Contexts

SOC 4025 Perspectives on the Future of Human Society

ELECTIVES 8 UNITS

Two courses are to be selected from the list of courses offered in sociology, psychology, and/or international relations.

The Senior Experience 8 units

SEN 4800 Integrated Seminar

SEN 4900 Project

or

SEN 4910 Internship

Unrestricted Electives **24 units**

(24 units required, at least 12 of which must be upper division)

Minor **20 units**

See minors listing on page ?? . A minor is required.

THE MINORS

In addition to the minors listed below, minors are available in every major (program) in all departments.

A minor at AIU consists of 20 units, at least 16 of which must be upper-division. The choice of a minor is required for most undergraduate majors. The Department of Global Liberal Studies offers minors for which there are no majors available. These minors and their course requirements follow:

Courses are four units unless otherwise indicated.

African Studies (AIU in Nairobi only)

Choose five courses from two of the disciplines listed below:

HISTORY

HIS 3015 20th Century Eastern Africa

HIS 3025 History of Kenya

HIS 4120 African Economic History

INTERNATIONAL RELATIONS

IRL 3010 Development Issues in Africa

IRL 3021 Hunger and Development in Africa

IRL 3040 Politics in Africa

IRL 3060 African International Relations

IRL 4001 Regional Conflict in Africa

IRL 4050 U.S.-Africa Relations

IRL 4065 U.S.-East African Relations

IRL 4281 East Africa and the Indian Sub-Continent

IRL 4811 Critical Issues in Africa

LITERATURE

LIT 4785 African Authors Seminar

PHILOSOPHY

PHL 4230 African Philosophy

Comparative Philosophy

Choose four courses in addition to PHL 1104:

PHL 1104 Introduction to Philosophy

PHL 3306 Comparative Philosophy

PHL 3307 Major Movements in U.S. Philosophy

PHL 3309 Major Figures in Philosophy

PHL 3310 Ethics and Value Theory

PHL 3500 Epistemology and Gender

PHL 4420 Asian Philosophy

For the minor, PHL 3306 is a prerequisite for

PHL 3307, 3500, or 4420.

Creative Writing

Choose four courses in addition to ENG 2000:

ENG 2000 Introduction to Creative Writing

ENG 3309 Creative Writing Workshop: Fiction

ENG 3310 Creative Writing Workshop:
The Essay

ENG 3311 Creative Writing Workshop: Writing
for the Media

ENG 4000 Creative Writing Workshop: Poetry

ENG 4900 Creative Writing Workshop:
Individual Project

Family Studies

Choose five courses – one lower division and four upper-division:

PSY 3150 Courtship and Marriage

PSY 3160 Introduction to Marriage and Family
Therapy

PSY 3182 Group and Family Counseling with
the Chemically Dependent

SOC 2205 The Family in the U.S.

SOC 3310 Family and Kinship in a Multicultural
Context

Gender Studies

Choose five courses – one lower division and four upper-division:

GNS 2000 Introduction to Gender Studies

GNS 2001 Communication and Gender

GNS 3001 Women and Men in
Cross-Cultural Perspective

GNS 4800 Seminar: Male and Female Creativity

HIS 3005 History of Women and Men in
the U.S.

PHL 3500 Epistemology and Gender

PSY 2125 Human Sexuality

SOC 3310 Family and Kinship in a Multicultural
Context

Spanish

Students must take SPN 2002, SPN 2500 and any three of the following:

SPN 3001 Literature in Spanish I

SPN 3002 Literature in Spanish II

SPN 3003 Literature in Spanish III

SPN 4000 Culture and Civilization of Spain

SPN 4005 Culture and Civilization of Latin
America

U.S. HISTORY

Choose four courses in addition to HIS 2005:

HIS 2005 Major Social Movements in
U. S. History

HIS 3005 The History of Women and Men
in the U.S.

HIS 3301 Foundations of the U.S.

HIS 3302 The U.S. in the 19th Century

HIS 3303 The U.S. in the 20th Century

HIS 3304 History of California

HIS 4001 The Immigrant Experience in
U.S. History

HIS 4002 The Quest for Equality in
U.S. History

MASTER'S PROGRAM

Applicants must satisfy the requirements stipulated in the "Admissions and Registration" section of this catalog as well as meet the following.

- Degrees: a baccalaureate degree or its equivalent from an accredited institution with a minimum GPA of 2.5.
- English Proficiency: see page 22.
- GRE: official test scores for the Graduate Record Examination (GRE).

- Recommendations: each candidate must provide two written confidential recommendations from those who can attest to the applicant's abilities, interests, and proven accomplishments.
- Transcripts: official transcripts must be submitted from all U.S. regionally accredited institutions of higher learning attended by the applicant or the international equivalent.

Transfer of Credit

1. A maximum of eight quarter units may be transferred into the degree program.
2. All coursework which may be used to waive required credits must have been completed at B or higher levels and must be at or higher than master's degree level from an accredited institution of higher education.
3. The decision to accept credit to be transferred shall be the responsibility of the department chair.
4. Courses taken more than seven years previous to application are generally not eligible for waiver or transfer.
5. Coursework being considered for transfer must be equivalent to AIU coursework for which it is being applied. Students are required to submit course descriptions and other documentation to assist faculty review.
6. Extension courses are not transferable.

General Requirements for the Master's Degree

1. Once admitted to the program, applicants must maintain a minimum GPA of 3.0 in all coursework. Students who fail to do so will be placed on academic warning and must correct the deficiency by the following quarter or be subject to academic dismissal from the master's program.
2. Students must complete a minimum of 44 quarter units.
3. All courses must be no lower than the 6000 level.
4. Students may complete a research thesis or complete one additional elective course.

Master of Arts in International Relations

At the master's level, the International Relations program stresses an in-depth knowledge of world affairs and a thorough understanding of the research methods and theory of International Relations. All of the courses within the master's program offer students a complex and challenging course of study, enhanced by AIU's international student body and faculty population. This degree program prepares students for careers in the foreign service, diplomacy, government posts, international business, international organizations and private or non-governmental organizations. The degree requires completion of 44 units.

Degree Requirements 44 units

Courses are four units unless otherwise indicated.

Core Courses 20 units

IRL 6000	Research Methods in International Relations
IRL 6005	Advanced International Relations Theory
IRL 6200	International Organizations
IRL 6890	Specialized Seminar
IRL 6900	Thesis

or
One additional elective course

Electives 24 units

Choose six courses from the following:

IRL 6002	Foundations of International Politics (Required for students with no or limited background in political science or international relations.)
IRL 6010	Theories of Force and Conflict
IRL 6015	Issues of Conflict Management
IRL 6020	Techniques of International Diplomacy
IRL 6030	Issues of Development and Cultural Conflict
IRL 6035	Patterns of Cooperation and Conflict
IRL 6055	Advanced Theories of Development Foreign Policy
IRL 6075	Mechanisms of International Communication
IRL 6095	Intercultural Communication
IRL 6215	Principles of Peace and Nonviolence
IRL 6230	International Financial Mechanisms

IRL 6250	Foundations of Foreign Policy
IRL 6255	US - Africa Relations (USIU in Nairobi only)
IRL 6260	Foreign Policy Analysis
IRL 6280	Comparative Foreign Policy
IRL 6285	The Foreign Policy of Kenya (USIU in Nairobi only)
IRL 6290	Foreign Policy in Eastern Africa (USIU in Nairobi only)

Bachelor of Arts in Psychology

The bachelor's program combines the interdisciplinary focus of the general education program with a psychology major which prepares the student for graduate study or work in an entry level human service position. The minor in chemical dependency counseling provides training for work as a chemical dependency counselor and meets the requirements for the ACT certificate.

Degree Requirements 186 units

Courses are four units unless otherwise indicated.

General Education 78 units

See General Education page ??.

Major 56 units

PSY 1101	Introduction to Psychology
PSY 1105	Developmental Psychology
PSY 1110	Experimental Psychology
PSY 2105	Social Psychology
PSY 2120	Psychology of Learning
PSY 2125	Human Sexuality
PSY 3105	History and Systems of Psychology
PSY 3110	Psychology of Personality
PSY 3115	Abnormal Psychology
PSY 3125	Multicultural Diversity in Psychology
PSY 3140	Introduction to Counseling
PSY 3142	Introduction to Industrial and Organizational Psychology
PSY 4109	Tests and Measurements
PSY 4117	Cognitive Psychology

Senior Experience 8 units

SEN 4800	Senior Experience: Integrated Seminar
SEN 4900	Senior Experience: Thesis/Project
or	
SEN 4910	Senior Internship
or	

PSY 4181 Fieldwork in Chemical Dependency

Electives 24 units

Students may choose from the following electives offered by the Department or from those offered by other departments of the University. A minimum of three upper division courses must be taken.

PSY 3130 Physiological Psychology

PSY 3135 Psychology of Communication

PSY 3143 Psychology at Work I

PSY 3711 Independent Study or Research

PSY 4142 Psychology at Work II

PSY 4143 Social Psychology in an Organizational Context

PSY 4711 Professional Workshop

Minor 20 units

Psychology majors may choose a minor in Chemical Dependency, Family Studies, or those available in the Department of Global Liberal Studies and the College of Business Administration.

B.A. in Psychology with M.S. in I/O Psychology

This is a combined or “seamless” program which allows the student to complete the bachelors and masters degrees in five years, rather than the usual six years. Upon completion of the bachelors degree, students may continue in the masters program if they maintain a B average.

Bachelor of Arts requirements - Complete Major in Psychology requirements (186 units) with the following as Electives:

PSY 3143 Psychology at Work I

PSY 4142 Psychology at Work II

PSY 4145 Social Psychology in an organizational context

PSY 6402 Organizational Behavior

PSY 6412 Group Dynamics

PSY 6440 Human Resource Development

or

PSY 6426 Organizational Development I

or

PSY 6404 Leadership Theory and Research

Masters in I/O Psychology requirements: 12 units of the 6000 level courses transferred from BA program as described above plus 40-41 units as described on page ??.

The Addiction Counselor Training Program (ACT)

Students majoring in Psychology may also complete a minor in Chemical Dependency.

Students interested in careers in counseling individuals who are addicted to drugs or alcohol may apply for admission to this certificate program if they (1) have a high school diploma or GED certificate, (2) submit three letters of recommendation, and (3) complete an interview with the department chair or designee. Applicants who have been chemically dependent must document at least one year of sobriety. The certificate program takes one year to complete. Students take seven courses which can also be applied towards the Bachelor of Arts degree in Psychology and also take two practica and two internships. The certificate meets the requirements of the California Association for Alcohol and Drug Educators and the California Association of Alcoholism and Drug Abuse Counselors.

ACT Certificate Requirements 28 units

Courses are four units unless otherwise indicated.

PSY 1185 Introduction to Chemical Dependency

PSY 2181 Psychopharmacology and Addiction

PSY 2182 Treatment Methods and Modalities of Chemical Dependency

PSY 2183 Theories and Techniques of Chemical Dependency Counseling

PSY 3181 Trends and Issues in Chemical Dependency

PSY 3182 Group and Family Counseling with the Chemically Dependent

PSY 4181 Fieldwork in Chemical Dependency

Family Studies Minor

Students majoring in Psychology may also complete a minor Family Studies

SOC 2205 The Family in the U.S.

SOC 3310 Family and Kinship in a Multicultural Context

PSY 3182 Group and Family Counseling with the Chemically Dependent

PSY 3150 Courtship and Marriage

PSY 3160 Introduction to Marriage and Family Therapy

M.S. in I/O Psychology (For students enrolled in seamless B.A.: Psychology with an M.S. in I/O Psychology program)

This is a combined or “seamless” program which allows the student to complete the bachelors and masters degrees in five years, rather than the usual six years. Upon completion of the bachelors degree, students may continue in the masters program if they maintain a B average.

Bachelors in Arts in Psychology requirements—186 units (see page 79)

Masters in I/O Psychology requirements: 12 units of the 6000 level courses transferred from BA program as described above plus 40-41 units as follows:

PSY 6410 Ethics, the Law, and I/O Psychology (3 units)

PSY 6414 Stress in the Human Experience

PSY 6004 Statistics for the Behavioral Sciences (5 units)

PSY 6002 Methods of Research

PSY 6020 Measurement in Psychology

PSY 6006 Advanced Statistics (5 units)

Specialization courses listed on page ?? (15-16 units)

THE COLLEGE OF ORGANIZATIONAL STUDIES (COS)

Admittance to specific courses will differ depending on whether a student has been accepted into a program of the former Alliant University (comprising the California School of Professional Psychology, the College of Organizational Studies, the School of Education, or the School of Social and Policy Studies) or a program of the former United States International University. Courses in the California School of Professional Psychology and the College of Organizational Studies are not automatically available to graduate students who were admitted to programs in the former USIU. For clarification of your individual status, consult with your advisor.

The College of Organizational Studies (COS) is one of several schools at Alliant International University. It is the home of the University's highly-regarded programs in Organizational Psychology and Management, including Organizational Psychology, Industrial-Organizational Psychology, Organizational Behavior, Consulting Psychology, and Change Leadership programs.

Businesses and other organizations are turning increasingly to people with behavioral science training. The application of psychology to business and organizational needs is a booming and expanding field. Because of the importance of human relations and individual and interpersonal behavior to organizational well being, the opportunities for employment for those who can blend psychology and social sciences are extensive, especially in the design and supervision of organizational development, human resources management, and consulting.

ORGANIZATIONAL CONSULTING CENTER

The College of Organizational Studies operates an Organizational Consulting Center (OCC) that provides consulting services to individuals, groups, and organizations. Part of an emerging four-location center, it uses the expertise of Alliant International University faculty, students, and affiliates to enhance the effectiveness of business,

government and non-profit organizations and those who work within them. Teams of OCC consultants provide professional services and consultations, design organizational systems, and participate in collaborative interventions.

COS ADVISORY BOARD, 2001-2002

COS programs benefit from the review and input of a distinguished Advisory Board which consists of prominent psychologists and other professionals from the community. The current COS Advisory Board consists of:

Judith Blanton, PhD

James Callan, PhD

Nicholas Cummings, PhD

Richard Dicker, PhD

Jean Greaves, PhD

Terry Johnson

Trudy Sopp, PhD

DEGREE PROGRAMS

COS programs differ from location to location as shown in Tables 6A,B,C.

The COS offers a variety of degree programs in Organizational Psychology and related fields. Programs available differ in emphasis across AIU locations, but all stress the importance of combining organizational and social science training, especially directed to the human side of organizations.

Students in semester-based programs generally take 9-16 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 organizational PhD curriculum takes at least four years to complete, although the majority of students need additional time for completion of their dissertations. Most of the

master's programs require two years of full or part-time study.

Doctoral students who have taken appropriate graduate coursework, or 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.

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.

Organizational Areas of Study

Professional Skills

Professional skills courses and field experiences focus on the skills of professional psychology applied to business, government, and non-profit organizations. These courses socialize new students to the profession by introducing its history and the models, characteristics, settings, activities, and standards of present practice.

Students in the COS doctoral programs 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 COS programs. All students in the doctoral programs participate in field placements in business, nonprofit, and other organizational settings during one or more years of the program.

Applied Research

Research training occurs through formal courses in research methodology and design, as well as through the process of completing a

supervised dissertation in the PhD programs and a doctoral project in the PsyD programs.

Applied research courses provide students with a basic understanding of statistics and investigative methods, enabling them to contribute to the profession through applied research and creative program planning. Courses focus both on particular areas of investigation and on various methods of investigation. All PhD degree students apply their research training in the design and execution of a doctoral dissertation. Students choose their dissertation topics and create original research studies under faculty supervision.

Please see the individual organizational program descriptions that follow in this section of the catalog for detailed information about the applied research activities at each location.

Professional Concepts

In the organizational programs, students study organizational and individual behavior. An understanding of the principles of work design, group dynamics, human resources, motivation, and training supplements organizational change and development theories.

Personal Growth

Some elective courses in the humanities, the arts or ethics are a part of some of the organizational doctoral programs. Through literature, philosophy, history, religion, or arts courses, students gain new insights into human nature. In addition, study in the humanities fosters skills directly relevant to psychological practice, such as clarity and logic in writing.

ORGANIZATIONAL DOCTORAL PROGRAMS

The College of Organizational Studies doctoral programs 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 provide background in the foundations of Organizational Psychology, behavior and development, social sciences, statistics, and develop students' research techniques. At this level students receive training in the specific skills of their field, such as consultation, leadership, human resource management, psychological measurement, and work motivation.

In the third and fourth years, students typically take advanced coursework and seminars in Organizational Psychology; motivation; professional, legal, and ethical issues; personnel and human resources development, and other topics. This training is combined with placements 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. These placements, the majority of which offer stipends to students, expose participants to the day-to-day issues encountered by psychologists practicing in an organizational setting. In their third year, PhD program students usually develop a dissertation topic and work to complete their dissertation. PsyD students develop and produce an applied doctoral project.

Students in doctoral programs are required to pass comprehensive exams and demonstrate mastery of research skills (see the student handbooks for details).

Organizational Doctoral Requirements

The doctorate is awarded to students who have completed the COS program, upon satisfactory evaluation by the faculty and completion of the following requirements:

1. a PsyD dissertation/project or PhD dissertation
2. the equivalent of no less than four academic years of full-time attendance at Alliant International University following admission at the graduate entry level, or, at the Fresno and San Diego campuses, three to four academic years following admission with credit for previous graduate work
3. campus course and unit requirements as specified in each campus 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.

Organizational Professional Training

All students in the Organizational and Industrial-Organizational Psychology programs gain practical experience through field placements available in a variety of settings including corporations, government agencies, nonprofit organizations, and consulting firms. Some students may use their own work settings as a placement option, with the appropriate approval of the program director.

Organizational placements during the third and 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.

The vast majority of students are paid a stipend for their work.

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.

Organizational Dissertation

Candidates for the PhD degree from the College of Organizational Studies at Alliant International University are required to complete a dissertation which is an original research project conceived and executed under the close supervision of COS 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 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 a COS core or research faculty member to serve as the dissertation committee chairperson. 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 area. All members of the dissertation committee must hold earned doctorates in I/O psychology, Organizational Psychology, or closely related fields. Use of non-core faculty members in dissertation or PsyD project committee roles requires approval at the campus level.

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 of one to three years may be granted to students demonstrating sufficient need and continued progress toward completion of the dissertation. 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.

Organizational PsyD Doctoral Project

Students in organizational PsyD programs complete a PsyD doctoral project. The project is usually begun in the penultimate year of the program and completed in the last year. The PsyD project is a major applied research undertaking which involves integrating and presenting a significant amount of material.

ORGANIZATIONAL MASTER'S DEGREE PROGRAMS

The College of Organizational Studies at Alliant International University offers several types of full-time and part-time master's degrees in the organizational area. See Tables 2a,b,c. Part-time organizational master's programs for working professionals are available on all campuses. Classes in the part-time programs are offered evenings and, on some campuses, weekends. Completion of these programs typically will take from one and a half to three years, depending on the program and the student's schedule. For more information, see the specific program descriptions in the campus sections below.

SITE-SPECIFIC INFORMATION

COS PROGRAMS AT THE FRESNO LOCATION

Organizational programs at the Fresno campus include a doctoral (PsyD) program in organizational development, and two versions of the master's degree program in Organizational Behavior, an MA and an MS (the latter requiring successful completion of a research thesis). These programs are described in greater detail below.

Doctoral Program in Organizational Development at the Fresno Campus

This PsyD degree program, the only one of its kind in the growing San Joaquin area, 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 class schedule makes it possible for students from both the greater San Joaquin Valley and from more distant communities to attend. The curriculum offerings by Fresno based faculty are augmented with video-conferenced courses developed through the College of Organizational Studies utilizing

resources from other Alliant International University campuses.

Students in the program will:

- acquire new knowledge and skills for managing change processes in complex organizations
- examine and assess existing organizational procedures and processes
- 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
- learn organizational theory and interventions, and global organizational relationships
- receive training necessary for OD consultation and conducting applied research
- learn in the context of professional practice by participating in research practica and professional training placements in which they are supervised by, and have the opportunity to build relationships with, organizational consultants, corporate executives and agency administrators
- learn how to customize more general OD approaches to the special needs of the population in the central San Joaquin Valley and surrounding areas.

This 75-unit post-master's part-time program involves three courses each fall and spring term, and one course each summer. Classes are held in the evenings and occasionally on weekends.

The PsyD in Organizational Development

Curriculum (For Students Entering in

2001-2002)†

T605S History and Systems of Organizational Studies (3 units)
I525S Methods: Data Analysis and Program Evaluation (3 units)
T501S Adult Development (3 units)
P505S The Individual in Organizations (2 units)
P501S Models of Organization Change and Development (3 units)
P525S Consulting Skills (3 units)
I615S Introduction to Multiple Research Methods (3 units)
P690S The Dyad and Group in Organizations (3 units)
P510S Organizational Values and Ethics (3 units)
C548S Diversity in Organizations (3 units)
P625S Human Resource Management (3 units)
I700a,b PsyD Proposal Development (2,2 units)
F500S Field Placement in Organizations (8 units)
I700a,b PsyD Dissertation (2,2 units)
P615S OD in International Perspective (3 units)
P626S Conflict Resolution and Negotiation (3 units)
P801S Advanced Seminar in Professional Issues (2 units)
P506S Transitions in Organizations (2 units)

†Since this is a new program; the curriculum is subject to change as it is modified to meet students' needs.

Master's Degree Programs in Organizational Behavior at the Fresno Location

The program is designed to meet the educational needs of managers, organizational consultants, 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. COS's faculty are working professionals who bring expertise and applied work experiences into the classroom.

The graduate program in Organizational Behavior is a two-year program offering both the Master's in Organizational Behavior (MAOB) degree and a Master's of Science in Organizational Behavior (MS) degree. Program classes meet one night a week. However, students may enroll in elective courses which are held on a second night of the week.

The MAOB is a professional degree, designed for the working professional, manager, human resource person, trainer, or organizational consultant who wants to acquire new skills and knowledge related to management and organizational behavior. A dual MAOB/clinical PhD is also available. For more information, contact the campus admissions office.

The curriculum of the COS-Fresno MAOB program exposes students to current literature and research on management and organizational behavior. The program is indicative of the issues and problems that business leaders face on a daily basis. MAOB students are not required to take statistics courses, nor are they required to write a research thesis.

The Master of Science in Organizational Behavior (MSOB) is a traditional master's program with applied emphasis on research, as well as statistical and analytical skills.

MS students are required to write a thesis. The program curriculum includes courses in research methods, statistics, psychometric theory, and survey design.

Program Faculty

Students in the Organizational Behavior program enjoy the educational benefits of a specialized organizational behavior faculty who have expertise in organizational issues. Basic courses in theory, research, skill-building, and personnel management and development are taught by faculty who are experts in each area and have research and consulting expertise. Advising and academic and career mentoring are available for all students.

Additional courses (e.g., colloquia and seminars) are provided by members of local business, governmental, and educational communities who participate as speakers or guest faculty.

The Master's in Organizational Behavior Curriculum (For Students Entering in 2001-2002)

Core Curriculum

T500M Organizational Behavior (3 units)

T505M Personnel/HRM (3 units)

P502M Organizational Change and Development (3 units)

T501M Organizational Theory (3 units)

P509M Current Issues in Organizational Behavior (3 units)

I511M Action Research (2 units)

P507M Professional Ethics (2 units)

T503M Leadership and Management Behavior (3 units)

T510M Transitions in Organizations (2 units)

F200M *Practicum/Internship (3-6 units)

*Independent Study (1-8 units)

*Professional Workshops (1-8 units)

P801S *Advanced Seminars (2-8 units)

P344M *Colloquium Series (1-8 units)

Total required core units 30

All students complete the core curriculum. Requirements for the MAOB or the MS then differ as follows:

Master of Arts in Organizational Behavior (MAOB)

P510M Organizational Development Skills/Consultation (2 units)

P506M Ethnocultural Issues in the Workplace (3 units)

Four required MAOB track units; 15 elective units

Master's of Science in Organizational Behavior (MS)

I520M Research Methods and Principles of Research Design (3 units)

I400M Introduction to Statistics (3 units)

I401M Statistics Lab (1 unit)

I521M Thesis (6 units)

Thirteen required MS track units; 6 elective units

* Elective courses

Joint MAOB/Clinical or Forensic Psychology Doctoral Program

Students may pursue a Master's of Organizational Behavior (MAOB) degree in the College of Organizational Studies jointly

with either a clinical psychology doctoral degree at CSPP or with a forensic psychology doctoral degree in the School of Social and Policy Studies. The MAOB is a 30-unit program consisting of 21 units of core Organizational Psychology curriculum. Students pursuing a joint MAOB/clinical psychology doctoral degree also complete nine elective units consisting of any combination of 1/2 unit colloquia, one or two unit electives, independent studies, and internships. Students pursuing a joint MAOB/forensic psychology doctoral degree also complete 13 elective units consisting of any combination of 1/2 unit colloquia, independent studies, practicum internships, professional workshops, and advanced seminars. No research project or thesis is required in either case.

The MAOB degree can be completed in 12 to 18 months, after which students can matriculate into either the a four year PsyD program or a five year PhD program. These dual programs may also be completed concurrently. For more information, please contact the campus admissions office.

COS PROGRAMS AT THE LOS ANGELES LOCATION

Organizational programs at the Los Angeles campus include a doctoral (PhD) program in Organizational Psychology, and two master's degree programs in Organizational Psychology and in Organizational Behavior. (A PsyD program in management for students from Pacific Rim countries is under revision and is not currently accepting new students.) These programs are described in greater detail below.

Doctoral Program in Organizational Psychology at the Los Angeles Location

The Organizational Psychology program at the Los Angeles campus 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 placements in major corporations, business organizations, and 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 the like, to design and implement change projects.

Training the consultant is a major focus of the PhD program in Los Angeles. 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.

Doctoral Program Requirements PhD Program (For Students Entering in 2001-2002)

Students typically enter the Organizational Psychology program with a bachelor's degree in psychology or a related field and take four to five years to complete the PhD. A limited number of positions are open for students who wish to enter on a part-time basis.

The organizational program course requirements include statistics, research design, and core courses. Students are also involved in research and independent study projects. In a typical four-year program, the first two years provide substantive coursework in general and Organizational Psychology,

statistics, and research design. At the beginning of their third year, students demonstrate mastery of the stated competencies through a comprehensive examination. 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 following shows the present curriculum for a full-time student in the organizational program. Course descriptions are included in a separate section of this catalog.

First Year

I501a	Advanced Statistics (3 units)
I501c	Research Methods and Principles of Research Design (3 units)
I502	Computer Statistics Lab (2 units)
P540	Group Development (3 units)
P545	Facilitation Skills (2 units)
P620	Pro-Seminar (2 units)
T515	Social Psychology (3 units)
T560	Organizational Behavior (3 units)
T680	Organizational Change and Development (3 units)

Second Year

I501B	Multivariate Statistics (3 units)
1550	Psychological Measurement (3 units)
I600a,b	Research Project (1,4 units)
P610	Consulting Skills (3 units)
T548	Diversity in Organizations (3 units)
T620	Organizational Theory (3 units)
T625	Human Resource Management (3units)
T629	Team Design (3 units)
T630b	Organizational Communications (3 units)

T650 Training and Development (3 units)

T802 Advanced Seminar (3 units)

Third Year

I700	Preliminary Dissertation Development (6 units)
I800	Dissertation Development (12 units)
T501	Adult Development (2 units)
T690	Business Principles (3 units)
T802	Advanced Seminars (3,3 units)

Fourth Year

F810a,b	Field Placement in Organizational Psychology (12,12 units)
I801	Dissertation (3 units)
P880	Professional Issues in Organizational Psychology (2 units)

Master of Arts Program in Organizational Psychology (MAOP) at the Los Angeles Location

This program is for psychology or other undergraduate majors who want an in-depth initial preparation in the 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 58-unit, full-time program that can be completed in two years. Four to six courses are taken each term, offered in classes held two days per week.

The Master of Arts in Organizational Psychology Curriculum (For Students Entering in 2001-2002)†

First Year

- T515 Social Psychology (3 units)
 T560 Organizational Behavior (3 units)
 P540 Group Development (3 units)
 I510 Principles of Research Design (3 units)*
 Research Design and Quantitative Methods (3 units)*
 T680 Organizational Change and Development (3 units)
 P545 Facilitation Skills (2 units)
 T625 Human Resource Management (3 units)
 T802 Advanced Seminar or other approved elective (3 units)
 T802 Advanced Seminar or other approved elective (3 units)

Second Year

- T629 Team Design (3 units)
 P610 Consulting Skills (3 units)
 I550 Psychological Measurement (3 units)
 T630b Organizational Communication (2 units)
 T620 Organizational Theory (3 units)
 T690 Business Principles (3 units)
 T548 Diversity in Organizations (3 units)
 T650 Training and Development (3 units)
 T802 Advanced Seminar or other approved elective (3 units)
 T802 Advanced Seminar or other approved elective (3 units)

† Please note that this is a new program that started in Fall 2001; the curriculum is therefore subject to change as it is modified to meet students' needs.

Master of Arts Program in Organizational Behavior at the Los Angeles Campus

The MAOB program is for those who want a time-limited part-time program. Students are expected to have had relevant organizational work experience and to be in positions that actually or potentially involve organizational behavior and management. It is also an excellent option for those who have other degrees, such as law, clinical psychology, social work, or engineering and who want to change their career focus or are in managerial positions and wish to learn new skills, especially on the human side of organizations.

This is a 40 unit part-time program that can be completed in two years. Three courses are taken each fall and spring term, and two courses are taken each summer. Classes meet on two nights per week. For the MAOB, 12 hours of electives and 27 hours of core courses make up the curriculum.

The Master of Arts in Organizational Behavior Curriculum (For Students Entering in 2001-2002)†

First Year

- T560 Organizational Behavior (3 units)
 P540 Group Development (3 units)
 P546 Organizational Consultation Group (1 unit)
 Research Design and Quantitative Methods (3 units)*
 T680 Organizational Change and Development (3 units)
 P542 Organizational Consultation Group (1 unit)
 T802 Advanced Seminar or other approved elective (6 units)

Second Year

- T629 Team Design (3 units)
 P610 Consulting Skills (3 units)
 or
 Organizational Consultation Group (1 unit)
 T625 Human Resource Management (3 units)
 T680 Advanced Seminars or other approved electives (9 units)
 P542 Organizational Consultation Group (1 unit)

† Please note that this is a new program that started in Fall 2001; the curriculum is therefore subject to change as it is modified to meet student needs.

COS PROGRAMS AT THE SAN DIEGO CAMPUS

The Organizational Psychology specialty includes five degree programs: the PhD in Industrial-Organizational Psychology, the PhD in Consulting Psychology, the dual PhD in Clinical and Industrial-Organizational Psychology, the MA in Organizational Psychology, and the MA in Organizational Behavior.

The curricula of the organizational programs consist of both required and elective coursework. The following are the requirements of the PhD, PsyD, MA programs, and the elective areas in which coursework may be taken. Course descriptions are listed by course number later in this campus section.

All students enter the programs with their own individual academic and professional backgrounds and needs for full-time or extended programs. Thus, the exact curriculum for the organizational programs in relation to content and pace of study may vary. It is expected, however, that the least amount of time possible to complete the doctoral program from graduate level entry will be four years. The minimum amount of

time expected to complete the master's program is two years.

PhD in Industrial-Organizational Psychology at the San Diego Campus

The I-O psychology program develops competence through formal training, field placement experience and research. Key features are:

- integration of academic training and field placement experience
- opportunity to tailor the program by selecting appropriate advanced seminars
- introduction to research practices early in the program, facilitating the dissertation process

Graduates of this program are prepared to conduct original, empirical research; develop and evaluate Organizational Psychology theories; and apply advanced knowledge and skills in organizations. They assist businesses and organizations with organizational design, development of human resource systems, organizational measurement processes, personnel selection, and gender/diversity issues.

The PhD degree gives students a wide variety of professional opportunities and is patterned after the doctoral level training guidelines prepared by the Educational and Training Committee of the Society for Industrial and Organizational Psychology (Division 14 of the American Psychological Association).

Doctoral Program Requirements PhD in I-O Psychology (For Students Entering in 2001-2002)

This program is designed to develop industrial-organizational competence through the integration of formal academic training with a focus on psychological principles and foundations, field placement experiences, and research.

Each student will be required to complete the following components:

First Year

Fall Semester

I500a	Advanced Statistics I (3 units)
P005	Introduction to Professional Practice in Organizational Psychology (1 unit)
T580	Seminar in Personnel Psychology (3 units)
T581	Organizational Behavior (3 units)
T697	Adult and Career Development (3 units)
P563	Business Concepts for Psychologists or Psychology Elective (3 units)

Spring Semester

I500b	Advanced Statistics II (3 units)
I505	Computer Statistics Laboratory (2 units)
P577	Psychological Measurement (4 units)
T582	Work Motivation Theory (3 units)
XXXX	Psychology Elective (3 units)

Second Year

Fall Semester

C825	Cultural Diversity in the Workplace (3 units)
I510	Principles of Research Design (3 units)
I705	Industrial-Organizational Research Project (4 units)

P680 Introduction to Organizational Development (3 units)

P681 Seminar in Individual Differences (3 units)

Spring Semester

F606 Entry to the Workplace (1 unit)

I705 Industrial-Organizational Research Project (5 units)

P682 Survey Guided Feedback (3 units)

T802 Advanced Seminar (3 units)

XXXX Psychology Elective (3 units)

Third Year

Fall Semester

F801 Field Placement (4 units)

F806 Professional Development Group (1 unit)

I805 Research Seminar I (3 units)

T802 Advanced Seminar (3 units)

T802 Advanced Seminar (3 units)

Spring Semester

F801 Field Placement (4 units)

F806 Professional Development Group (1 unit)

I805 Research Seminar II (3 units)

P804 Ethical and Legal Issues in Organizational and Consulting Psychology (3 units)

T725 Advanced Social Psychology (3 units)

Fourth Year

Fall Semester

F801 Field Placement (4 units)

F806 Professional Development Group (1 unit)

I805 Research Seminar III (3 units)

T802 Advanced Seminar (3 units) (this course must be taken for a total of six units)

Spring Semester

F801	Field Placement (4 units)
F806	Professional Development Group (1 unit)
I805	Research Seminar IV (3 units)
T802	Advanced Seminar (3 units)
HXXX	Humanities Elective (2 units)

Doctoral degree requirements total 117 units.

Curriculum requirements subject to change.

Elective Courses

The curriculum of the Industrial/Organizational Psychology program is designed to allow advanced doctoral students to complete additional psychology electives. With the approval of the advisor (or Program Director) students may select courses on an individual basis from the numerous electives available to all doctoral students, including clinical courses and the advanced seminars in Organizational Psychology.

PhD in Consulting Psychology at the San Diego Campus

The focus of the Consulting Psychology program is to combine individual, group, organizational, and systemic consultation skills to produce specialists in the psychological aspects of organizational consulting. This is one of the first programs in the country specifically devoted to Consulting Psychology.

The program is founded on the belief that the fully trained consulting psychologist needs to function at three levels to make assessments and interventions in an organizational context. These levels are:

- individual (trained in individual vocational and career assessments and executive coaching)

- group (qualified to create organizational systems that make the most effective use of groups, and to assess and assist dysfunctional work groups)

- organizational/systemic (able to help students understand, diagnose, and make appropriate interventions with organizational systems as a whole)

Students in the program will learn applied research skills and complete an original dissertation in Consulting Psychology.

They will also be required to complete two half-time internships. 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. While graduates may concentrate on either individual, group, or Organizational Psychology in their professional work, they will achieve some competency in all three.

Doctoral Program Requirements
PhD in Consulting Psychology
(For Students Entering in 2001-2002)

First Year*Fall Semester*

I500a	Advanced Statistics I (3 units)
P006	Introduction to Professional Practice in Consulting Psychology (1 unit)
T581	Organizational Behavior (3 units)
T697	Adult and Career Development (3 units)
T721a	Pro-Seminar in Cognition/Emotion (2 units)
T730	Pro-Seminar in Consulting Psychology (3 units)

Spring Semester

F835	Consulting Psychology Consultation Group (1 unit)
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I500b	Advanced Statistics II (3 units)
P577	Psychological Measurement (4 units)
T583	Organizational Theory (3 units)
T721c	Pro-Seminar: Physiological Psychology (2 units)
T725	Advanced Social Psychology (3 units)

Second Year*Fall Semester*

C825	Cultural Diversity in the Workplace (3 units)
I510	Principles of Research Design (3 units)
P514	Individual Assessment for Business and Career (4 units)
P680	Introduction to Organizational Development (3 units)
P681	Seminar in Individual Differences (3 units)

Spring Semester

F606	Entry to the Workplace (1 unit)
I706	Consulting Psychology Research Project (5 units)
P682	Survey Guided Feedback (3 units)
P684	Individual and Executive Coaching (4 units)
T802	Applied Group Dynamics (3 units)

Third Year*Fall Semester*

F806	Professional Development Group (1 unit)
F900	Consulting Psychology Internship: Individual and Group (4 units)
I805	Research Seminar Dissertation Hours (3 units)
P683	Organizational Diagnosis (4 units)
T802	Advanced Seminar (3 units)

Spring Semester

F806	Professional Development Group (1 unit)
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F900	Consulting Psychology Internship: Individual and Group (4 units)
I805	Research Seminar Dissertation Hours (3 units)
P804	Ethical and Legal Issues in Organizational and Consulting Psychology (3 units)
T802	Advanced Seminar (3 units)

Fourth Year

Fall Semester

F806	Professional Development Group (1 unit)
F901	Consulting Psychology Internship: Systemwide Interventions (4 units)
I805	Research Seminar Dissertation Hours (3 units)
T802	Advanced Seminar (3 units)
T802	Advanced Seminar (3 units)

Spring Semester

F806	Professional Development Group (1 unit)
F901	Consulting Psychology Internship: Systemwide Interventions (4 units)
I805	Research Seminar Dissertation Hours (3 units)
T802	Advanced Seminar (3 units)
T802	Advanced Seminar (3 units)

Doctoral degree requirements total 120 units.

Curriculum requirements subject to change.

The curriculum is designed to permit psychology licensure eligibility. Students will be required to have a personal growth experience (e.g., personal therapy) as part of their training requirements. Recommended advanced seminars include the following: Training, Managerial Assessment, Multiculturalism in Organizations, Organization Development Consulting Skills, and Organizational Conflict Management.

Dual Clinical/Industrial-Organizational PhD at the San Diego location.

The San Diego location offers a dual PhD program in Clinical/, Industrial-Organizational Psychology. Students fulfill the program requirements of both specialties. The program is jointly administered by the College of Organizational Studies and by the California School of Professional Psychology. The clinical portion of the program is part of CSPP's APA-approved program in clinical psychology.

Dual Clinical/Industrial-Organizational PhD Program Requirements (For Students Entering in 2001-2002)

It is expected that the dual program will take a minimum of five years of full-time work plus additional semesters to complete the dissertation. Degree and year level requirements follow:

First Year

Fall Semester

I500a	Advanced Statistics I (3 units)
P501	Introduction to Psychotherapy (2 units)
P504	Introductory Psychotherapy Practicum (1 unit)
T581	Organizational Behavior (3 units)
T697	Adult and Career Development (3 units)
T801	Advanced Psychopathology (3 units)

Spring Semester

C460	Multicultural Competency Development (3 units)
I500b	Advanced Statistics II (3 units)
P516/517	Foundations of Assessment I: Intelligence (4 units)
T5XX	Personality Theory I* (3 units)
T5XX	Personality Theory II* (3 units)

*Student must take two courses selected from T501, T532, and T539.

Second Year

Fall Semester

C561	Cross-Cultural Psychology: Delivery of Psychological Services (3 units)
I510	Principles of Research Design (3 units)
P516d	Foundations of Assessment: Personality (objective) (3 units)
T580	Seminar in Personnel Psychology (3 units)
T721c	Advanced Physiological Psychology (2 units)
PXXX	Therapy Elective (3 units)

Spring Semester

I505	Computer Statistics Laboratory (2 units)
P577	Psychological Measurement (4 units)
P516e/519	Foundations of Assessment: Personality (projective)/Practicum in Projective Testing (4 units)
P682	Survey Guided Feedback (3 units)
T582	Work Motivation Theory (3 units)

Third Year

Fall Semester

C825	Cultural Diversity in the Workplace (3 units)
F600	Practicum in Professional Psychology (3 units)
F605	Practicum Consultation and Ethics (1 unit)
I705	I-O Research Project (4 units)
P681	Seminar in Individual Differences (3 units)
PXXX	Therapy Elective (3 units)

Spring Semester

F600	Practicum in Professional Psychology (3 units)
F605	Practicum Consultation Group (1 unit)
F606	Entry to the Workplace (1 unit)
I705	I-O Research Project (5 units)

T725 Advanced Social Psychology (3 units)

XXX Therapy Elective (3 units)

Fourth Year

Fall Semester

F801 Organizational Field Placement (4 units)

F806 Professional Development Group (1 unit)

I805 Research Seminar I (3 units)

P680 Introduction to Organizational Development (3 units)

P801 Advanced Ethics and Professional Issues (2 units)

P820 Psychopharmacology (2 units)

T721a Cognition and Emotion* (2 units)

Spring Semester

F801 Organizational Field Placement (4 units)

F806 Professional Development Group (1 unit)

I805 Research Seminar II (3 units)

P804 Ethical and Legal Issues in Organizational and Consulting Psychology (3 units)

T802 Advanced Seminar (3 units)

T802 Advanced Seminar (3 units)

*Cognition and Emotion is optional if student completed T532.

Fifth Year

Fall Semester

F800 Clinical Internship in Professional Psychology (6 units)

F805 Clinical Consultation Group (1 unit)

I805 Research Seminar III (3 units)

T802 Advanced Seminar (3 units)

T802 Advanced Seminar (3 units)

Spring Semester

F800 Clinical Internship in Professional Psychology (6 units)

F805 Clinical Consultation Group (1 unit)

I805 Research Seminar IV (3 units)

T802 Advanced Seminar (3 units)

HXXX Humanities elective (2 units)

Note: If the student desires an APA-approved full-time internship it should be done during a sixth year.

Doctoral degree requirements for the dual program total 162 units.

Curriculum requirements are subject to change.

MA in Organizational Psychology at the San Diego Campus

This program is appropriate for those who have recently completed their undergraduate education and are interested in master's level careers in human resources and organizational development. It is also appropriate for those employed in human resource management and organizational development work who require graduate level education in order to reach their potential in the field, and who are able to enter full-time graduate work.

Master of Arts Program Requirements MA in Organizational Psychology (For Students Entering in 2001-2002)

First Year

Fall Semester

I503 Scientific Foundation: Statistics (4 units)

P005 Introduction to Professional Practice in Organizational Psychology (1 unit)

P563 Business Concepts for Psychologists or Psychology Elective (3 units)

T580 Seminar in Personnel Psychology (3 units)

T581 Organizational Behavior (3 units)

T697 Adult and Career Development (3 units)

Spring Semester

I505 Computer Statistics Lab (2 units)

I509 Process and Organizational Analysis (3 units)

P577 Psychological Measurement (4 units)

T582 Work Motivation Theory (3 units)

T583 Organizational Theory (3 units)

F606 Entry to the Workplace (1 unit)

Second Year

Fall Semester

C825 Cultural Diversity in the Workplace (3 units)

P680 Introduction to Organizational Development (3 units)

P681 Seminar in Individual Differences (3 units)

T802 Advanced Seminar (3 units)

T802 Advanced Seminar (3 units)

Spring Semester

F601 Practicum in Organizational Psychology (3 units)

F806 Professional Development Group (1 unit)

P226 Work and Well-Being (3 units)

P682 Survey Guided Feedback (3 units)

P804 Ethical and Legal Issues in Organizational and Consulting Psychology (3 units)

T802 Advanced Seminar: Program Evaluation (3 units)

Master's degree requirements total 64 units.

Curriculum requirements are subject to change.

Field Placement Program

The San Diego Industrial/Organizational and Consulting Psychology doctoral students participate in two half-time placements in the third and fourth years of the program. A key feature of the doctoral programs is the integration of courses, seminars, and research professional training with the student's field experience.

MA in Organizational Behavior at the San Diego Campus

The MA in Organizational Behavior is designed for working adults in human resources, organizational development, management, and supervisory positions who want to advance their careers or transition into new careers through the broad-based, interdisciplinary study of organizational behavior.

Master of Arts Program Requirements MA in Organizational Behavior (For Students Entering in 2001-2002)

First Year

Fall Semester

1503 Scientific Foundation: Statistics
(4 units)

T581 Organizational Behavior (3 units)

F825 MAOB Consultation Group (1 unit)

Spring Semester

T582 Work Motivation Theory (3 units)

1507 Organizational Theory (3 units)

F825 MAOB Consultation Group (1 unit)

Post Session

P506 Conflict Management Skills Development

or

P507 Leadership Skills Development (2 units)

Summer

T802 Advanced Seminar (3 units)

Second Year

Fall Semester

C825 Cultural Diversity in the Workplace (3 units)

P680 Introduction to Organization Development
(3 units)

F825 MAOB Consultation Group (1 unit)

Spring Semester

T802 Advanced Seminar: Program Evaluation
(3 units)

P682 Survey Guided Feedback (3 units)

F825 MAOB Consultation Group (1 unit)

Post Session

P507 Leadership Skills Development

or

P506 Conflict Management Skills Development
(2 units)

Summer

T802 Advanced Seminar (3 units)

Master's degree requirements total 39 units.

Curriculum requirements are subject to change.

Credit for Previous Graduate Work

The curricula for students entering COS-San Diego programs with accepted credit for previous graduate work will be modified appropriately. Contact your advisor or the COS-San Diego Program Director for information specific to your own situation.

COS PROGRAMS AT THE SAN FRANCISCO BAY LOCATION

Organizational programs at the San Francisco Bay location include a PsyD program in organizational consulting, a PhD program in Organizational Psychology, and two master's degree programs.

The Master of Arts in Change Leadership and the Masters of Arts in Organizational Psychology offer distinctive managerial and practitioner-oriented training for working professionals who need to be highly skilled in understanding business strategy and in interpersonal skills — both prerequisites for building partnerships in today's rapidly changing, turbulent environment. A focus on learning how to learn about any workplace gives students a high degree of career flexibility.

The programs are designed so that working professionals may attend classes late afternoons, evenings, and weekends.

ORGANIZATIONAL PSYCHOLOGY DOCTORAL PROGRAMS AT THE SAN FRANCISCO BAY LOCATION

Courses in the doctoral program are offered in four areas: theory, research, culture and values, and professional practice. Students first take coursework in Organizational Psychology, organizational theory, multicultural and international management consultation, and research methods. They then continue with advanced coursework and professional training placements in public or private sector organizations under the direct supervision of corporate executives or agency administrators. In the PsyD program, students gain training for consultation in the field of Organizational Psychology as well as skills in applied research through a PsyD project and professional issues seminars in the final years of the program. In the PhD program, the final two years are oriented toward the dissertation process, completion of professional training requirements and seminars in professional issues.

Students prepare for careers as consultants or managers within private businesses and corporations, public institutions and non-profit organizations, or as external consultants to such clients.

Each student's curriculum is determined in consultation with a faculty advisor and the program director, based on the program's requirements and the student's career goals. Some specific requirements are common to all students in the first two years (the first three years, if moderated) of the program, including completion of a comprehensive examination.

A student may proceed through the program on a full-time basis in four years or as a moderated student to complete it in approximately six years.

Credit for Previous Graduate Work

Students with previous graduate work in Organizational Psychology or a closely related field may be eligible for waiver of some elective courses. Evaluation of previous graduate work and waiver decisions are made in consultation with the program director after the student enrolls at Alliant International University.

Professional Training

Students develop practical skills in Organizational Psychology through professional training experiences. Professional training placements are available in a variety of settings including consulting firms, major corporations, government agencies, and non-profit organizations. Students already working full-time may arrange a supervised field project at their current work setting at the discretion of the program director and faculty.

Professional training placements provide students with hands-on training in applying Organizational Psychology skills to practical problems. These placements provide the opportunity to diagnose organizational problems, design and implement interventions, and evaluate results. Thorough integration of students' professional training

experiences with their academic work is assured by ongoing faculty supervision and by student participation in a professional practice seminar.

Doctoral Program Requirements Organizational Consulting PsyD Program (For Students Entering in 2001-2002)

First Year

A510	Foundations of Organizational Consultation (3 units)
A525	Consulting Skills: Systemwide Interventions (3 units)
B505	The Individual in Organizations (3 units)
B515	Theories of Organizational Structure and Design (3 units)
B605	History and Systems of Organizational Studies (3 units)
B690	The Dyad and Group in Organizations (3 units)
R515	Methods: Research Design (3 units)
R615	Methods: Paradigms of Inquiry (3 units)
V610	Understanding Cultural Diversity (3 units)

Second Year

A610	Models of Organizational Culture and Change (3 units)
A625	Consulting Skills: Individual and Group Interventions (3 units)
A640	Synthesizing Multiple Perspectives: A Capstone Course (3 units)
R605a,b	Methods: Quantitative/Qualitative Analysis (3,3 units)
V510	Organizational Values and Ethics (3 units)
V615	Organizational Behavioral in International Perspective (3 units)

Third Year

A710	Organizational Psychology Practicum (8 units)
A711	Organizational Psychology Seminar (2 units)

A705	Ethical Issues and Professional Practice (3 units)
A810	Organizational Psychology Internship (8 units)
A811	Advanced Organizational Psychology Seminar (2 units)
R750	PsyD Project Design (2 units)
R760	PsyD Project Development (2 units)

Fourth Year

A910	Organizational Psychology Internship (8 units)
A911	Advanced Organizational Psychology Seminar (2 units)
R770	PsyD Project Development (2 units)
R780	PsyD Project Completion (2 units)
	Advanced Professional Practice Seminars (7 units)

A minimum of 60 units pre-candidacy (first/second years) and 60 units post-candidacy (third/fourth years) is required. This includes 12 units of electives pre-candidacy and 12 units of electives post-candidacy.

Other Requirements

Writing Evaluation: Each new student is given diagnostic feedback on their writing skills. Students whose skills need improvement are required to take a two-unit seminar in academic and professional writing.

Quantitative Evaluation: All new students will be evaluated by exam on their quantitative skills. Students whose skills need improvement will be required to engage in remedial coursework at the earliest opportunity.

Comprehensive Examination: This exam is taken by students at the end of the second year.

**Doctoral Program Requirements
Organizational Psychology PhD Program
(For Students Entering in 2001-2002)**

First Year

A510	Foundations of Organizational Consultation (3 units)
A525	Consulting Skills: Systemwide Interventions (3 units)
B505	The Individual in Organizations (3 units)
B515	Theories of Organizational Structure and Design (3 units)
B605	History and Systems of Organizational Studies (3 units)
B690	The Dyad and Group in Organizations (3 units)
R515	Methods: Research Design (3 units)
R615	Methods: Paradigms of Inquiry (3 units)
V610	Understanding Cultural Diversity (3 units)

Second Year

A610	Models of Organizational Culture and Change (3 units)
A625	Consulting Skills: Individual and Group Interventions (3 units)
A640	Synthesizing Multiple Perspectives: A Capstone Course (3 units)
R605a,b	Methods: Quantitative/Qualitative Analysis (3,3 units)
V510	Organizational Values and Ethics (3 units)
V615	Organizational Behavioral in International Perspective (3 units)

Third Year

A700	Organizational Psychology Practicum (3 units)
A701	Organizational Psychology Seminar (2 units)
A705	Ethical Issues and Professional Practice (3 units)
A740	Integrative Seminar: Proposal Design (3 units)

A800a	Organizational Psychology Internship (6 units)
A801a	Advanced Organizational Psychology Seminar (2 units)
R700a,b	Dissertation Preparation (4,4 units)

Fourth Year

A800b	Organizational Psychology Internship (6 units)
A801b	Advanced Organizational Psychology Internship (2 units)
R800a,b	Dissertation (4,4 units)
	Advanced Research Seminars (5 units)

A minimum of 60 units pre-candidacy (first/second years) and 60 units post-candidacy (third/fourth years) is required. This includes 12 units of electives pre-candidacy and 12 units of electives post-candidacy.

Other Requirements

Writing Evaluation: Each new student is given diagnostic feedback on their writing skills. Students whose skills need improvement are required to take a two-unit seminar in academic and professional writing.

Quantitative Evaluation: All new students will be evaluated by exam on their quantitative skills. Students whose skills need improvement will be required to engage in remedial coursework at the earliest opportunity.

Comprehensive Examination: This exam is taken by students at the end of the second year.

The Master's Degree in Change Leadership at the San Francisco Bay Campus

The part-time Master's degree program in Change Leadership was specifically designed for working adults with professional experience who want to develop effective leadership skills. Students are expected to have excellent communication skills and an understanding of workplace dynamics and diversity. The Master's in Change Leadership draws upon each student's work experience. It is an excellent option for those with other degrees, in areas such as law, clinical psychology, social work, or engineering, who want to change their career focus or assume managerial positions.

This is a 40-unit part-time program that is intended to be completed in two years. Courses in this program are scheduled evenings and weekends.

Master's Degree in Change Leadership Curriculum

The curriculum for this program is currently under revision. Please consult the College of Organizational Studies-San Francisco Bay Program Director for a copy of the revised program requirements.

The Master of Arts in Organizational Psychology (MAOP) at the San Francisco Bay Campus

The MAOP degree provides an in-depth education in Organizational Psychology and behavior. Students who enter this program may have more limited work experience or want a stronger quantitative/research foundation. This program is a good option for students who think they may want to continue on to the doctoral degree at Alliant International University in the future or who wish to become Master's level psychologists.

This is a 60-unit program that can be completed in two years on a full-time basis, or

three years on a part-time basis. The core curriculum is very similar to the first two years of the Organizational Psychology PhD program and requires successful completion of the comprehensive examination.

Master of Arts in Organizational Psychology Curriculum

First Year

B515	Organizational Theory (3 units)
A510	Foundations of Organizational Consultation (3 units)
B610	Dyad and Group in Organizations (3 units)
B505	The Individual in Organizations (3 units)
R615	Paradigms of Inquiry (3 units)
R515	Research Design Method (3 units)
B605	History and Systems of Organizational Studies (3 units)
A525	Systemwide Interventions (3 units)
V610	Understanding Cultural Diversity (3 units)
	Elective (3 units, chosen with approval of advisor or Program Director)

Second Year

A610	Models of Organizational Culture and Change (3 units)
R605a,b	Methods: Quantitative/Qualitative Analysis (3,3 units)
V510	Organizational Values and Ethics (3 units)
A625	Consulting: Individual and Group Interventions (3 units)
V615	Organizational Behavior (3 units)
A640	Synthesizing Multiple Perspectives: A Capstone Course (3 units)
	Electives (9 units, chosen with approval of advisor or Program Director)

† Since this is a new program; the curriculum is subject to change as it is modified to meet students' needs.

Students must also successfully pass three comprehensive subtests, (in organizational theory, methods, and professional practice).

A minimum of 60 units pre-candidacy (first/second years) and 60 units post-candidacy (third/fourth years) is required. This includes 12 units of electives pre-candidacy and 12 units of electives post-candidacy.

Other Requirements

Writing Evaluation: Each new student is given diagnostic feedback on their writing skills. Students whose skills need improvement are required to take a two-unit seminar in academic and professional writing.

Quantitative Evaluation: All new students will be evaluated by exam on their quantitative skills. Students whose skills need improvement will be required to engage in remedial coursework at the earliest opportunity.

Comprehensive Examination: This exam is taken by students at the end of the second year.

THE SCHOOL OF EDUCATION (SOE)

The School of Education at Alliant University offers programs in school psychology as well as teacher education programs. Planned for the future is a full spectrum of credential, master's and doctoral degree programs geared to preparing leaders who can meet the educational needs of the 21st Century. The School of Education will draw on its close connection to CSPP by integrating important psychological concepts into all teacher education programs, with a special focus on anger management, violence prevention, and the neuropsychology of diverse learning styles.

The School of Education offers graduate programs in school psychology, as well as several types of teacher education programs including the Preliminary Multiple Subjects CLAD and the Preliminary Multiple Subjects BCLAD Credential programs.

DEGREE AND CREDENTIAL PROGRAMS

School of Education programs differ from location to location as shown in Tables 2A,B,C. All credential programs are accredited by the California Commission on Teacher Credentialing.

SCHOOL PSYCHOLOGY PROGRAMS IN FRESNO, LOS ANGELES, SAN DIEGO AND SAN FRANCISCO

California Governor Gray Davis has made education one of his top priorities. There are currently 5.5 million school-age children attending 8,000 schools in the state. 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.

Starting at Los Angeles, with likely expansion to the other locations by Spring, AIU offers a five-year, Advanced Standing program leading to a PsyD in School Psychology, with a master's degree and PPS credential awarded after the third year. Qualifying students who already have a PPS credential can enter the program starting with the third year. A separate, three-year program in School Psychology is also offered, which leads to a master's degree and PPS. California Commission on Teacher Credentialing (CCTC) for the School Psychology programs is pending.

School Psychology Areas of Study

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

Research skills in the school psychology doctoral program include the basic principles of school-based research design, program development and evaluation, and formulation and implementation of the PsyD project.

Professional Concepts

Professional concepts courses focus on the theory and context of work in school psychology, including the history and systems of psychology, foundations of child neuropsychology, family issues impacting development, developmental psychopathology, cultural influences and human diversity issues in school and child psychology, and neuropsychological bases of learning, language, emotion and cognitive development. Students also complete coursework in at least three of four special focus areas: adolescent stress, coping and resilience; infant and preschool mental health (including assessment and intervention); pediatric psychology; and school culture and administration.

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 first two years of the master's degree program, students will take afternoon, evening, and weekend classes and engage in fieldwork. In the third year, they will complete a full-time, paid internship. While working as interns in the third year, students will be able to enroll concurrently in the PsyD program, which meets 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 master's degree simultaneously with the first year of the advanced standing doctoral degree. Thus, they will reduce the time-to-degree from six to five years.

Students who opt for a terminal master's degree will be eligible for the PPS credential at the end of their internships in the third year.

The master's degree program 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.

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. Participants will also need to complete the CBEST exam prior to finishing the program.

Those students who finish the master's degree program and wish to pursue the doctorate (PsyD) will then enter the advanced standing PsyD degree program, which is currently enrolling students and is described below.

Advanced Standing PsyD Degree in School Psychology

The advanced standing doctoral 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 takes three years to complete.

The advanced standing 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.

In the first year, students take some of the basic and advanced theory and assessment skills courses as well as the first research design course. The second year focuses on the beginning of the PsyD project, and students also take courses in the four special interest areas, one of which will be chosen as the focus of the students' PsyD projects. The third year of the program is concentrated on the internship, professional roles, courses, and the completion of the PsyD project.

Special Focus Areas

School psychologists work with children who have a wide range of special needs. The Alliant International University PsyD program centers on six special focus areas. Students in the program will complete coursework in at least three of these four areas, and then choose one as a basis for their PsyD project. The areas are:

- 1) adolescent stress, coping, and resilience
- 2) school culture and administration
- 3) pediatric psychology
- 4) infant and preschool mental health, including assessment and intervention

Program Requirements

Five Year PsyD Program

MA/PPS Program (For Students Entering in 2001-2002)

First Year

Year 1: Field Placement - 8 hours a week - 38 weeks each year (304 hours)

Fall: Semester Units

PPS320	Orientation to the Profession of PPS	(1)
PPS301	Human Development/Life Span	(2)
PPS303	Learning/Cognition and Educational Psychology	(2)
PPS311	History and Systems	(2)
PPS323	School Counseling Theory and Practice	(2)
PPS 300a	Practicum	(2)

Spring:

PPS313	Behavior Management in the Classroom	(2)
PPS306	California and National Law/Ethics	(1)
PPS324	School Programs and Services	(2)
PPS302	Individual/Family Interventions in School Settings	(2)
PPS 300b	Practicum	(2)
PPS314	Introduction to Neuropsychology	(2)

Summer:

PPS322	School Safety, Violence Prevention, Crisis Intervention	(2)
PPS305	Applied Social Psychology in Educational Settings	(2)
PPS307	Intro Psycho-Educational Assessment	(2)
PPS310	Multicultural Children, Adolescents & Their Families	(2)

Second Year

Year 2: Field Placement -4 hours a week - 38 weeks each year (152 hours)

Fall:

PPS300c	Placement Practicum/Role of School Psychologist	(2)
PPS312	Career Development	(2)
PPS315	Educational and Psychological Assessment of the Child	(2)
PPS308	Collaborative Consultation	(2)
PPS321	Principles of School Based Research Design	(2)

Readiness Exam for Internship

Spring:

PPS300d	Placement Practicum - Prep for Internship	(2)
PPS316	Advance Individual Assessment	(2)
PPS325	Applied School Based Research	(2)
PPS318	Eligibility Assessment	(2)
PPS319	Program Development and Evaluation	(2)

Summer:

PPS317	(10/23) Problems and Issues in School Psychology: Comprehensive Exam	(2)
PPS304	(5/7/13/18/23/25) Community Based Services	(2)

Third Year

Year 3:

PPS 350 A/B Internship - full time (10)

Award PPS/MA after completion of Internship
Advance to Advance Standing Courses

Note: during the third year of the program, candidates are simultaneously completing their PPS credential internship AND continuing courses in the Advance Standing Psy.D. Program.

Total Units PPS = 64 semester units

Advanced Standing

<u>Fall:</u>		UNITS
SP 905	Special Focus Area 1, Family: Multicultural Counseling	3
SP 128	Advance Aligned Social Psycho-Educational Assessment	2
SP 210	Organizational Psychology and Management in Systems: Consultation	2

Spring:

SP 910	Special Focus Area 2, Adolescent Development/Intervention	3
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SP 118	Inter-disciplinary Group Facilitation	2
SP 123	Behavior Interventions and Crisis Management in the Classroom	2

Summer:

SP 115	Current Trends/Legal Issues in School and Child Psychology	2
SP 155	Psychopharmacology	2

Fourth Year

Fall:

SP 915	Special Focus Area 3, Pediatrics Psychology	3
SP 200a	Psychological Intervention with Children and Adolescents 1	2
SP 125	Developmental Psychopathology: Etiology, Phenomenological and Perspective	2

Spring:

SP 920	Special Focus Area 4, Infant/Preschool Assessment	3
SP 110	Human Diversity: Sociocultural Influences on the Developing Child	2
SP 200b	Psychological Intervention with Children and Adolescents 2	2
<u>Summer:</u>		
SP 807a	Psy.D. Project: Beginning Development	2
SP 150	Advance School-based Research Design, Program Development and Evaluation	2

Fifth Year

Fall:

SP 925	Special Focus Area level 5, Child Neuropsychology	3
SP 900a	Internship - Doctoral Level	5
SP 807b	Psy.D. Project: Intermediate Phase	2
SP 132a	Professional Roles	2

Spring:

SP 930	Special Focus Area level 6, Provision of Services for Children in Alternative Placement	3
SP 900b	Internship - Doctoral Level	5
SP 807c	Psy.D. Project: Final Phase	2
SP 132b	Professional Roles	2

Total Units 60

Note: during the third year of the program, candidates are simultaneously completing their PPS credential internship AND continuing courses in the Advance Standing Psy.D. Program.

TEACHER EDUCATION PROGRAMS

The School of Education at Alliant International University has developed a set of reality-based teacher education programs that focus on pragmatic skills development and professional practice.

Teacher Education Areas of Study

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 four important areas:

- developing expertise in instructional technology
- insuring multicultural competencies

- understanding neuroscience and how it affects diverse learning styles
- anger management and violence prevention.

Instructional Technology

Millions of dollars are invested every year to equip schools with technology. Nevertheless, only a small percent of the 2.5 million teachers currently working in the nation's schools feel comfortable using technology in their classrooms.

Recent research shows that technology has little effect on student achievement EXCEPT when used by well-prepared teachers who use technological tools for complex reasoning and problem solving skills, rather than only for drill, practice, or distraction. At Alliant International University, teacher candidates learn how to help their students become technologically literate and develop the skills necessary for success in the 21st Century.

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 California School of Professional Psychology, and will continue 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 will receive a thorough grounding in the neuropsychology of learning. Teachers will learn how to use individual differences and diversity to enrich learning and to produce results. They will understand that complex subject matter is learned most effectively through an intentional process of constructing meaning from information and experience. They will know how to support and guide different kinds of students in creating meaningful, coherent representations of knowledge. They will 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 new teacher preparation programs at Alliant International University will draw curricular elements from successful gang 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 non-violent, non-destructive ways. These curricular elements will be continuously evaluated and studied to substantiate their effectiveness through scientific research.

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 one year; the part-time option takes two years. Students who opt for full-time study will attend classes for a semester, to be followed by a semester of student teaching. Those who opt for part-time study will attend classes during their first year, and will complete their student teaching in the second year.

Courses will meet during evenings and/or weekends, to accommodate work schedules.

Following Our 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 will support graduates as they enter their teaching careers. A combination of group support, structured mentoring, and access to experienced master teachers will be offered to all program graduates as they solidify their skills and gain essential experience in the classroom.

Program Locations

CLAD credential programs are offered in Fresno, Irvine, Los Angeles, San Diego, and the San Francisco Bay Area. The BCLAD-Spanish language program will take place in Fresno and Los Angeles, and the BCLAD-Hmong language program in Fresno. To find out when programs begin in your area, please contact the admissions office at 800-457-1273.

Admissions Criteria and Language Requirements

To be admitted to the CLAD or BCLAD Preliminary 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.
- provide an essay discussing their reasons for entering the credential program and describing their prior experiences with children and youth, with an emphasis on work experience with those from diverse ethnic, cultural, and socio-economic backgrounds.
- participate in an interview with program faculty.
- provide written evidence of having passed, or having taken, or having registered to take the CBEST.

In addition, BCLAD candidates must demonstrate language proficiency in the target language prior to entry. CLAD candidates must complete at least six semester units of college work in a second language prior to completion of the program. Both CLAD and BCLAD students must achieve adequate scores on specified language tests prior to completion of the program. For more detailed information about language requirements, consult the application material available from any Alliant University admissions office.

Certificate of Clearance

An applicant whose legal record contains anything more serious than minor traffic violations should consult the Commission on Teacher Credentialing prior to enrolling. All prospective student teachers will be required to submit personal information and fingerprints by sending a Certificate of Clearance application to the Commission on Teacher Credentialing in Sacramento, California. Any question about personal qualifications should be resolved prior to beginning the credential program. Applicants are encouraged to contact the California Commission on Teacher Credentialing for more information:

Website: <http://www.ctc.ca.gov>

E-mail: credentials@ctc.ca.gov

Program Costs and Financial Aid

The tuition for Alliant International University Preliminary Multiple Subjects Credential Programs is \$333 per unit, or \$9,990 for either the full-time or the part-time programs. Students have access to a variety of financial aid sources including scholarships, diversity scholarships, and loans. Students in teacher preparation programs are eligible for the Cal Grant T, although continuation of that program cannot be guaranteed. For more information on financial aid, request a financial aid packet from the Alliant International University Admissions Office by calling 800-457-1273.

Curriculum

CLAD or BCLAD Multiple Subjects Credential Programs

PRELIMINARY CROSS CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT MULTIPLE SUBJECT CREDENTIAL PROGRAM K-8

The following curriculum is to be completed by all CLAD 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 credential programs are accredited by the California Commission on Teacher Credentialing.

Pre-Program Orientation

The following foundations course, or its equivalent from a regionally accredited teacher education program, must be taken prior to the Educational and Pedagogy Cluster.

E402 Historical, Sociocultural and Political Perspectives on Schools in the United States (2 units)

International Language Requirement* (6 units)

*Completion Options:

- Passed six semester units of course work in a language other than English;
- Documentation of foreign service/Peace Corps/job experience that confirms international language proficiency;
- Native speaker of a language other than English;
- Submission of a letter from the California Department of Education verifying 90 successful hours of BTPP preparation;

- Submission of an advanced-level score on the appropriate ACTFL examination, or

- Three years of the same foreign language in secondary school (7-12) with a "C+" average, is also acceptable.

Technology Assessment

Students must take and pass a technology performance assessment based on the state's technology competencies for teachers with preliminary certification or enroll in E399 Instructional Technology Applications (2 units).

Educational Psychology and Pedagogy Cluster

First Semester (14 units)

E500 Curriculum & Instruction: Reading, A Balanced Perspective in a Global Society: Section 001 CLAD (2 units)

E502 Curriculum & Instruction: Language Arts for Success in a Global Society: Section 001 CLAD (2 units)

E504 Curriculum & Instruction: Mathematics for Success in a Global Society: Section 001 CLAD (2 units)

E506 Curriculum & Instruction: Science for Success in a Global Society: Section 001 CLAD (2 units)

E508 Curriculum & Instruction: Social Studies for Success in a Global Society: Section 001 CLAD (2 units)

E652 Classroom Climate and Management (2 units)

E599 Curriculum & Instruction: A Community of Learners Practicum (2 units)

RICA Requirement - It is recommended that the Reading Instruction Competence Assessment (RICA) be taken and passed before student teaching. It must be passed before program completion.

Quality Performance Cluster

*Second Semester (12 units)**

E404 Psycho-educational Development of Diverse Learner Populations (2 units)

E600 Applied Linguistics Seminar: Teaching Literacy Skills (2 units)

E602 CLAD Multiple Subject Student Teaching Placements Seminar (8 units)

E650 Language and Sociocultural Issues in the Classroom is one of the CLAD exit criteria and is designed to enhance professional preparation for working with cross cultural learner populations. This course may be taken at any time during the CLAD program, and can be applied toward the master's in Cross Cultural Studies.

*Emergency credentialed teachers with contracts in CLAD classrooms may petition to have the eight units of student teaching and seminar, E 602, fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a CLAD certified mentor teacher or coach, and a school administrator. However they must enroll in E 602.

PRELIMINARY BILINGUAL CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD), MULTIPLE SUBJECT CREDENTIAL PROGRAM – SPANISH LANGUAGE EMPHASIS

The following curriculum is to be completed by all BCLAD 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 spread course completion over two academic years. Emergency credentialed teachers are advised individually as to course requirements. This program is CCTC accredited.

Pre-Program Orientation

The following foundations course, or its equivalent from a regionally accredited teacher education program, must be taken prior to the Educational and Pedagogy Cluster.

E402 Historical, Sociocultural and Political Perspectives on Schools in the United States (2 units)

Spanish Language Emphasis Requirement*

*Completion Options:

Passed FSI at Level 2 (Program Entry Criteria)

Passed FSI at Level 3 (Program Exit Criteria)

Passed Test 6 of BCLAD Examination (Exit Criteria)

Technology Assessment

Students must take and pass a technology performance assessment based on the state's technology competencies for teachers with preliminary certification or enroll in E399 Instructional Technology Applications (2 units).

Educational Psychology and Pedagogy Cluster

First Semester (14 units)

E500 Curriculum & Instruction: Reading, A Balanced Perspective in a Global Society: Section 002 – Spanish/English (2 units)

E502 Curriculum & Instruction: Language Arts for Success in a Global Society: Section 002 – Spanish/English (2 units)

E504 Curriculum & Instruction: Mathematics for Success in a Global Society: Section 002 – Spanish/English (2 units)

E506 Curriculum & Instruction: Science for Success in a Global Society: Section 002 – Spanish/English (2 units)

E508 Curriculum & Instruction: Social Studies for Success in a Global Society: Section 002 – Spanish/English (2 units)

E652 Classroom Climate and Management (2 units)

E599 Curriculum & Instruction: A Learning Community Practicum (2 units)

RICA Requirement - It is recommended that the Reading Instruction Competence Assessment (RICA) be taken and passed before student teaching. Must be passed before program completion.

Quality Performance Cluster

*Second Semester (12 units)**

E405 Psycho-educational, Cultural, and Language Development of Latino Populations (2 units)

E600 Applied Linguistics Seminar: Teaching Literacy Skills (2 units)

E603* BCLAD Multiple Subject Student Teaching Placements and Seminar (8 units)

Section 001: Spanish BCLAD

*Emergency credentialed teachers with contracts in BCLAD classrooms may petition to have the eight units of student teaching and seminar, E 603 fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a BCLAD certified mentor teacher or coach, and a school administrator. However they must enroll in E 603.

E651 Psycholinguistics is one of the BCLAD exit criteria and is designed to enhance professional preparation for working with cross cultural learner populations. This course may be taken at any time during the BCLAD program and can be applied toward the master's in Cross Cultural Studies.

PRELIMINARY BILINGUAL CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD) MULTIPLE SUBJECT CREDENTIAL PROGRAM— HMONG LANGUAGE EMPHASIS

The following curriculum is to be completed by all BCLAD 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 spread course completion over two academic years. Emergency credentialed teachers are advised individually as to course requirements. This program is CCTC accredited.

Pre-Program Orientation

The following foundations course, or its equivalent from a regionally accredited teacher education program, must be taken prior to the Educational and Pedagogy Cluster.

E402 Historical, Sociocultural and Political Perspectives on Schools in the United States (2 units)

Hmong Language Emphasis Requirement

*Completion Options:

Passed FSI at Level 2 (Program Entry Criteria)

Passed FSI at Level 3 (Program Exit Criteria)

Technology Assessment

Students must take and pass a technology performance assessment based on the state's technology competencies for teachers with preliminary certification or enroll in E399 Instructional Technology Applications (2 units).

Educational Psychology and Pedagogy Cluster

First Semester (14 units)

E500 Curriculum & Instruction: Reading, A Balanced Perspective in a Global Society: Section 003– Hmong/English (2 units)

E502 Curriculum & Instruction: Language Arts for Success in a Global Society: Section 003 – Hmong/English (2 units)

E504 Curriculum & Instruction: Mathematics for Success in a Global Society: Section 003 – Hmong/English (2 units)

E506 Curriculum & Instruction: Science for Success in a Global Society: Section 003 – Hmong/English (2 units)

E508 Curriculum & Instruction: Social Studies for Success in a Global Society: Section 003 – Hmong/English (2 units)

E599 Curriculum & Instruction: A Learning Community Practicum (2 units)

E652 Classroom Climate and Management (2 units)

RICA Requirement - It is recommended that the Reading Instruction Competence Assessment (RICA) be taken and passed before student teaching. Must be passed before program completion.

Quality Performance Cluster

*Second Semester (12 units)**

E405 Psycho-educational, Cultural, and Language Development of Latino Populations (2 units)

E600 Applied Linguistics Seminar: Teaching Literacy Skills (2 units)

E603* BCLAD Multiple Subject Student Teaching Placements and Seminar Section 001: Spanish BCLAD (8 units)

*Emergency credentialed teachers with contracts in BCLAD classrooms may petition to have the eight units of student teaching and seminar, E 603 fulfilled through being critiqued by an evaluation team whose members are the university supervisor, a BCLAD certified mentor teacher or coach, and a school administrator. However they must enroll in E 603.

E651 Psycholinguistics is one of the BCLAD exit criteria and is designed to enhance professional preparation for working with cross-cultural learner populations. This course may be taken at any time during the BCLAD program and can be applied toward the master's in Cross Cultural Studies.

MULTIPLE SUBJECT CREDENTIAL PROGRAM with MEd Options

The following one-semester curriculum is designed to prepare credentialed teachers to work with culturally and linguistically diverse students through preparation for the CLAD credential. Transcripts will be reviewed for completion of the six-unit international requirement and the three-unit pre-program semester course. The schedule shown can be completed in one intensive summer session, one semester or part-time over two semesters. The 12-unit core course sequence and the three-unit pre-program requirement can be applied to a 30-unit Clear credential, the Master of Education degree in Advanced Teaching, the Master of Education in Cross-cultural Studies, or the Master of Education in Educational Leadership. This program is CCTC accredited.

CLAD Curriculum Guide Sheet – Credentialed Candidates

International Language Requirement (6 units)

*Completion Options:

- Passed six semester units of course work in a language other than English;
- Documentation of foreign service/Peace Corps/job experience that confirms international language proficiency;

- Native speaker of a language other than English;

- Submission of a letter from the California Department of Education verifying 90 successful hours of BTTP preparation;

- Submission of an advanced level score on the appropriate ACTFL examination, or

- Three years of the same foreign language (grades 7-12), with a "C+" average, is also acceptable.

Cross-cultural Learning Communities

Pre-Program Course (3 units)

E699 An Introduction to the Culture of School (3 units)

Educational Psychology and Pedagogy Required Courses (12 units)

E620 International Antiracist Education: Curricula, Research, Teaching and Policies of Inclusion (5 units)

E622 International Antiracist Education: Curricula, Research, Teaching and Policies of Inclusion – Action Research (1 unit)

E624 Psycho-educational Assessment of Diverse Learner Populations (2 units)

E626 Sociolinguistics (2 units)

E679 National Board Certification Preparation (2 units)

Master of Arts in Education: Teaching with Cross-cultural Studies Emphasis Option (18 units plus 15 units from CLAD credential program)

E632 Cross-cultural Instructional Technology Applications (3 units)

E634 Cross-cultural Creativity (3 units)

E690 Qualitative Methods (6 units)

E691 Quantitative Methods (6 units)

OR

Thesis Option replaces E690 and E691
(15 units plus 15 units from CLAD
credential program)

Cross Cultural Studies Institute Graduate Studies Core Requirement Outline

MEd in Cross Cultural Studies
(30 unit/credit requirement)

PhD in Cross Cultural Studies
(90 unit/credit requirement)

The Institute is an academic program within the School of Education (SOE), and is designed to offer graduate degrees in cross-cultural studies. The Cross Cultural Studies (CCS) curriculum combines the fields of multicultural and global education, as well as other diversity paradigms, to address the growing need to internationalize multicultural theory and practice in the 21st century. Graduate degrees in cross-cultural studies are highly marketable in the fields of education (higher education, teacher education, education administration, curriculum and instruction development), international affairs, and human development (but are not limited to these).

The CCS graduate studies is unique. Students are able to infuse individual areas of interest (i.e., literacy, community development, the arts, and so on) into the cross-cultural studies concentration. Students work with advisors to develop individual learning and research contracts. All courses are taught in an executive format, which gives working students the opportunity to take one course at five-week intervals, while maintaining full time enrollment. In addition, students have the benefit of working in small group settings within the CCS graduate studies learning communities. International linkages and on-line courses with national and international scholars are

also unique benefits of this program. All students in the graduate program will have access to the academic, research and outreach services of the Cross Cultural Studies Institute.

Furthermore, the Institute extends itself to meet the cross-cultural needs of the CLAD Credential program, and other MEd, and PhD programs within the School of Education. SOE students are able to receive a cross cultural specialization (15 units: cross cultural studies coursework, along with a thesis and/or dissertation cross-cultural emphasis) within their varied programs of study.

Required Core

- 6 unit hours of Multicultural and Global Education Foundations
- 6 unit hours of Cross Cultural Studies Curriculum Theory and Development
- 3 unit hours of Cross Cultural Educational Psychology: Self Awareness
- 3 unit hours of Cross Cultural Instructional Technology
- 3 unit hours of Cross Cultural Creativity Exploration
- 9 unit hours of Research Method

Educational Research Design

Qualitative Methods

Quantitative Methods

Catalog Graduate Courses

Fall 2001

E699 Pre-Program Course (An Introduction to the Culture of School) variable units and/or CE credits (3 units)

Special Topic Seminar: Cross Cultural Aspects of School and Schooling

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.

Students with special interest in the Cross Cultural Studies Program and/or with concentration areas in advance teaching, educational leadership, cross-cultural communications, special education, or school psychology are especially encouraged to participate in this introduction graduate program course.

E621 Foundations in Multicultural and Global Education (3 units)

E689 Introduction to Educational Research Design (3 units)

E682 Educational Psychology: Cross Cultural Identity Development (3 units)

E650A Advance Special Topics/Seminar (1-2 units)

Graduate student research presentations, faculty and guest speakers, and book/article discussions by faculty/student panels

Spring 2002

E632 Cross Cultural Instructional Technology Applications (3 units)

E655 Introduction to Cross Cultural Qualitative and Quantitative Research Methods (3 units)

E630 Cross Cultural Studies Curriculum Theory and Development (3 units)

E650B Advance Special Topics/Seminar:
Online International Focus (1-2 units)

Graduate student research presentations, faculty and guest speakers, and book/article discussions by faculty and student panels

Summer 2002: Electives and Independent Research Projects

E696 Special Cross Cultural Research Topics
Independent Study Projects (1-3 units)

Dr. Mary Ellen Butler-Pascoe
Building M - 13
Phone: (858) 635-4595
Fax: (858) 635-4714
E-mail: educ@usiu.edu

EDUCATION PROGRAMS AT SAN DIEGO

Master of Arts Program

Education (M.A.)

Concentrations:

Educational Administration
Teaching
Teaching English to Speakers of
Other Languages (TESOL)
Technology and Learning

Doctoral Degree Programs

Educational Leadership (Ed.D.)

Teaching English to Speakers of
Other Languages (TESOL) (Ed.D.)

Technology and Learning (Ed.D.)

Credential Programs

Administrative Services (Preliminary)

Preliminary Multiple Subject with CLAD
Emphasis

Preliminary Multiple Subject with CLAD
Emphasis and Bachelor of Arts in
Liberal Studies. (offered jointly by the
Department of Global Liberal Studies
with the Department of Education)

Preliminary Single Subject with CLAD
Emphasis

Professional Clear Teaching

Other Programs

Cross-cultural Language and Academic
Development (CLAD) Certificate

Supplementary Authorization in
Computer Concepts and Applications

Teaching English to Speakers of Other
Languages (TESOL) Certificate

MASTER'S PROGRAMS

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 programs are available:

Educational Administration
Teaching
Teaching English to Speakers of
Other Languages
Technology and Learning

Graduation Requirements

The M.A. program requires 45 graduate quarter units.

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.
- GPA: student must have a minimum GPA of 2.5 or higher.
- 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.

Upon receipt of all documentation, the candidate will be considered

Transfer of Credit

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 an 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 chair.
4. All credits must have been earned within seven years prior to the request for transfer. Requests are reviewed by the department chair and designated faculty.
5. Coursework being considered for transfer must be equivalent to AIU 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 eight quarter units may be transferred into the degree program.

7. Extension or continuing education courses are not acceptable for graduate transfer credit.

Master of Arts in Education

Degree Requirements 45 units

Courses are four units unless otherwise indicated. Courses marked with an asterisk (*) are also offered online.

Required Core Courses 20 units

*EDU 6021 Interdisciplinary Readings and Critical Thinking

*EDU 6031 Using Technology to Facilitate Learning

*EDU 6040 Development of Cross-Cultural Competencies

*EDU 6240 New Models of Instruction and Learning

Choose one:

*EDU 6050 Academic Instruction Designed for Culturally and Linguistically Diverse Students (K-12)

or

*EDU 6060 Methods of Assessment

Program Concentrations 25 units

M.A. candidates may choose from one of the following areas: Educational Administration, Teaching, Teaching English to Speakers of Other Languages (TESOL), and Technology and Learning.

Educational Administration

This concentration is designed to prepare educators for a career in school administration. Theory has been integrated with real-life situations in school settings to form this program's curriculum, which stresses effective problem solving, conflict resolution and other leadership strategies. The program focuses on:

- the changing demographic and environmental context for schooling
- the systems approach to planning and solving problems; and
- the importance of human relations, including the ability of leaders to make accurate self-assessments.

A Master of Arts in Education with a concentration in Educational Administration can be obtained concurrently with the Preliminary Administrative Services Credential upon application.

Required Courses 25 units

EDU 6210 Administrative Leadership

EDU 6220 School Law and Finance

EDU 6230 Personnel Administration

EDU 6250 School, Family, and Community Relations

EDU 6290 Field Experience (5 units)

Elective (4 units)

Teaching

The Master of Arts in Education with a concentration in Teaching program is designed to provide a rich sequence of learning experiences in which graduates gain the requisite knowledge and skills to serve effectively as educational leaders and practitioners. The teaching concentration is designed to provide students with advanced skills and understanding necessary to facilitate teaching/learning in a classroom environment.

Required Courses 25 units

Courses marked with an asterisk (*) are also offered online.

*EDU 6050 Academic Instruction Designed for Culturally and Linguistically Diverse Students (K-12)

or

*EDU 6060 Methods of Assessment

(Select whichever one was not taken as a core course requirement)

and

*EDU 6150 Technology Resources for a Global Society

*EDU 6170 Technology in the Curriculum

EDU 6250 School, Family, and Community Relations

EDU 6680 Current Issues in the School Environment

EDU 6690 Teaching Practicum/Project (5 units)

Teaching English to Speakers of Other Languages (TESOL)

This concentration includes courses in TESOL methodology, linguistics, and professional education. Specified courses meet the coursework requirements for the Cross-Cultural Language and Academic Development* (CLAD) Certificate and the TESOL Certificate. The TESOL concentration is designed for both prospective and experienced English as a Second Language (ESL) and English as a Foreign Language (EFL) educators.

**See Department of Education credentials analyst for specified courses and additional foreign language and credential requirements.*

Required Courses 25 units

EDU 6410 Theory and Method of Second Language Teaching

EDU 6420 Principles of Linguistics

EDU 6430 Techniques of Teaching Reading and Writing to Second Language Learners

EDU 6440 Techniques of Teaching Listening and Speaking to Second Language Learners

EDU 6490 TESOL Practicum/Project (5 units)

Choose One:

EDU 6450 Psycholinguistics

or

EDU 6460 English Grammar for ESL and EFL Teachers

Note: EDU 6470 Teaching English as a Foreign Language may substitute for EDU 6050 for TESOL students not seeking a CLAD Certificate.

Technology and Learning

The Technology and Learning concentration is offered in both a traditional on-campus format and as an online option.

This concentration is designed to provide students with the skills and understanding necessary to utilize technology to facilitate learning. The program prepares students to work with technology to solve educational problems at all instructional levels and in various settings.

Courses marked with an asterisk (*) are also offered online.

Required Courses 25 units

*EDU 6111 Multimedia Learning Environments

*EDU 6121 Technology and Learning

*EDU 6150 Technology Resources for a Global Society

*EDU 6160 Distance Education

*EDU 6170 Technology in the Curriculum

*EDU 6190 Program Development: Technology and Learning (5 units)

Second Concentration

Students may complete a second concentration by adding to the Master of Arts in Education core courses the required additional concentration courses including the practicum project (25 units). All concentration and core courses must be completed within seven years. Student transcripts will reflect the second concentration upon completion. No new diploma will be issued.

DOCTORAL PROGRAMS

The doctoral programs are aimed at preparing educational practitioners to be effective and creative educational leaders in their respective degrees, providing them with a strong repertoire of knowledge and skills. In addition, they will have developed a multi-disciplinary approach to problem-solving and will be skillful in applying practical and theoretical knowledge.

The School of Education offers a Doctor of Education (Ed.D.) degree in the following areas:

Educational Leadership
Teaching English to Speakers of Other Languages (TESOL)
Technology and Learning

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.
- Leadership: Applicants must have demonstrated superior academic performance in the completion of their master's degree 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 must submit scores on the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE).
- Transcripts: Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate.
- Goal statement: Applicants must submit a two-page academic and professional goal statement.
- Writing Test: All applicants will be required to take a Department of Education writing test. 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 may be interviewed as required by a faculty admissions committee from the Department of Education.
- Review: All of the above documents will be reviewed by the department chair and designated faculty.

Prerequisites

The chair and designated faculty members of the Education Department 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 quarter units (16 semester units) beyond the master's degree may be transferred from an accredited institution.
2. All such coursework must have been earned after the master's degree was completed.
3. The request to accept credit to be transferred must be approved by the department chair or designated faculty.
4. Credit that has been used to complete a second master's degree may be considered for transfer.
5. All credits must have been earned within seven years prior to the request for transfer.
6. Extension courses are not accepted for graduate transfer credit.
7. Coursework being considered for transfer must be equivalent to USIU coursework for which it is being applied. Students are required to submit transcripts, course catalog descriptions, and other documentation.
8. 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 paper may be written concurrently with the last quarter of coursework. This exam paper is administered twice each year: in the fall and in the spring and is evaluated by the Department of Education Comprehensive Exam Committee. All Ed.D. candidates must successfully complete the comprehensive examination paper prior to enrolling in the dissertation sequence. The exam may be taken a maximum of two times.

Graduation Requirements

A minimum of 92 graduate quarter units 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.

Please note: Students enrolled at the Orange County location will be required to take the dissertation courses at the San Diego location.

Doctor of Education in Educational Leadership

This program prepares students for leadership in a variety of institutions, including the K-12 public schools, community colleges and universities, and other private and public organizations.

Degree Requirements **92 units minimum**

Courses are four units unless otherwise indicated.

Concentration **32 units**

Students are required to complete one of the concentrations listed below plus an additional 16 units chosen from the list of concentration electives or the other two concentrations.

ORGANIZATIONAL DEVELOPMENT

- PSY 6425 Organizational Development I
- PSY 6426 Organizational Development II
- PSY 6440 Human Resources Development
- PSY 7422 Consulting in Organizational Settings

STRATEGIC MANAGEMENT

(San Diego campus only)

- BUS 6020 Introduction to Strategic Management
- BUS 6130 Management Design and Management of Organizational Transformations
- BUS 6150 Contributors to Strategic Management
- BUS 7040 Strategic Management in Not-for-Profits

TRAINING AND STAFF DEVELOPMENT

- EDU 7140 Design of Computer-Supported Learning
- EDU 7161 Needs-Driven Technology Planning
- EDU 7251 Designing Training Programs
- EDU 7270 Field Project

CONCENTRATION ELECTIVES

- BUS 6040 Business Ethics and Societal Strategy (San Diego only)
- EDU 7115 Distance Education

- EDU 7125 Contemporary Topics in Technology and Learning
- IBA 6060 Culture, Values, and Ethics in a Global Society
- PSY 6412 Group Dynamics
- PSY 6418 Team Building
- PSY 6430 Motivation and Productivity
- PSY 7422 Consulting in Organizational Settings

Core Courses **24 units**

- EDU 7000 Issues in Educational Technology
- EDU 7001 Dissertation Process (to be taken after the completion of 16 units and before 24 units)
- EDU 7010 Educational Philosophy in a Global Context
- EDU 7012 Professional Leadership
- EDU 7020 Learning and Cognition
- EDU 7022 Designing Learning Environments

Research Core **12 units**

- EDU 7030 Research Design
- EDU 7031 Statistics
- EDU 7033 Quantitative Research Methods
or
- EDU 7036 Qualitative Research Methods

Electives **12 units**

Select three doctoral-level courses.

Dissertation Sequence **12 units minimum**

Prior to beginning the dissertation sequence, 80 units of designated coursework must be completed. All Ed.D. candidates must pass courses or otherwise meet standards for satisfactory progress as determined by the department at all stages of dissertation sequence. Students must successfully complete the following dissertation courses, in sequence, as part of the degree program:

- EDU 7901 Dissertation Plan (May be repeated a maximum of two times.)
- EDU 7902 Dissertation Proposal
- EDU 7920 Dissertation Preparation

Continuous enrollment is required during the dissertation sequence.

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, implementation, and evaluation of second language programs; classroom-based research; ESL/EFL program administration; language and culture; and the integration of technology in second language teaching.

Prerequisites

Students entering the TESOL doctoral program are expected to have had master's level courses in TESOL methodology and theory, linguistics, and cross-cultural studies. Students lacking this background will be required to take additional M.A. courses.

Degree Requirements **92 units minimum**

Courses are four units unless otherwise indicated.

Required TESOL Courses **32 units**

- EDU 7410 Issues in TESOL Theory and Methodology
- EDU 7420 Research in Second Language Acquisition and Applied Linguistics
- EDU 7430 Technology and Second Language Teaching
- EDU 7441 Design, Development and Evaluation of Programs for Second Language Learners
- EDU 7445 TESOL Field Project
- EDU 7451 Cultural, social, and political issues of Second Language Teaching
- EDU 7460 Sociolinguistics

EDU 7470 Psycholinguistics and Second Language Learning and Teaching

Core Courses 24 units

EDU 7000 Issues in Educational Technology

EDU 7001 Dissertation Process (must be after the completion of 16 units and before 24 units)

EDU 7010 Educational Philosophy in a Global Context

EDU 7012 Professional Leadership

EDU 7020 Learning and Cognition

EDU 7022 Designing Learning Environments

Research Core 12 units

EDU 7030 Research Design

EDU 7031 Statistics

EDU 7033 Quantitative Research Methods or

EDU 7036 Qualitative Research Methods

Electives 12 units

Select three doctoral-level courses.

Dissertation Sequence 12 units minimum

Prior to beginning the dissertation sequence, 80 units of designated coursework must be completed. All Ed.D. candidates must pass courses or otherwise meet standards for satisfactory progress as determined by the department at all stages of dissertation sequence. Students must successfully complete the following dissertation courses, in sequence, as part of the degree program:

EDU 7901 Dissertation Plan (May be repeated a maximum of two times.)

EDU 7902 Dissertation Proposal

EDU 7920 Dissertation Preparation

Continuous enrollment is required during the dissertation sequence.

Doctor of Education in Technology and Learning

This program takes a cognitive approach to utilizing technology to facilitate learning. The program is designed to help students gain a theoretical background in the use of technology for learning and develop skills for planning, designing, and implementing approaches which include: interactive multimedia, simulations, knowledge browsers and virtual communities.

The program prepares students for careers in three areas:

- creative positions designing educational software, learning environments and future applications of technology to learning;
- leadership positions directing the implementation of technology for learning; and
- academic positions studying and teaching about the uses of technology to facilitate learning.

Degree Requirements 92 units minimum

Courses are four units unless otherwise indicated.

Required Technology and Learning Courses 32 units

EDU 7115 Distance Education

EDU 7125 Contemporary Topics in Technology and Learning

EDU 7130 Computer as a Thinking Tool

EDU 7140 Design of Computer-Supported Learning Environments

EDU 7150 Human-Computer Interface Design

EDU 7155 Practicum: Applied Learning Environments

EDU 7161 Needs-Driven Technology Planning

EDU 7170 Issues in Technology Management

Core Courses 24 units

EDU 7000 Issues in Educational Technology

EDU 7001 Dissertation Process (must be after the completion of 16 units and before 24 units)

EDU 7010 Educational Philosophy in a Global Context

EDU 7012 Professional Leadership

EDU 7020 Learning and Cognition

EDU 7022 Designing Learning Environments

Research Core 12 units

EDU 7030 Research Design

EDU 7031 Statistics

EDU 7033 Quantitative Research Methods or

EDU 7036 Qualitative Research Methods

Electives 12 units

Select three doctoral-level courses.

Dissertation Sequence**12 units
minimum**

Prior to beginning the dissertation sequence, 80 units of designated coursework must be completed. All Ed.D. candidates must pass courses or otherwise meet standards for satisfactory progress as determined by the department at all stages of dissertation sequence. Students must successfully complete the following dissertation courses, in sequence, as part of the degree program:

EDU 7901 Dissertation Plan
(May be repeated a maximum of two times.)

EDU 7902 Dissertation Proposal

EDU 7920 Dissertation Preparation

Continuous enrollment is required during the dissertation sequence.

CREDENTIAL PROGRAMS

The AIU School of Education offers Credential Programs that lead to California teaching credentials and to Administrative Services Credentials. The University offers the following credential programs.

Teacher Education Program

AIU offers the following credentials:

Preliminary Multiple Subject with CLAD Emphasis

Preliminary Multiple Subject with CLAD Emphasis and Bachelor of Arts in Liberal Studies (offered jointly with the Department of Global Liberal Studies)

Preliminary Single Subject with CLAD Emphasis

Students who want to become teachers in California need to complete 40 quarter units of requirements for a preliminary teaching credential in an approved fifth-year program after obtaining the baccalaureate degree, or complete a blended baccalaureate and preliminary teaching credential program.

AIU offers fifth year Preliminary Multiple and Single Subject with CLAD Emphasis programs and a Bachelor of Arts with a

Preliminary Multiple Subject with CLAD Emphasis program.

Students preparing to teach in elementary schools will typically pursue the multiple subject credential. This authorizes the holder to teach in any self-contained classroom in which one teacher is responsible for all subjects commonly taught in elementary schools.

The single subject program provides the opportunity for a prospective teacher to concentrate studies in a specialized field of interest and eventually to become authorized to teach at any grade level from kindergarten through grade 12; however, most prospective teachers who complete the Single Subject Teaching Credential requirements teach at the secondary level (middle school, junior high school or high school).

Admissions Requirements**Preliminary Multiple and Single Subject with CLAD Emphasis program - Post Baccalaureate**

Applicants must satisfy the requirements in the "Application Procedures" section of this catalog as well as meet the following:

- Degrees: Candidates must possess a bachelor's degree or higher from a regionally accredited institution of higher education. (See Global Liberal Studies for Blended Program)
- Grade Point Average: All candidates must have a grade point average (GPA) of 2.5 or better from a regionally accredited institution of higher education. Candidates who have completed graduate level work must have a GPA of 3.0.
- CBEST: Candidates are required to take the California Basic Education Skills Test (CBEST) by the end of the first quarter.
- Interview: Candidates will be interviewed by the faculty to determine the candidate's personal suitability for the program and to provide career guidance. Please call the Credentials Office at (858) 635-4824 for an appointment.

- Transfer of Credit: All credits must have been earned within seven years prior to the request for transfer. Requests are reviewed by the director of Teacher Education. A maximum of two courses will be accepted for transfer with the grade of B or better. Once enrolled at AIU, all courses must be taken in residence.

The Global Liberal Studies Department at AIU has an undergraduate major approved by the California Commission on Teacher Credentialing (CCTC) which allows AIU to waive the MSAT requirements. To follow the program students must complete requirements listed for the Bachelor of Arts in Liberal Studies' special program in Elementary Education listed in the Global Liberal Studies section of the catalog. (Note that requirements for the waiver are subject to change by the CCTC. Students must comply with current regulations.)

Preliminary Multiple Subject with CLAD Emphasis and Bachelor of Arts in Liberal Studies

Applicants must satisfy all admissions requirements for the Bachelor of Arts in Liberal Studies (see Department of Global Liberal Studies) and all applicable admissions requirements for the Preliminary Multiple Subject with CLAD Emphasis Program (see Credentials Office).

Student Teaching

Student teaching assignments will only be made AFTER the candidate has gained advanced standing. In order to gain advanced standing for student teaching, candidates will:

- be fully admitted to AIU;
- maintain a GPA of 3.0 or better at AIU in teacher education coursework;
- provide verification of a passing score on the CBEST, SSAT, PRAXIS, or MSAT, or have completed 4/5 of an approved subject-matter competence program. Subject-matter competence letters on file with the credentials analyst will be accepted in lieu of exam scores;

- 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 4 units of which must have been completed in residence at AIU;
- be approved by the director of teacher education;
- have all official transcripts on file with the Credentials Office;
- complete a student teaching placement form; and
- have completed 30 observational hours; verification forms to be returned to the director of Teacher Education.

Additionally:

- Elementary school teacher candidates must pass the MSAT (Multiple Subject Assessment for Teachers).
- Secondary school teacher candidates must pass the PRAXIS and SSAT examinations in their specified subject area.
- Waiver of the PRAXIS or MSAT may be approved if candidates have a commission-approved liberal arts degree or an appropriate degree in a specific subject area.

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” for student teaching. In order to obtain a “credit” grade, student work must be equivalent to a B or higher.

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 40 quarter unit teacher education program with a minimum GPA of 3.0;
- evidence of successful completion of RICA (For multiple Subject Candidates only.)
- a list of remaining courses (when applicable) with official transcript verification and a verification of subject-matter competence;
- demonstration of successful completion of the competencies required by the CCTC and the successful passing of an exit interview with the director of the Teacher Education program;
- a verification card indicating the candidate has passed the CBEST; and
- an application and fees for the credential in the Credentials Office of the Department of Education.

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 School of Education chair 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 department chair who makes the final decision for the University. In cases where the Education Department declines to recommend a student for a teaching credential, the student may apply directly to the Commission on Teacher Credentialing.

Preliminary Multiple Subject Credential with CLAD Emphasis - Post Baccalaureate

Students preparing to be elementary teachers by earning a multiple subject credential with cross-cultural language and academic development emphasis take the following sequence of courses.

Requirements	40 units
Required Courses	22 units
EDU 5300 Elementary/Secondary Instruction (4 units)	
EDU 5301 Elementary Reading (4 units)	
EDU 5311 Content Area Curriculum: Elementary (4 units)	
EDU 5321 Curriculum Concepts: Elementary (4 units)	
EDU 5330 Principles and Practices of Second Language Teaching (3 units)	
EDU 5340 Multicultural Studies (3 units)	
Choose One Sequence	18 units
EDU 5350 Student Teaching I (9 units)	
EDU 5355 Student Teaching II (9 units)	
or	
EDU 5360 Student Intern Teaching I (9 units)	
EDU 5365 Student Intern Teaching II (9 units)	

Credit Applied Towards Master of Arts in Education

Students enrolled in the AIU Post Baccalaureate Teacher Education Program since Fall 1997 and subsequently who have been recommended for the California Preliminary Teaching Credential may apply 16 units of credit for EDU 5300, EDU 5301,

EDU 5311, EDU 5321 with a minimum grade of B towards requirements for the Master of Arts in Education with a concentration in Teaching.

Preliminary Multiple Subject Credential with CLAD Emphasis and Bachelor of Arts in Liberal Studies

This special program leads to a bachelor's degree in Liberal Studies and a Multiple Subject Preliminary Teaching Credential with CLAD emphasis (for K-6 grades). Because it includes both the bachelor's and the preliminary teaching credential, this major consists of 202 quarter 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 approved by the California Commission on Teacher Credentialing and is offered jointly at AIU by the Departments of Global Liberal Studies and Education.

Degree Requirements 202 units

Courses are four units unless otherwise indicated.

General Education 78 units

The First Year Experience 4 units

HUM 1020 Interdisciplinary Explorations:
The Good Life

Core Curriculum: Symbolic Systems and Intellectual Skills 38 units

WRITTEN, ANALYTICAL,
CRITICAL THINKING SKILLS 8 UNITS

ENG 1106 Composition I (WI)

ENG 2206 Composition II (WI)

QUANTITATIVE AND TECHNOLOGICAL SKILLS 12 UNITS

IST 1010 Introduction to Information Systems
(or higher)

MTH 1109 College Algebra (or higher)

MTH 3301 Foundations of Mathematics
(Elementary Education majors only)

GLOBAL PERSPECTIVES AND MULTICULTURAL PERSPECTIVE 16 UNITS

COM 1500 Intercultural Communication (WI)
Language Studies (12 units)

Students must have credit for a foreign language or must take up to a three-course foreign language sequence of one language

COMMUNITY SERVICE 2 UNITS

CMS 3700 Community Service

Global Perspectives Through the Humanities 16 units

Note: One course must be designated Writing Intensive (WI). See course descriptions to identify (WI) courses.

FAR 3001 Visual Arts of the World

HUM 1000 World Civilization

LIT 3330 Literature for Children and Adolescents

PHL 3310 Ethics and Value Theory

Global Perspectives Through the Social Sciences 12 units

Note: One course must be designated Writing Intensive (WI). See course descriptions to identify (WI) courses.

GEO 2100 World Regional Geography

IRL 2000 Foundations of IR

Choose one from the following:

HIS 3010 History of Modern Europe I

HIS 3011 History of Modern Europe II

HIS 3020 History of Traditional Asian Civilization

HIS 3021 History of Modern Asian Civilization

HIS 3030 History of Latin America I

HIS 3031 History of Latin America II

Global Perspectives Through the Natural Sciences 8 units

NSC 2215 Introduction to Physical Mechanics

NSC 3304 Biology and the Environment

Major 100 units

EDU 1001 Introduction to Elementary Education
(2 units)

EDU 2201 Early Field Experience (2 units)

EDU 4100 Child Development

EDU 5300 Elementary Instruction

EDU 5301 Elementary Reading

EDU 5311 Content Area: Elementary Education

EDU 5321 Curriculum Concepts: Elementary Education

EDU 5330 Principles of Second Language

Teaching (3 units)

EDU 5340 Multicultural Studies (3 units)

EDU 5350 Student Teaching (9 units)

EDU 5355 Student Teaching (9 units)

ENG 3304 English Language History

FAR 3000 Music of the World

HIS 2000 U.S. History

HIS 3304 History of California

LIT 1105 Introduction to Literature

Choose one additional upper-division Literature course

NSC 2205 Human Physiology

NSC 2216 Introduction to Earth Sciences

PHE 3306 Physical Growth and Development

POL 2000 Introduction to U.S. Politics

PSY 1101 Introduction to Psychology

SOC 2202 U.S. Diversity: Ethnicity, Class, and Gender

Choose one from the following:

HUM 1105 Culture Through the Humanities

LIT 2220 Literature and Culture

LIT 3003 Poetry Across Cultures

PHL 3306 Comparative Philosophy

Area of Concentration 20 units

Students choose an area of concentration from a state-approved list. The list includes comparative philosophy, creative writing, international relations, sociology, and TESOL. See the Liberal Studies Coordinator for other possible concentrations and further details.

The Senior Experience 4 units

SEN 4800 Senior Experience: Integrated Seminar

Preliminary Single Subject Credential with CLAD Emphasis - Post Baccalaureate

Students preparing to be secondary school teachers by earning a single subject credential with a cross-cultural language and academic development emphasis take the following sequence of courses.

Requirements **40 units**

Required Courses **22 units**

- EDU 5300 Elementary/Secondary Instruction (4 units)
- EDU 5302 Secondary Reading (4 units)
- EDU 5312 Content Area Curriculum: Secondary (4 units)
- EDU 5322 Curriculum Concepts: Secondary (4 units)
- EDU 5330 Principles and Practices of Second Language Teaching (3 units)
- EDU 5340 Multicultural Studies (3 units)

Choose One Sequence **18 units**

- EDU 5350 Student Teaching I (9 units)
- EDU 5355 Student Teaching II (9 units)
- or
- EDU 5360 Student Intern Teaching I (9 units)
- EDU 5365 Student Intern Teaching II (9 units)

Credit Applied Towards Master of Arts in Education

Students enrolled in the AIU Post Baccalaureate Teacher Education Program since Fall 1997 and subsequently who have been recommended for the California Preliminary Teaching Credential may apply 16 units of credit for EDU 5300, EDU 5302, EDU 5312, EDU 5322 with a minimum grade of B towards requirements for the Master of Arts in Education with a concentration in Teaching.

Professional Clear Credential

To clear the preliminary teaching credential, students will take the following courses.

Required Courses **5-7 units**

- EDU 5220 Mainstreaming (3 units)
- EDU 5210 Computer Concepts and Applications in the Classroom (2 units)

or

*EDU 6031 Technology and Learning (4 units)

Students are also required to complete one unit of health education and obtain a valid CPR (cardiopulmonary resuscitation) card.

Preliminary Administrative Services Credential

The Administrative Services Credential Program at AIU has been designed to provide the practicing professional with an appropriate course of study that will culminate in a AIU 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 member 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.

Transfer of Credit

Transfer of credit may be awarded on the following basis.

1. All coursework which may be used to waive required credits must have been successfully completed at Credit or B or higher levels from a regionally accredited institution of higher education.
2. Credits earned seven or more years prior to the request for course waiver are subject to stringent review by a faculty committee to determine whether the coursework is acceptable.
3. Coursework being considered must be equivalent to AIU coursework for which it is being applied.
4. The Dean of the School of Education must give final approval for course waivers.

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 quarter will be placed on academic warning and must correct the deficiency by the following quarter or be subject to academic dismissal from the program.

Recommendation for the 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. AIU) 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; and
- a money order or cashier's check for current fee payable to: California Commission on Teacher Credentialing.

The following courses are required to obtain the Preliminary Administrative Services Credential.

Courses are four units unless otherwise indicated.

Courses marked with an asterisk (*) are also offered online.

Required Courses 37 units

- *EDU 6021 Interdisciplinary Readings and Critical Thinking
- *EDU 6031 Using Technology to Facilitate Learning
- *EDU 6040 Developing Cross-Cultural Competencies
- EDU 6210 Administrative Leadership
- EDU 6220 School Law and Finance
- EDU 6230 Personnel Administration
- *EDU 6240 New Models of Instruction and Learning
- EDU 6250 School, Family, and Community Relations

EDU 6290 Field Experience (5 units)

CERTIFICATE AND SPECIAL AUTHORIZATION PROGRAMS

Cross-cultural Language and Academic Development (CLAD) Certificate

The University offers the coursework necessary for a CLAD Certificate. Courses may be applied towards a Master of Arts in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL) or Teaching. See Department of Education credentials analyst for additional foreign language and credential requirements. Students must meet the admissions requirements for the master's degree.

Courses are four units unless otherwise indicated.

Courses marked with an asterisk (*) are also offered online.

Requirements 20 units

- *EDU 6040 Development of Cross-Cultural Competencies
- EDU 6050 Academic Instruction Designed for Culturally and Linguistically Diverse Students
- EDU 6410 Theory and Method of Second Language Teaching
- EDU 6420 Principles of Linguistics
- EDU 6430 Techniques of Teaching Reading and Writing to Second Language Learners

Teaching English to Speakers of Other Languages (TESOL) 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 4-unit courses that may also be applied toward the Master of Arts degree with a concentration in TESOL or Teaching. Students must meet the admissions requirements for the master's degree.

Courses are four units unless otherwise indicated.

Requirements 20 units

- EDU 6410 Theory and Method of Second Language Teaching

Choose four:

- EDU 6420 Principles of Linguistics
- EDU 6430 Techniques of Teaching Reading and Writing to Second Language Learners
- EDU 6440 Techniques of Teaching Listening and Speaking to Second Language Learners
- EDU 6460 English Grammar for ESL and EFL Teachers
- EDU 6470 Teaching English as a Foreign Language

Supplementary Authorization in Computer Concepts and Applications

The University offers the coursework necessary for a Supplementary Authorization in Computer Concepts and Applications.

Courses are four units unless otherwise indicated.

Courses marked with an asterisk (*) are also offered online.

Requirements 16 units

- *EDU 6031 Using Technology to Facilitate Learning
- *EDU 6121 Technology and Learning
- *EDU 6150 Distance Education
- *EDU 6170 Technology in the Curriculum

THE SCHOOL OF SOCIAL AND POLICY STUDIES (SSPS)

The School of Social and Policy Studies (SSPS) focuses on the understanding of the effects of social systems, communities, and cultures on human behavior. The mission of the School is to prepare professionals to deal with the complex social issues affecting the well-being of individuals, families, communities, organizations, and nations, and to develop theories, methods, applications, and policy initiatives that address these issues. At the present time the School comprises four programs:

- Master's Degree in Community Development (not accepting new students)
- PsyD Degree in Culture and Human Behavior
- PhD in Forensic Psychology
- PsyD in Forensic Psychology

DEALING WITH COMPLEX SOCIAL ISSUES

The School of Social and Policy Studies (SSPS) focuses on the understanding of the effects of social systems, communities, and cultures on human behavior. The mission of the School is to prepare professionals to deal with the complex social issues affecting the well-being of individuals, families, communities, organizations, and nations and to develop theories, methods, applications, and policy initiatives that address these issues.

DEGREE PROGRAMS

School of Social and Policy Studies programs differ from location to location as shown in Tables 2A,B,C.

CREDIT FOR PREVIOUS GRADUATE WORK

For applicants to programs in the School of Social and Policy Studies, a maximum of 30 units of graduate level transfer credit are allowed, if the credits were earned as part of a

master's degree in psychology, criminology, law, or other related field. These credits must have been completed with a minimum grade of "B" or better and must be from an accredited institution. No transfer credit will be allowed for courses that were taken more than five years earlier.

Transfer credits allowed in the School of Social and Policy Studies 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 any and all requirements remaining in the core/track program for which transfer credit was not allowed.

All courses for potential transfer credit will be considered on a case-by-case review basis. Due to the interdisciplinary nature of the program, the review will focus on how well this interdisciplinary character was developed in the course(s) proposed for transfer credit.

Transfer credit cannot be considered without appropriate catalog course descriptions and/or course outlines or syllabi.

FORENSIC PSYCHOLOGY PROGRAMS IN FRESNO AND LOS ANGELES

Forensic psychology is a rapidly growing field. In California alone, the California Department of Corrections, 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 and family law cases has caused overwhelmed justice systems to seek experts who understand both legal questions at hand as well as the psychological issues involved. These experts are trained forensic psychologists. The School of Social and Policy Studies at Alliant International University offers both a PsyD and PhD program in forensic psychology to fill the breadth of roles for which forensic psychologists are needed.

While forensic topics have been a mainstay in the campus curriculum and in psychology generally, the breadth of the field still is in its infancy. Forensics is the interdisciplinary study of law and psychology, criminal/civil justice and mental health. This specialized cross-training is particularly relevant when addressing those social issues at the intersection of these disciplines (e.g., psychotropic drugs, involuntary outpatient commitment, police suicide, patient/client advocacy).

Alliant International University's PsyD in forensic psychology is offered with an applied forensics track. The PhD in forensic psychology offers two track options: criminal justice administration and management, or law and public policy.

The doctoral programs in forensic psychology are structured for both full-time and part-time enrollment. Time to completion is four years at a full-time pace and six to seven years at a part-time pace. All students take 125 units including a field placement. All programs/tracks have a core set of courses, degree and track-specific courses, and electives.

Program Tracks

Because of the abundant opportunities and breadth of topics in the field, the forensic psychology doctoral programs offer specific tracks, or focused areas of study. The PsyD program — available at the Fresno and Los Angeles campuses — is offered in an applied forensic track. This curriculum prepares students for roles in "clinicolegal" consultation, training, and expertise to the court system and prison forensic units.

Students in the PhD program — offered at this time only in Fresno — choose from one of two tracks: criminal justice administration and management, or law and public policy. The criminal justice administration and management track prepares students for roles in administration and management in a variety of mental health agencies as well as in correctional and law enforcement agencies. The law and public policy track prepares

students to provide research, advocacy, lobbying, and mediation skills to special interest organizations, profit/non-profit corporations, and governmental agencies.

Program Requirements

All doctoral students are required to take a core curriculum of 37 units which include the following courses:

- Introduction to Forensic Psychology
- History of Western Criminology
- Foundations of Organizational Behavior
- Legal Research
- Forensic Policy Analysis
- Forensic Mediation and Dispute Resolution
- Psychopathology
- Forensic Data Analysis
- Research Design
- Ethics/Professional Issues
- Minority Populations and the Forensic System
- Counseling Forensic Populations
- Juvenile Delinquency and Forensic Psychology
- Forensic Consultation

Each track also has additional specialized course-work and electives, as outlined by the program requirements that follow. All forensic psychology doctoral students must successfully complete 60 units of study, and successfully defend the dissertation proposal at a preliminary oral examination.

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, some 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. Arrangements can be made for doctoral students in forensic psychology to take the required clinical psychology courses that would

enable them to take the California licensing exam. Therefore, any forensic psychology students who are interested in licensure should meet with their advisors in the first year of the program to talk about licensure requirements.

Doctoral Program Requirements PsyD Program in Forensic Psychology (For Students Entering in 2001-2002)

Applied Forensics

First Year

I530F	Psychological Testing I (3 units)
I531F	Psychological Testing II (3 units)
I561aF	Research Design (3 units)
I561bF	Forensic Data Analysis (3 units)
I650F	Legal Research (2 units)
P500F	Ethics (1 unit)
P520	Introduction to Psychotherapy (3 units)
T425F	Introduction to Forensics (3 units)
T440F	History of Western Criminology (3 units)
T550F	Foundations of Organizational Behavior (3 units)
T600	Psychopathology (3 units)
	Electives (2 units)

Second Year

F500a,bF	Forensic Field Placement (5,5 units)
I700aF	PsyD Proposal Development (2 units)
I700bF	PsyD Proposal Development (2 units)
P248F	Forensic Mediation and Dispute Resolution (2 units)
P249F	Minority Populations and Forensic Systems (2 units)
P551	Theory and Practice of Group Therapy (2 units)
T220	Biological Bases of Behavior (3 units)
T550	Sociocultural Bases of Behavior (3 units)
T510dF	Forensic Assessment (3 units)
	Electives (2 units)

Third Year

F800a,bF	Forensic Field Placement (5,5 units)
I552F	Program Evaluation (3 units)
I800a,bF	PsyD Dissertation or Elective (3,3 units)
P250F	Counseling Forensic Populations (3 units)
P251F	Juvenile Delinquency and Forensic Psychology (2 units)
T426F	Consultation (2 units)
T669	Cognitive-Affective Bases Behavior (3 units)
	Electives (3 units)

Fourth Year

F899a,bF	Pre-Doctoral Internship (30 units)
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Note: Each year students will undergo a diversity training experience for 0 credits.

Doctoral Program Requirements PhD Program in Forensic Psychology (For Students Entering in 2001-2002)

Criminal Justice Administration and Management

First Year

I552F	Program Evaluation (3 units)
I554F	Introduction to Multiple Research Methods (2 units)
I561aF	Research Design (3 units)
I561bF	Forensic Data Analysis (3 units)
I650F	Legal Research (2 units)
P460F	Criminal Justice Administration and Management (3 units)
P500F	Ethics (1 unit)
T425F	Introduction to Forensics (3 units)
T440F	History of Western Criminology (3 units)
T500F	Theories of Personality (3 units)
T550F	Foundations of Organizational Behavior (3 units)
T600	Psychopathology (3 units)

Second Year

F510a,bF	Forensic Field Placement (3,3 units)
I555F	Qualitative Research Methods (2 units)
I704a,bF	PhD Proposal Development (2,2 units)
P249F	Minority Populations and the Forensic System (2 units)
P304F	Mental Health Administration and Management (1 unit)
T501F	Organizational Theory (2 units)
T503F	Leadership and Management Behavior (3 units)
	Electives (12 units)

Third Year

F810a,bF	Forensic Field Placement (3,3 units)
I651F	Advanced Legal Research (2 units)
I801a,bF	PhD Dissertation or Electives (3,3 units)
P248F	Forensic Mediation and Dispute Resolution (2 units)
P250F	Counseling Forensic Populations (3 units)
P251F	Juvenile Delinquency and Forensic Issues (2 units)
P461F	Juvenile Justice Administration and Management (3 units)
P502F	Organizational Change and Development (3 units)
T426F	Consultation (2 units)
	Electives (3 units)

Fourth Year

F850a,bF	Integrated Research Internship (7,8 units)
I705a,bF	Research Colloquia (3,3 units)
I801c,dF	Forensic PhD Dissertation (3,3 units)
	Electives (3 units)

Doctoral Program Requirements
PhD Program in Forensic Psychology
(For Students Entering in 2001-2002)

Law and Public Policy

First Year

I552F	Program Evaluation (3 units)
I554F	Introduction to Multiple Research Methods (2 units)
I561aF	Research Design (3 units)
I561bF	Forensic Data Analysis (3 units)
I650F	Legal Research (2 units)
P500	Ethics (1 unit)
T425F	Introduction to Forensics (3 units)
T452aF	Psychology, Law and Public Policy (3 units)
T440F	History of Western Criminology (3 units)
T500F	Theories of Personality (3 units)
T550F	Foundations of Organizational Behavior (3 units)
T600	Psychopathology (3 units)

Second Year

F510a,bF	Applied Forensic Research Placement (3,3 units)
I555F	Qualitative Research Methods (2 units)
I704a,bF	PhD Proposal Development (2,2 units)
P249F	Minority Populations and the Forensic System (2 units)
P306F	Client/Patient Rights Advocacy (2 units)
T451aF	Forensic Policy Analysis (3 units)
T452bF	Psychology, Law and Public Policy (3 units) Electives (9 units)

Third Year

F810a,bF	Applied Forensic Research Placement (3,3 units)
I651F	Advanced Legal Research (2 units)
I801a,bF	PhD Dissertation or Electives (3,3 units)
P248F	Forensic Mediation and Dispute Resolution (2 units)
P250F	Counseling Forensic Populations (3 units)
P251F	Juvenile Delinquency and Forensic Issues (2 units)
P305F	Mental Health and Hospital Law (3 units)
P307F	Victim's Rights Advocacy (3 units)
T426F	Consultation (2 units) Electives (3 units)

Fourth Year

F850a,bF	Integrated Research Internship (7,8 units)
I705a,bF	Research Colloquia (3,3 units)
I801c,dF	Forensic PhD Dissertation (3,3 units) Electives (3 units)

Note: Each year students will undergo a diversity training experience for 0 credits.

Clinical Forensic Psychology Program

Since the fall of 1999, students at the Fresno campus have had the option of augmenting their training through a five year joint PsyD degree offered by the clinical psychology program of the California School of Professional Psychology and the forensic psychology program of the School of Social and Policy Studies.

The curriculum requirements and possible sequencing for the course work are as follows:

Doctoral Program Requirements
PsyD Program in Clinical Forensic Psychology
(For Students Entering in 2001-2002)

First Year

C201	Cultural Diversity Training (0 units)
I650F	Legal Research (2 units)
P249F	Minority Populations and Forensic System (2 units)
P500	Introduction to Ethical Practice and Law (1 unit)
P511b	Intellectual Assessment (3 units)
P511a	Personality Assessment I: Methods (3 units)
P511b	Personality Assessment II: Integration (2 units)
PT525	Basic Foundations of Clinical Practice 1A (4 units)
PT526	Basic Foundations of Clinical Practice 1B (2 units)
T425F	Introduction to Forensics (3 units)
T440F	History of Western Criminology (3 units)

Second Year

F310b	First Year Clinical Practicum (3 units)
I560a	Data Analysis and Program Evaluation (3 units)
I560b	Data Analysis and Program Evaluation (3 units)
P248F	Forensic Mediation and Dispute Resolution (2 units)
P303	Mental Health Administration (1 unit)
P510d	Forensic Assessment (3 units)
P551	Theory and Practice of Group Therapy (2 units)
PT527	Biological Foundations of Clinical Practice (4 units)
PT528	Social Foundations of Clinical Practice (4 units)
T500F	Foundations of Organizational Behavior (3 units)

Third Year

F500a	Second Year Clinical Practicum (5 units)
F500b	Second Year Clinical Practicum (5 units)
I700a	PsyD Proposal Development I (2 units)

I700b	PsyD Proposal Development II (2 units)
P623	Cognitive Behavioral Approaches to Treatment (3 units)
P624	Psychodynamic Approaches to Treatment (3 units)
PT529	Ethical Foundations of Clinical Practice (2 units)
PT530	Consultation/Education in Clinical Practice (1 unit)
PT531	Pragmatic Foundations of Clinical Practice (1 unit)
T426F	Consultation (2 units)
T451F	Forensic Policy Analysis (3 units)

Fourth Year

F800a	Third Year Clinical Practicum (5 units)
F800b	Third Year Clinical Practicum (5 units)
I800a	PsyD Dissertation (3 units)
I800b	PsyD Dissertation (3 units)
P250F	Counseling Forensic Populations (2 units)
P251F	Juvenile Delinquents and Forensic Issues (2 units)
P274	Psycho-Legal Evaluation (2 units)
P625	Family Systems Approaches to Treatment (3 units)
P811a	Supervision Seminar (1 unit)
P811b	Supervision Seminar (2 units)

Fifth Year

F899a	Full-time Pre-Doctoral Internship (15 units)
F899b	Full-time Pre-Doctoral Internship (15 units)

Free electives = 3 units

Joint MOB/Forensic Doctoral Program

Students interested in pursuing a joint Master's of Organizational Behavior (MOB) degree with their forensic doctoral degree may do so at the Fresno campus. The MOB is a 30 unit program in the College of Organizational Studies, consisting of 17 units of core organizational psychology curriculum. Students in this program also complete 13 elective units consisting of any combination of 1/2 unit colloquia, independent studies, practicum internships, professional workshops, and advanced seminars. No research project or thesis is required.

The MOB degree can be completed in 12 to 18 months, after which students can matriculate into either the PsyD program or the PhD program. This dual program may also be completed concurrently. For more information, please contact the campus admissions office.

Joint MOB/Forensic Doctoral Program**Core Curriculum**

Business Fundamentals	(3-6 units)
Ethnocultural Issues in Organizations	(2 units)
Action Research	(2 units)
Personnel/HRM	(3 units)
Professional Ethics in Organizations	(2 units)
Current Issues in Organizational Behavior	(2 units)
Organizational Development	
Skills/Consultation	(2 units)
Transitions in Organizations	(1 unit)

Total required core units 17

Electives

Practicum/Internship
Independent Study
Professional Workshops
Advanced Seminars
Colloquia Series

Total required elective units 13

Institute of Psychology, Law, and Public Policy

Alliant International University's forensic psychology programs are part of the of Alliant International University Institute of Psychology, Law and Public Policy. The institute is in a unique position to provide training and services because of the breadth of its activities: it offers specialized services and is in touch with critical current public and criminal justice system needs. Thus, the institute can ensure that student training and competencies will meet the current critical needs of the employment marketplace. In addition, students gain excellent experience while contributing directly to community needs. The institute will offer a full range of programs and services:

- forensic services to the legal and professional communities, including forensic clinical evaluations and demonstration projects
- academic training to those seeking doctoral level professional education
- professional training to those needing respecialization or to those who need skills or competency in certain areas
- applied research for the community of public agencies on violence prevention, legal decision making and analysis of mental health law and policy
- public policy consultation and review to government bodies or legislative analysts on the impact of current or proposed policies

THE DOCTORAL PROGRAM IN CULTURE AND HUMAN BEHAVIOR AT THE SAN DIEGO CAMPUS

Modern society is challenged by demographic changes and an emerging global community. Psychologists are needed to work with increasing numbers of refugees and immigrants, to manage greater diversity in the workplace, and to wrestle with such international issue as global unrest and the lingering effects of oppression.

Few professionals understand the psychological bases of intercultural relations. A growing need for cultural psychologists was evidenced

in the international arena in the recent reconciliation efforts in South Africa, China, and the United States. The national and international focus on developing initiatives to promote diversity in the work place is another example. An increased number of psychologists with intercultural relations expertise is needed to assist these organizations and others. Culture and Human Behavior program graduates will be among an elite group of competent and highly skilled professionals in a growth area of high need.

Through the program coursework, practicum experiences, project, and dissertation, students will develop skills and competencies to be able to:

- design and develop training systems
- manage a diverse organization
- conduct human relations workshops and consultations
- conduct an organizational assessment and analysis
- facilitate intercultural collaboration and conflict resolution
- work effectively with people of different cultural and ethnic backgrounds
- teach college-level multicultural courses
- develop and implement organizational intervention strategies to promote equity
- plan, develop, implement, and assess diversity and inclusion initiatives.

Areas of Study

The program focuses on the cultural bases of human behavior. Psychology, sociology, and anthropology are combined in an interdisciplinary training model. Particular emphasis is on bridging cultural theory with the practical realities of everyday contexts of learning and thinking. This broad-based program involves educational experiences that incorporate personal growth, scholarly research, and internship. Applicants can choose to study in the general curriculum or select one of two emphasis areas: diversity training and training technology or international psychology. Graduates will have general expertise in applying cultural psychology principles in research, program

evaluation, diversity and inclusion training, consulting, group facilitation, organizational assessment, instructional technology, strategic change planning, and organizational development.

Culture and Human Behavior Curriculum

Students take a combination of cultural psychology and organizational psychology courses. The mix of courses provides training from a systems perspective.

The full program involves four years of study, and may be completed in approximately three years by those with sufficient credit for previous graduate level course work. The amount of time it takes an individual to complete the program depends on a number of factors, including course load, external responsibilities, and research-based thesis writing experience.

A personal growth requirement provides students with first-hand experience in community building. Students work together with their cohort from the day they begin the program. The broad range of students' ethnic, racial, and international composition offers a rich and unique experience.

The first year personal growth requirement focuses on awareness. Second year students focus on cultural psychology theory, third year students focus on skill building, and fourth year students focus on leadership development.

Internship placements include community agencies, businesses, governmental agencies and educational settings.

Doctoral Program Requirements PsyD in Culture and Human Behavior (For Students Entering in 2001-2002)

First Year

Fall Semester

1500a	Advanced Statistics I (3 units) or
1503	Scientific Foundation: Statistics (4 units)
C577	Community Psychology I (3 units)
P105	Personal Growth: Awareness (2 units)
T581	Organizational Behavior (3 units)

Post Session

Hxxx Humanities Elective (2 units)

Spring Semester

T721b	Pro-Seminar: Social Psychology (3 units) or
T725	Advanced Social Psychology: I-O (3 units)
C578	Community Psychology II (3 units)
P105	Personal Growth: Awareness (2 units)
C460	Multicultural Competency Development (3 units)
C830	Research Methods in Cultural Psychology (3 units)

Second Year

Fall Semester

C825	Cultural Diversity in the Workplace (3 units)
T820	Ethnic Psychology Elective (3 units)
T698	Advanced Developmental Psychology (3 units)
C590	Cultural Seminar: Psychology of Women (3 units)
P205	Personal Growth: Knowledge (3 units)

Spring Semester

T802	OPAS: Multiculturalism in Organizations (3 units)
C465	Cultural Aspects of Health Psychology (3 units)
I218	Qualitative Methods of Research (3 units)
T620	Culture and Education: Theory and Practice (3 units)
P205	Personal Growth: Knowledge (3 units)
I808	CHB Dissertation Design (2 units)

Third Year

Fall Semester

T820	Ethnic Psychology Elective (3 units)
F810	Field Placement: CHB (2 units)
F815	CHB Consultation Group (2 units)
I808	CHB Dissertation Design (2 units)
I810	Evaluation of Programs (3 units) or
T802	OPAS: Program Evaluation (3 units)
P305	Personal Growth: Skills (3 units)

Spring Semester

T820	Ethnic Psychology Elective (3 units)
F810	Field Placement: CHB (2 units)
F815	CHB Consultation Group (2 units)
I808	CHB Dissertation Design (2 units)
C544	Psychology of Ethnic Diversity (3 units)
P305	Personal Growth: Skills (3 units)

Fourth Year

Fall Semester

P405	Personal Growth: Leadership (3 units)
F810	Field Placement: CHB (2 units)
F815	CHB Consultation Group (2 units)
I808	CHB Dissertation Design (2 units)
Hxxx	Humanities Elective (2 units)
Xxxx	General Elective or Ethnic Psychology Elective*

Spring Semester

P405	Personal Growth: Leadership (3 units)
F810	Field Placement: CHB (2 units)
F815	CHB Consultation Group (2 units)
I808	CHB Dissertation Design (2 units)
T802	OPAS: Conflict Management (3 units)

*Students have the option of taking one of the following clinical psychology courses as an elective or one of the four ethnic psychology electives:

T721a	Pro Seminar: Cognition/Emotion (3 units)
T721c	Pro Seminar: Physiological Psychology (2 units)
T5xx	Theories of Personality (3 units)
T801	Advanced Psychopathology (3 units)
P516	Foundations of Assessment: Intelligence Testing (including Lab, 4 units)
P820	Psychopharmacology (2 units)

Ethnic Psychology Electives:

Psychology of African Americans
Psychology of Latino/Hispanic Americans
Psychology of Asian Americans
Psychology of Native Americans
Psychology of Women

NOTE: Doctoral degree requirements total 115 units. The PsyD in Culture and Human Behavior curriculum is evaluated and adjusted on an ongoing basis. Curriculum requirements are subject to change.

UNITED STATES INTERNATIONAL COLLEGE OF BUSINESS (USICB)

The mission of theUSICB is to 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 other 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; and
- experiential—to provide practical experience working with multicultural teams on practical problems in organizations.

Systemwide Dean: Dr. Mink Stavenga
Building: A
Phone: (858) 635-4697
Fax: (858) 635-4528
E-mail: business@alliant.edu

Assistant Dean: Dr. Ali Abu-Rahma
Building: A
Phone: (858) 635-4571
Fax: (858) 635-4528
E-mail: arahma@alliant.edu

USICB programs provide the following outcomes for traditional and non-traditional, domestic and international student clients.

- Undergraduate programs provide a liberal and intercultural education; understanding of business, management, information systems and technology, hospitality, or tourism disciplines; proficiency in selected disciplines; understanding of the overall dynamics of organizations; skill in critical thinking; and competence in interpersonal, oral, written, quantitative, and computer skills. The undergraduate programs prepare students for advanced study and entry level professional positions.
- 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 generic, 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.

TheUSICB is committed to excellence in the formulation and delivery of programs in 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; and
- a mutually supportive faculty – student community.

DEGREE PROGRAMS

USICB programs at different locations are shown in Tables 2A,B,C.

Bachelor's Degrees

Business Administration (B.S.)
Hotel and Restaurant Management (B.S.)
Information Systems and Technology (B.S.)
International Business Administration (B.S.)
Management (B.S.)
Tourism Management (B.S.)

Concentrations

Accounting
Applications*
Entrepreneurship
Finance
Hotel and Restaurant Management
Information Systems
Integrated Studies
Management
Marketing
Networking*

*Concentration available only to students in the Information Systems and Technology

major. Students at USIU in Nairobi may select a combination of both concentrations.

Minors

A flexible minor program in any of the six undergraduate majors offered through the USICB may be developed in consultation with an academic advisor. Minors are also available in any major offered in other departments at AIU.

Master's Degrees

Master of Business Administration (M.B.A.)

Master of International Business Administration (M.I.B.A.)

Concentrations

Finance
Information and Technology Management
Integrated Studies
Marketing
Strategic Management

Master of Science in Management and Organizational Development (available only at USIU in Nairobi and AIU – Mexico City)

Certificate Program

Global Logistics Specialist Certificate and Professional Designation Program
UCSD-AIU Graduate Certificate Program in Strategic Management (University of California San Diego and Alliant International University)

Doctoral Degree

Doctor of Business Administration

Concentrations

International Business with specializations in:
Finance
Marketing
Strategic Management

BACHELOR'S PROGRAMS

The total units required for a bachelor's degree is 186 units. All courses are four units unless otherwise indicated

General Education

General Education Requirements 78 units

The First Year Experience 4 units

The First Year Experience is taught as a combined lecture and small seminar course. It is designed primarily for new students who have no previous college or university experience. Transfer students with less than 48 credits may be required to take the First Year Experience course. The First Year Experience course may not be used for an elective and is open only to first year students.

The First Year Experience consists of the following:

FYE 1010 Planning and Strategies for Success (Not offered at the San Diego campus)
or
HUM 1020 Interdisciplinary Explorations: The Good Life (Required at the San Diego campus only)

Core Curriculum: Symbolic Systems and Intellectual Skills 38 units

WRITTEN, ANALYTICAL, CRITICAL THINKING SKILLS 8 UNITS
ENG 1106 Composition I (WI)
ENG 2206 Composition II (WI)

QUANTITATIVE AND TECHNOLOGICAL SKILLS 12 UNITS

IST 1010 Introduction to Information Systems
MTH 2210 Introduction to Applied Statistics
Choose one from the following:
MTH 1109 College Algebra
MTH 1205 Introduction to Mathematical Modeling
MTH 1305 Calculus for Business and the Behavioral Sciences

GLOBAL AND MULTICULTURAL PERSPECTIVES 16 UNITS

COM 1500 Intercultural Communication (WI)
Language Studies (12 units)

Students must have credit for a foreign language or must take up to a three-course foreign language sequence of one language. AIU's San Diego campus offers courses in English, French, Japanese, and Spanish. USIU in Nairobi offers courses in English, French, Japanese, Spanish, and Swahili. The AIU – Mexico campus offers courses in English and Spanish.

Students at AIU may meet the foreign language requirement in one of the following ways:

1. Successful completion of a three-course sequence of one foreign language at AIU;
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); or
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.

COMMUNITY SERVICE 2 UNITS
CMS 3700 Community Service

Global Perspectives Through the Humanities 16 units

Note: One course must be designated Writing Intensive. Writing Intensive (WI) courses have the following minimum standards:

1. At least 3250 written words;
2. at least four different pieces of writing, one of which must be written in class;
3. a variety of writing assignments, such as expository essays and research;
4. writing that demonstrates higher order thinking through collecting, analyzing, and evaluating data;
5. writing evaluation based 50 percent on content and 50 percent on form.

See course descriptions to identify (WI) courses.

HUM 1000 World Civilization (Required at San Diego and USIU in Nairobi)

Choose three courses in the humanities, two of which must be upper division. Choose one from each of the following areas: fine arts, literature, and philosophy.

**Global Perspectives
Through the Social Sciences** 12 units

Note: One course must be designated Writing Intensive (WI). See course descriptions to identify (WI) courses.

ECO 1010 Principles of Microeconomics
ECO 1020 Principles of Macroeconomics

Choose one upper division course in the social sciences from the following areas: economics, geography, history, international relations, political science psychology, and sociology.

**Global Perspectives
Through the Natural Sciences** 8 units

Note: One course must be designated Writing Intensive (WI). See course descriptions to identify WI courses.

Choose one from the following:

ENV 2000 Introduction to Environmental Studies (WI)
ENV 2001 Sustainable Resource Management (WI)
ENV 3500 Regional Environment
ENV 3800 Environmental History (WI)
NSC 2212 Life, Environment and Society (USIU in Nairobi only)
NSC 3304 Biology and the Environment (WI)

Choose one from the following:

NSC 2205 Human Physiology
NSC 2215 Introduction to Physical Mechanics
NSC 2216 Introduction to Earth Sciences

The Senior Experience

The Senior Experience is required for each undergraduate degree program. See page 96?? for complete description.

Bachelor of Science in Business Administration

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 186 units

General Education 78 units

See General Education on page 85??.

Major 72 units

LOWER DIVISION COURSES 24 UNITS

ACT 1010 Principles of Accounting I
ACT 2010 Principles of Accounting II
BUS 1010 Introduction to Business Organizations
BUS 2010 Business Mathematics
BUS 2020 Business Communications
IST 2040 Information Systems and Applications

UPPER DIVISION COURSES 48 UNITS

ACCT 4010 Managerial Accounting
BUS 3010 Business Law
BUS 3020 Production and Operations Management
BUS 4010 Small Business Entrepreneurship
BUS 4070 Business Values and Ethics
BUS 4090 Strategic Management
FIN 3010 Principles of Finance
MGT 3010 Overview of Management Practice
MGT 4030 Cross-Cultural Management
MKT 3010 Principles of Marketing
SEN 4800 Integrated Seminar
SEN 4900 Project
or
SEN 4910 Internship

Unrestricted Electives 16 units

2 Lower Division Courses
2 Upper Division Courses

Concentration (or Minor) 20 units

See minors listing on page 4?? and concentrations on page 84??.

Bachelor of Science in Hotel and Restaurant Management

The program in Hotel and Restaurant Management prepares students for careers in the hospitality industry with an emphasis on practical applications.

An effective manager needs practical experience in the industry. Students in the program are required to complete at least 1000 hours of work experience in the hospitality/tourism industry. Some students work part-time during the school year, while others work during the summer.

Degree Requirements 186 units

General Education 78 units

See General Education on page 85??.

Major 84 units

LOWER DIVISION COURSES 32 UNITS

ACT 1010 Principles of Accounting I
ACT 2010 Principles of Accounting II
BUS 2010 Business Mathematics
BUS 2020 Business Communications
HRM 2020 Rooms Division Management
HRT 1010 Introduction to Hospitality and Tourism Management
HRT 2010 Food Production
IST 2040 Information Systems and Applications

UPPER DIVISION COURSES 52 UNITS

BUS 3010 Business Law
BUS 4090 Strategic Management
HRM 3010 Food and Beverage Cost Control
HRM 3020 Catering Management
HRM 3050 Hotel and Restaurant Managerial Accounting and Finance
HRM 4010 Restaurant Development and Operations
MGT 3010 Overview of Management Practice
MGT 4030 Cross-Cultural Management
MGT 4040 Human Resources Management
MKT 3010 Principles of Marketing
MKT 4050 Services Marketing
SEN 4800 Integrated Seminar
SEN 4900 Project
or
HRT 4910 Internship

Unrestricted Elective 4 units

1 Lower or Upper Division Course

Concentration (or Minor) 20 units

See minors listing on page 4?? and concentrations on page 84??.

Bachelor of Science in Information Systems and Technology

This program will prepare students for jobs in the marketplace demanding systems and technology skills. In today's industry technology interfaces with business tasks in every function and department

Degree Requirements 186 units**General Education 78 units**

See General Education on page 85??.

Major 88 units**LOWER DIVISION COURSES 24 UNITS**

- ACT 1010 Principles of Accounting I
 ACT 2010 Principles of Accounting II
 BUS 1010 Introduction to Business Organizations
 BUS 2010 Business Mathematics
 BUS 2020 Business Communications (Students at USIU in Nairobi are required to take IST 2020 Introduction to Programming instead of BUS 2020)
 IST 2040 Information Systems and Applications

UPPER DIVISION COURSES 64 UNITS

- BUS 3010 Business Law
 BUS 3020 Production and Operations Management (Students at USIU in Nairobi are required to take IST 3020 Principles of Operating Systems, instead of BUS 3020)
 BUS 4070 Business Values and Ethics
 BUS 4090 Strategic Management
 FIN 3010 Principles of Finance
 IST 4010 Advanced Information Systems
 IST 4020 Systems Analysis and Design
 IST 4030 Database Management Systems
 IST 4040 Decision Support Systems
 IST 4050 Global Information Systems
 IST 4060 Telecommunications and Networks
 IST 4070 Object-Oriented Programming (Required at USIU in Nairobi only)
 IST 4090 Internet and Web Development

(Required at the San Diego campus only)

- MGT 3010 Overview of Management Practice
 MKT 3010 Principles of Marketing
 SEN 4800 Integrated Seminar
 SEN 4900 Project (Students at USIU Nairobi are required to take IST 4900 Information Systems Project, instead of SEN 4900)
 or
 SEN 4910 Internship (Students at USIU Nairobi are required to take IST 4910 Information Systems Internship, instead of SEN 4910)

Concentration (or Minor) 20 units

See minors listing on page 4?? and concentrations on page 84??.

Bachelor of Science in International Business Administration

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 186 units**General Education 78 units**

See General Education on page 85??.

Major 72 units**LOWER DIVISION COURSES 24 UNITS**

- ACT 1010 Principles of Accounting I
 ACT 2010 Principles of Accounting II
 BUS 1010 Introduction to Business Organizations
 BUS 2010 Business Mathematics
 BUS 2020 Business Communications
 IST 2040 Information Systems and Applications

UPPER DIVISION COURSES 48 UNITS

- ACT 4010 Managerial Accounting
 BUS 3010 Business Law
 BUS 3020 Production and Operations Management
 BUS 4090 Strategic Management
 FIN 3010 Principles of Finance
 IBA 4010 International Business Operations
 IBA 4020 International Economics and Trade
 MGT 3010 Overview of Management Practice

MGT 4030 Cross-Cultural Management

MKT 3010 Principles of Marketing

SEN 4800 Integrated Seminar

SEN 4900 Project

or

SEN 4910 Internship

Unrestricted Electives 16 units

2 Lower Division Courses

2 Upper Division Courses

Concentration (or Minor) 20 units

See minors listing on page 4?? and concentrations on page 84??.

Bachelor of Science in Management

The Management program prepares students for a growing world-wide demand for business school graduates who are recognized for having core competencies and problem solving skills needed to manage scarce resources and to make effective decisions in an increasingly complex global business environment.

Degree Requirements 186 units**General Education 78 units**

See General Education on page 85??.

Major 88 units**LOWER DIVISION COURSES 24 UNITS**

- ACT 1010 Principles of Accounting I
 ACT 2010 Principles of Accounting II
 BUS 1010 Introduction to Business Organizations
 BUS 2010 Business Mathematics
 BUS 2020 Business Communications
 IST 2040 Information Systems and Applications

Upper Division Courses 64 units

- ACT 4010 Managerial Accounting
 BUS 3010 Business Law
 BUS 3020 Production and Operations Management
 BUS 4010 Small Business Entrepreneurship
 BUS 4070 Business Values and Ethics
 BUS 4090 Strategic Management
 ENT 4020 Management of Entrepreneurial Ventures
 FIN 3010 Principles of Finance

MGT 3010 Overview of Management Practice
 MGT 4010 Dimensions of Leadership and Management
 MGT 4030 Cross-Cultural Management
 MGT 4040 Human Resource Management
 MGT 4050 Total Quality Management
 MKT 3010 Principles of Marketing
 SEN 4800 Integrated Seminar
 SEN 4900 Project
 or
 SEN 4910 Internship

Concentration (or Minor) 20 units

See minors listing on page 4?? and concentrations on this page.

Bachelor of Science in Tourism Management

The specialization in Tourism Management gives students the preparation necessary for careers in the travel and tourism industries. These include tour operating companies, airlines, rental car companies, and government offices that promote travel and tourism. Internship opportunities with travel and tourism companies augment the classroom experiences in the program.

An effective manager needs practical experience in the industry. Students in the program are required to complete at least 1000 hours of work experience in the hospitality/tourism industry. Some students work part-time during the school year while others work during the summer.

Degree Requirements 186 units

General Education 78 units

See General Education on page 85??.

Major 88 units

LOWER DIVISION COURSES 32 UNITS
 ACT 1010 Principles of Accounting I
 ACT 2010 Principles of Accounting II
 BUS 2010 Business Mathematics
 BUS 2020 Business Communications
 HRM 2020 Rooms Division Management
 HRT 1010 Introduction to Hospitality and Tourism Management
 HRT 2010 Food Production

IST 2040 Information Systems and Applications

UPPER DIVISION COURSES 56 UNITS

BUS 4090 Strategic Management
 FIN 3010 Principles of Finance
 HRM 3020 Catering Management
 HRT 3010 Convention and Meeting Management
 IBA 4020 International Economics and Trade
 MGT 3010 Overview of Management Practice
 MGT 4030 Cross-Cultural Management
 MGT 4040 Human Resources Management
 MKT 3010 Principles of Marketing
 MKT 4050 Services Marketing
 SEN 4800 Integrated Seminar
 SEN 4900 Project
 or
 SEN 4910 Internship
 TOU 4010 Tourism Management
 TOU 4030 Tourism Economics

Concentration (or Minor) 20 units

See minors listing on page 4?? and concentrations listed below.

Concentration Courses

The following concentrations are available to students who are seeking an undergraduate degree in the USICB.

Accounting:

ACT 3010 Accounting Information Systems
 ACT 4020 Financial Accounting I
 ACT 4030 Financial Accounting II
 ACT 4040 Cost Accounting
 ACT 4050 International Accounting

Applications:

(Available only to Information Systems and Technology majors.)
 APP 4010 Visual and Object Programming
 APP 4020 Knowledge Engineering and Expert Systems
 IST 4080 Backend Database and Structured Query Language
 MMC 3015 Creative Multimedia Workshop (Students at USIU Nairobi are required to take APP 4030 Information Systems Engineering, instead of MMC 3015)

MMC 4005 Human-Computer Interface Design (Students at USIU Nairobi are required to take IST 4090 Internet and Web Development, instead of MMC 4005)

Entrepreneurship:

BUS 4010 Small Business Entrepreneurship
 Students in the Bachelor of Science in Business Administration program who choose this concentration will take an upper division business elective instead of BUS 4010.
 ENT 4010 International Dimensions of Entrepreneurship
 ENT 4020 Management of Entrepreneurial Ventures
 ENT 4030 Importing and Exporting: Regulations, Licensing, and Documentation
 ENT 4040 On-line Entrepreneurship

Finance:

FIN 3020 Financial Information Systems
 FIN 4010 International Managerial Finance
 FIN 4020 Corporate Finance
 FIN 4030 Investments
 FIN 4040 Money and Capital Markets

Hotel and Restaurant Management

HRM 2020 Rooms Division Management
 HRT 2010 Food Production
 HRM 3050 Hotel and Restaurant Managerial Accounting and Finance
 MKT 4050 Services Marketing
 Elective One upper division Hotel and Restaurant Management course

Information Systems:

IST 4010 Advanced Information Systems
 IST 4020 Systems Analysis and Design
 IST 4030 Database Management Systems
 IST 4040 Decision Support Systems
 IST 4050 Global Information Systems

Integrated Studies:

Students in the Bachelor of Science in International Business Administration take the following courses:

ACT 4050 International Accounting
 ENT 4010 International Dimensions of Entrepreneurship

FIN 4010 International Managerial Finance
 IST 4050 Global Information Systems
 MKT 4010 International Marketing

Students in the Bachelor of Science in Business Administration choose one course from five different concentrations.

Management:

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 3020 Marketing Information Systems
 MKT 4010 International Marketing
 MKT 4020 Marketing Research
 MKT 4030 Marketing Communications and Buyer Behavior
 MKT 4050 Services Marketing

Networking:

(Available only to Information Systems and Technology majors.)

IST 4080 Backend Database and Structured Query Language
 MMC 3015 Creative Multimedia Workshop (Students at USIU Nairobi are required to take NET 4030 Internet Architecture and Protocols, instead of MMC 3015)
 NET 4010 Client-Server and Distributed Systems
 NET 4020 Network Management
 IST 4090 Internet and Web Development (Required at USIU in Nairobi only)
 NET 4040 New Topics in Telecom Management (Required at the San Diego campus only)

MASTER'S PROGRAMS

Admission Criteria for Master's Programs and the Certificate Program in Strategic Management

While applicants are selected for entrance to AIU's graduate programs on the basis of their

composite applications, the following items are integral 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 dean of the USCIB.
- An index score of 950 is usually the minimum needed for full admission to all master's programs. The total index score is derived by multiplying the undergraduate grade point average times 200 (e.g., 3.0 x 200 = 600), and then adding the score obtained on the Graduate Management Admission Test (GMAT). For students with a low GMAT score, or those who have not taken the exam, admission can only be granted on a conditional basis, provided that:

- a) an acceptable undergraduate GPA is presented; and
- b) the student enrolls in the USIU GMAT preparatory course, takes the GMAT test during the first quarter of enrollment, and presents a satisfactory index score within one quarter of enrollment.

- Meeting the minimum index score does not guarantee admission.
- 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 AIU's English Proficiency Test.

Please refer to the admissions 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 dean, have up to 12 quarter units transferred into their programs. In addition, for applicants who have completed identical upper

division business courses with a grade of B, or higher, credit may be obtained for up to three master's courses. Students desiring to receive credit for any prior coursework will need to make a formal request which includes:

- a list of the AIU courses for which the student is interested in getting credit;
- official transcript(s) indicating courses that may be equivalent; and
- 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 AIU program as described in the current catalog.

These materials are submitted to the designated faculty for review. Final approval will rest with the dean of the USCIB.

Master of Business Administration

Degree Requirements 60 units

Core Courses 20 units

ACT 6010 Managerial Accounting
 BUS 6020 Strategic Management
 FIN 6000 Managerial Finance
 IBA 6060 Culture, Values, and Ethics in a Global Society
 MKT 6000 Managerial Marketing

Students following the M.B.A track must take the following four courses: 16 units

BUS 6210 Business Statistics (Required at USIU in Nairobi)
 or
 BUS 6900 Capstone (Required at the San Diego campus)
 ECO 6010 Managerial Economics
 MGT 6010 Human Resource Management Elective

Concentration: 24 units

Master of International Business Administration

Degree Requirements 60 units

Core Courses 20 units

ACT 6010 Managerial Accounting

BUS 6020	Strategic Management	(Required at the San Diego campus only)
FIN 6000	Managerial Finance	
IBA 6060	Culture, Values, and Ethics in a Global Society	IST 6710 Information and Technology Management Internship
MKT 6000	Managerial Marketing	or IST 6850 Project

Students following the M.I.B.A. track must take the following four courses: 16 units

BUS 6210	Business Statistics (Required at USIU in Nairobi)
or	
BUS 6900	Capstone (Required at the San Diego campus)
IBA 6010	Legal Environment of International Business
IBA 6030	International Economics and Trade Elective

Concentration: 24 units

Concentrations

The following concentrations are available to students who are seeking a master's degree in the USICB.

Finance

BUS 6210	Business Statistics (Required at the San Diego campus)
or	
FIN 6800	Seminar in Finance (Required at USIU in Nairobi)
FIN 6010	Investments
FIN 6030	International Financial Markets
FIN 6040	Information Systems Applications in Finance
FIN 6710	Finance Internship
or	
FIN 6850	Project Elective

Information and Technology Management

IST 6010	Technology and Systems Trends
IST 6020	Data and Information Services Management
IST 6030	Telecommunications and Network Applications
IST 6040	Decision Support Systems (Required at USIU in Nairobi only)
IST 6050	Decision Support Systems
IST 6060	Managing Electronic Business

Integrated Studies

Students in the Master of Business Administration program take the following courses:

BUS 6210	Business Statistics
BUS 6820	Business Internship
or	
BUS 6850	Project
IST 6010	Technology and Systems Trends
MKT 6020	Marketing Research
2 Electives	

Students in the Master of International Business Administration program take the following courses:

FIN 6030	International Financial Markets
IBA 6710	International Business Internship
or	
IBA 6850	Project
IST 6010	Technology and Systems Trends
MKT 6040	Global Marketing Strategy
2 Electives	

Marketing

MKT 6010	Marketing Communications Strategy
MKT 6020	Marketing Research
MKT 6040	Global Marketing Strategy
MKT 6050	Information Systems Applications in Marketing
MKT 6710	Marketing Internship
or	
MKT 6850	Project Elective

Strategic Management

BUS 6120	Strategic Responses to Turbulent Environments
BUS 6130	Management Design and Management of Organizational Transformations
BUS 6140	Management of Technological Creativity and Innovation

BUS 6150	Contributors to Strategic Management
BUS 6710	Strategic Management Internship
or	
BUS 6850	Project
IBA 6020	Transnational Strategic Management

Prerequisites for the Master's Degrees

A student's academic transcripts and work experience will be evaluated and, if any prerequisites are lacking, appropriate survey courses must be taken. All survey courses are 2 units each with the exception of BUS 5100 (Business Communications) which is 4 units. The survey courses are:

BUS 5010	Survey of Accounting
BUS 5020	Survey of Finance
BUS 5030	Survey of Marketing
BUS 5040	Survey of Production/Operations Management
BUS 5050	Survey of Economics
BUS 5060	Survey of the Legal Environment of Business
BUS 5070	Survey of Management Practice
BUS 5080	Survey of Information Systems
BUS 5090	Survey of Business Statistics
BUS 5100	Business Communications (4 units)
BUS 5110	Computer Application Skills

UCSD-AIU Graduate Certificate Program in Strategic Management

(Offered only in San Diego)

The UCSD-AIU Graduate Certificate Program in Strategic Management is designed to give professionals the knowledge and tools to examine their organization from a strategic perspective in assessing and evaluating the opportunities and the dangers presented in their business environment, and planning and executing appropriate action to respond to that situation. The processes presented in the curriculum may be applied not only at a corporate level, but 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 (UCSD) Extension and the Alliant International University (AIU), San Diego Campus. The USICB at AIU 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 AIU 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 AIU 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

Required Courses 21 units

The following courses are taken at AIU and are four units unless otherwise indicated:

BUS 6020 Strategic Management
BUS 6110 Competitive Strategy Formulation
BUS 6120 Strategic Responses to Turbulent Environments
BUS 6130 Management Design and Management of Organizational Transformation

The following courses are taken at UCSD:

UCSD Implementing Strategy Using Project Management Principles

UCSD Directed Studies in Strategic Management (1 unit) Taken at the completion of all other coursework

Elective Courses

Completion of all the courses listed in one functional area below is required. The following courses are offered by UCSD and are four units unless otherwise indicated:

FINANCIAL MANAGEMENT

UCSD Financial Accounting for Non-Accountants
UCSD Financial Management and Analysis I
UCSD Business Economics
UCSD Financial Strategy: Sources of Capital and Business Planning (3 units)

MARKETING AND COMMUNICATION

UCSD Elements of Marketing
UCSD Market and Customer Research (3 units)
UCSD Public Relations (3 units)
UCSD Marketing Strategy and Management (3 units)

LEADERSHIP AND ORGANIZATION

UCSD Leadership I (3 units)
UCSD Assessing Professional Strengths (2 units)
UCSD Work Team Concepts and Skills (3 units)
UCSD Organizational Dynamics

INTERNATIONAL BUSINESS

UCSD International Finance and Capital Markets (3 units)
UCSD Reaching International Marketing (3 units)
UCSD New Patterns of Management in a Global Economy (3 units)
UCSD Competitive Strategy in International Trade (3 units)

Global Logistics Specialist (GLS®) Program

(Offered only at the San Diego campus.)

The GLS® Program is a certificate/professional designation program offered at AIU's San Diego campus under a license from the Center for International Trade and Transportation at California State

University, Long Beach. The program provides a unique understanding of both how the supply chain works and also the costs associated with moving freight. The GLS® Program is designed to prepare professionals in planning, implementing, and controlling the storage of goods and services from the point of origin to the point of consumption.

The GLS® Program is composed of five independent modules:

Module 1 Overview and Introduction to Global Logistics

Module 2 Transportation and Logistics Management

Module 3 Legal, Financial and Risk Management Issues

Module 4 World Trade, Government and Regulatory Bodies

Module 5 Customer Service, Technology and Industry Trends

Students will receive the GLS® certificate upon the completion of Module 1 and 2. The professional designation will be granted to those who complete all of the Modules.

Note: Students who receive the professional designation may be eligible to obtain up to 8 units of credit toward an undergraduate or graduate degree program in the USICB.

Master of Science in Management and Organizational Development

(This course of study is offered only at USIU in Nairobi and AIU – Mexico.)

The Master of Science in Management and Organizational Development is designed for individuals in management positions who seek more extensive knowledge of the human component in the organizational environment. It focuses upon how work environments are organized and the relationship between human resources and business methods.

Transfer credits are not accepted for the Master of Science in Management and

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) Program at AIU 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 six 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 11 weeks of intensive study. Successful completion of a competency level requires a 75 percent overall mastery on coursework and the final examination.

Undergraduate students who come to AIU from countries where English is not the first language are exempt from ESL courses if they have a score of 550 or higher (213 computer based) 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 ESL. Students who have lower TOEFL scores or who have not taken the TOEFL are given the AIU English Proficiency Examination. In addition, students who complete level 8 EF International Language School's, AIU-based, academic program will be exempt from the AIU English Proficiency Examination. Based on test results, students are either assigned to one or more ESL courses or allowed to begin their degree program immediately. On the English Proficiency Examination, reading, structure, writing, listening, and speaking skills are evaluated separately so that students may place at different levels in different skills.

In addition, AIU also has a variety of short term and special group programs. For more information on these programs, or the 11-week Intensive program, contact:

ESL Program
10455 Pomerado Road, (M-11)
San Diego, CA 92131, USA
Phone: (858) 635-4628
Fax: (858) 635-4690
E-mail: esl@alliant.edu

COURSES

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.

FORMERLY-ALLIANT UNIVERSITY COURSE DESCRIPTIONS

The formerly-Alliant University course numbers contain a letter designation, followed by a three-digit number.

Offerings at the San Francisco Bay location are assigned numbers as follows:

- 001-199 Entry level requirements designed for entering students; occasionally may be taken by students from other year levels requiring special remediation
- 200-299 Electives, workshops, and labs usually available to any student regardless of year level
- 300-699 Required courses and electives designed for the first two years of the standard program; also available to students at other year levels
- 700-899 Required courses and electives designed for the last three years of the standard program; available to first and second year students under special circumstances

Offerings at other formerly-Alliant University campuses are assigned numbers as follows:

- 001-199 Entry level requirements designed for entering students; remedial courses
- 200-499 All campus electives available to any student regardless of year level

500-799 Courses designed for the first two years of the standard program; sometimes available to students who have received credit for previous graduate work or to third and fourth year students under special circumstances

800-999 Courses designed for the third, fourth, and fifth year of the standard program; available to first and second year students entering with credit for previous graduate work under special circumstances

AT FRESNO

Culture and Society

C422 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.

C528 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.

C548S 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:* completion of G1 year in COS Master's or doctoral program.

Applied Research

I400M Introduction to Statistics (3 units)
This course reviews frequency distributions, measures of central tendency, variability, t-tests, ANOVA, multiple regression, correlations, and factor analysis. Students are also introduced to d-BASE and SPSSX programs, and are required to enroll in the 1 unit Statistics Laboratory.

I401M Statistics Laboratory (1 unit)
Statistics laboratory accompanies the Introduction to Statistics course. Students learn how to use data base programs and SPSSX.

I402 Advanced Statistics (3 units)
Principles underlying statistical hypothesis testing, distributions (including sampling and F distributions), measures of central tendency, variability, t-tests, ANOVA, and regression. Covers ANCOVA, repeated measures and nonparametric statistics.

I403 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). *Pre-requisites:* I402

I404 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.

I410a-z 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.

I500M Psychometric Theory and Survey Design (2 units)
Reviews the basics of classic psychometric theory and introduces students to response or latent-trial theories. The curriculum focuses on data collection, levels of measurement, reliability, validity, scale and survey construction, and interpreting results.

I511M Action Research (2 units)
This course focuses on the applied research and consulting skills involved in organizational entry, the design and evaluation of interventions, data collection, analyses, and feedback.

1520M 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.

1521M Thesis (6 units)

Students identify and define a particular organizational problem, develop a causal hypothesis, establish data collection and analysis strategies, design and construct appropriate intervention, evaluate impact of the intervention on the organization, and write and present the research project.

1525S Methods: Data Analysis and Program Evaluation (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.

1530F Psychology Testing I (3 units)

This course will provide the forensic psychologist with a practical and technical overview of the major psychological tests encountered in forensic practice. The focus will be on intellectual assessment along with the specialized tests used in forensic settings.

1531F Psychological Testing II (3 units)

This course will provide the forensic psychologist with a practical and technical overview of the major psychological tests encountered in forensic practice. The focus will be on objective and projective measures of personality along with the specialized tests used in forensic settings.

1552F Program Evaluation (3 units)

This course focuses on research methods relevant to program evaluation. Emphasis will be given to quasi-experimentation and quantitative measures.

Prerequisites: 1561aF and 1561bF

1554 Introduction to Multiple Research Methods (2 units)

An introduction to the theories and scientific methods used by clinical psychologists in their research. Faculty survey research, programs, theories, and methods in the areas of their specialization, and discuss needs for further study. Course facilitates development of the literature search process and the use of other bibliographical resources.

1555-559 Research Methods (4 units)

An examination of experimental research methods and principles in psychology. Students must take at least two of the research methods listed below:

1555 Qualitative (2 units)

1556 Ethnography (2 units)

1557 Phenomenological (2 units)

1558 Multivariate Statistics (2 units)

1559 Structural Equation Modeling (2 units)

1555F Qualitative Research Methods (2 units)

An examination of forensic qualitative research methods and principles.

1560a,b Data Analysis 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.

1561a,b Data Analysis and Research Design (3,3 units)

Includes descriptive, parametric, and non-parametric statistics; psychological measurement; factorial and multivariate research designs; and introduction to computer use.

1561aF Research Design (3 units)

Same as 1561a, but with an emphasis on forensic research design.

1561bF Forensic Data Analysis (3 units)

Same as 1561b, but with an emphasis on forensic data analysis sets.

1600M Directed Study (3 units)

In this 15-week course, students learn the basic principles, procedures, and methods of diagnosing organizational problems and implementing and evaluating organization improvement plans. The course focuses on action research procedures, as well as the skills related to trouble-shooting work and organizational problems. Students also write and present a brief report.

1615S Introduction to Multiple Research Methods (Paradigms of Inquiry) (3 units)

Explores alternative ways of understanding related to the development of basic and applied knowledge in the social sciences. Examines traditional and non-traditional points of view and their relationships to the ways in which evidence and data are gathered in organizational research and consultation.

1650F Legal Research (2 units)

This course introduces students to some of the practical tools relevant to medico-legal research, writing, and analysis. Interpreting case law, understanding the implications for court rulings, and considering policy implications are also discussed.

1651 Advanced Legal Research (2 units)

Advanced seminar in legal research in the forensic setting. *Prerequisite:* 1650F

1700a,b PsyD Proposal Development I, II (2,2 units)

Course assists PsyD students in the development of a research proposal to be used in conjunction with the PsyD dissertation.

1700a,bF PsyD Proposal (2 units)

Course assists PsyD students in the development of a forensic PsyD dissertation.

1701b First Year, Second Semester PhD Research Practicum (3 units)

Course assists first year PhD students in the development of research to be used in conjunction with the doctoral dissertation.

1702a,b Second Year PhD Research Practicum (3,3 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.

1703 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.

1704a,bF PhD Proposal Development

Course assists PhD students in the development of a research proposal to be used in conjunction with the forensic PhD dissertation. (3 units)

1705a,bF Research Colloquia (3,3 units)

The actual experience each semester of making a presentation based on forensic research.

1800 PsyD Dissertation (3,3 units)

Required of third year PsyD students. Planning, designing, and carrying out a PsyD dissertation.

1801 Doctoral Dissertation (10,10 units)

Required of fourth year PhD students. Planning, designing, and carrying out a dissertation proposal.

1810a,b,c,dF Forensic PhD Dissertation (3,3,3,3 units)

Planning, designing and carrying out a forensic dissertation proposal.

1802 Doctoral Dissertation Extension (6-9 units: 6 for part-time, 9 for full-time)

Required each semester until the dissertation is completed. (DE1 and DE2)

1803 Dissertation Extension (4 units)

Required of all dissertation extension students attending less than half-time status. (DEX Students)

1804 PsyD Dissertation Extension (6-9 units: 6 for part-time, 9 for full-time)**Field Experiences****F200 Elective Practicum (1-3 units)**

In addition to the required practicum experience, students gain further professional experience in this elective course.

F200M Practicum/Internship (2-8 units)

A practicum at a local organization involving responsible work, organization development, or applied research experiences. Each student is under the direct supervision of a CSPP faculty member.

F310b Clinical Practicum (3 units)

PsyD first year students obtain 15 hours per week of experience in an appropriate setting.

F500a,b Second Year Clinical Practicum (5,5 units)

Prepares students to function as interns in psychological agencies. 15 hours per week advanced practicum.

F500a,bF Second Year Forensic Practicum (5,5 units)

Experience in a forensic setting.

F500S Field Placement in Organizations (4 units)

Supervised organizational development experience

F510a,bF Applied Forensic Research Placement (3,3 units)

Experience in a forensic setting.

F800a,b Third Year Clinical Practicum (5,5 units)

Experience in a mental health setting for 15 hours per week.

F800a,bF Third Year Forensic Practicum (5,5 units)

Experience in a forensic setting.

F810a,bF Applied Forensic Research Placement (3,3 units)**F850a,bF Integrated Forensic Research Placement (7,8 units)**

Forensic placement setting integrated with forensic research.

F899a,b Full-Time Predoctoral Internship (15,15 units)

Experience in a multidisciplinary mental health setting which meets California requirements for licensure. Forty hours per week, 2080 hours total.

Personal Growth**Professional Psychotherapy**

All candidates for the clinical PhD and PsyD and forensic PsyD doctoral degree must complete 30 hours of individual psychotherapy with a licensed clinical psychologist or an appropriate level professional.

Special Seminars**S202 Independent Study/Tutorial (1-3 units)**

Students in the clinical and the forensic programs, may pursue directed study developed in consultation with a faculty member in any theoretical, methodological, or applied area of interest to the individual student. Ongoing contact with an advisor for the approved units of study is necessary. May be used for supplemental units of study in conjunction with a regularly scheduled course.

S202M Independent Study (1-8 units)

Students may arrange to obtain individual instruction from faculty, and obtain instruction and experience in the following: writing literature reviews; participating in applied research or consulting activities; data collection; statistical analysis and interpretation; designing, conducting, and evaluating training programs; or organization development. Students may also attend management or professional development workshops and receive academic credit for their participation.

S220M Professional Workshops(1-8 units)

Students may attend management or professional development workshops and receive academic credit for their participation.

Advanced Seminars (1-8 units)

Seminars involve readings, student presentations, papers, and discussion on timely issues related to society, the community, businesses, industry, and organizations. Topics include total quality management, work stress, ethnocultural differences, organizational theory and structure, socio-technical systems theory, group processes, and transitions in organizations.

Professional Concepts**Theory****T220 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.

T225 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:* T220 which may be taken concurrently.

T226 Neuropsychological Assessment (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. *Prerequisite:* T225.

T227 Neuropsychological Interventions (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:* T225 and T226.

T425F Introduction to Forensics (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.

T426F Forensic Consultation (2 units)

The theory and practice of providing consultation services to forensic agencies and institutions. Working with law enforcement agencies, consultation in a prison setting, assisting probation and parole officers in working with offenders, and consultation to lawyers.

T427F Family Law (3 units)

This course examines the role the civil and criminal legal system assumes, through case and statutory decisions, in the lives of families. Specific attention is given to how such decisions are relevant to psychology and psychological practice.

T440F History of Western Criminology (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.

T450F Psychology, Law, and Public Policy (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 juveniles who have committed homicide. A separate course is offered on psychology, law, and public policy for juveniles where the themes or topic areas may vary.

T500F Theories of Personality (3 units)

An exploration of the major theories and descriptions of personality. This course will be primarily a seminar in which students are expected to explore and present research on the various explanations of human behavior.

T500M Organizational Behavior (formerly titled: Foundations of Organizational Behavior) (3 units)

Intensive 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

T501F Organizational Theory (Forensic) (2 units)

This course identifies and explores basic principles of organizational theory, relevant to the behaviors influencing the management of criminal justice agencies. Individual theorists and organizational metaphors are examined.

T501M Organizational 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. *Prerequisite:* T500M, Organizational Behavior.

T501S Adult Development (3 units)

This course 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 typically experienced 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, OP, and consulting psychology are discussed.

T503M Leadership and Management Behavior (3 units)

Definition and understanding of the differences and similarities of leadership and management theories, styles, approaches, and responsibilities. Theory is translated into practical application. The elements of planning, organizing, directing, staffing, coordinating/communicating, reporting/researching, and budgeting are examined.

T505M Personnel/Human Resource Management (3 units)

Course focuses on 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.

T510M Transitions in Organizations (2 units)

This course is designed to increase awareness of the issues surrounding transition in organizations. The elements of organizational transition and change are discussed as they relate to managers and employees.

T550 Sociocultural Bases of Behavior (3 units)

An examination of the impact of social and cultural factors on psychosocial conceptualization of human behavior.

T600 Psychopathology (3 units)

Diagnosis, classification, and etiology of psychological disorders in adults. Emphasis on holistic approaches and clinical application of theoretical materials.

Prerequisite: Undergraduate course in abnormal psychology.

T605S History and Systems of Organizational Studies (3 units)

Examines historical forces underlying the field of organizational psychology and ways in which these forces affect our understanding and participation in the field. Industrialism, post-industrialism, post-modernism, and discourse analysis explored through lectures, readings, and field research.

T669 Cognitive Affective Processes (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 will focus on cognitive precursors and consequences of emotional states as well as the biological and social bases of emotion.

T670 Life Span Development (3 units)

Developmental psychology from conception to death. Emphasis on the application of theoretical principles.

T815 History and Systems of Psychology (2 units)

Discusses the historical and philosophical background of psychology, as well as current systematic positions.

Professional Skills

Skills and Issues

P211a,b 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 material as an adjunct to the supervision provided by the first year student's field placement agency.

P240 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:* P520 or P520a.

P241 Advanced Family Therapy (1-2 units)

Selected topics or focused attention on one school of family therapy. *Prerequisite:* P240.

P245 Psychology and Family Law (2 units)

This course will help students interface as psychologists with the juvenile and family court systems.

P247F Police Psychology (2 units)

This course examines the critical issues confronting policing officers and how psychologists can address these issues. Police stress, cynicism, the use of force, organization constraints, etc., are explored in the context of how officers behave and how psychologists can assist in the administration of law enforcement justice.

P248F Forensic Mediation and Dispute Resolutions (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.

P249F Minority Populations and The Forensic System (2 units)

An examination of the cultural, ethnic, and racial characteristics of offenders as well as the theories developed to explain these ethnic characteristics. This course is designed to enable the forensic psychologist to deal with minority clients in a forensic setting in an effective manner.

P250F Counseling Forensic Populations (3 units)

A presentation of the general psychological issues typically seen in forensic populations. Specifically discussed will be methods of treatment planning and implementation of effective counseling techniques. While the adult criminal will be the focus of the course, alternative forensic settings such as custody dispute and juvenile justice will be covered. *Prerequisite:* P520 Introduction to Psychotherapy.

P251F 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.

P270 Introduction to Clinical Forensics (1 unit)

Overview of psychologist's role as an expert witness, considers ethics and issues related to forensic consultation.

P274 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.

P276 Pediatric Psychology (2 units)

Describes the major stresses for children who are hospitalized and ways of reducing those stresses.

P280 Object Relations (2 units)

Theoretical and clinical examination of major concepts in object relations, such as attachment theory, defensive strategies, and clinical applications.

P303 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.

P344M Colloquium Series (1-10 units)

This series of Saturday workshops exposes students to leaders in the fields of management and organizational behavior, the expertise of practicing organization consultants, and the experiences of business executives and managers. The workshops address timely social and organizational issues, as well as provide training in leadership, team development, and supervisory skills.

P360 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.

P361 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.

P362 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.

P402 Psychology of Women's Health (2 units)

The psychological impact of physiological and reproductive functions are considered in light of current social, political, legal, and ethical dilemmas.

P405 Introduction to Health Psychology (2 units)

Introduces students to behavioral medicine/health psychology through a series of lectures on various topics within the field.

P413 Behavioral Medicine Interventions (2 units)

Covers the various types of clinical interventions available in the fields of behavioral medicine/health psychology.

P418 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.

P419 Advanced Gay and Lesbian Issues and Psychotherapy (2 units)

Examines the cultural and political context surrounding the lives of gay, lesbian and bi-sexual individuals as a background for understanding salient psychotherapeutic issues. Developmental and relational tasks are re-defined. The therapeutic management of coming out, lesbian and gay health concerns, ethnocultural differences and internalization of oppression are among topics covered.

P460F Criminal Justice Administration and Management (3 units)

Considers the specific operation of criminal justice agencies from a systems analysis framework and assesses the role that psychologists play in responding to organizational issues confronting these agencies.

P500 Ethics (1 unit)

A basic introductory course on the ethical practice of psychology. Course is pragmatically rather than theoretically oriented.

P500F Ethics (1 unit)

A basic introductory course on the ethical practice of forensic psychology.

P501S Models of 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, organizational and adult life cycles, 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. *Prerequisite:* Organizational Behavior, T500M.

P502M Organizational Change and Development (3 units)

The basic principles and steps of planning and development in the organizational setting are explored in this course. An analysis of how strategic, operational, and tactical planning is used. Discusses the purpose and process of action planning. Emphasis is placed on understanding the basic organizational settings, and the stages and cycles of organizations. The principles of organizational development, organizational diagnosis, and organizational interventions will be discussed in the context of organizational and individual dynamics.

P505S The Individual in Organizations (3 units)

Emphasizes the role of the individual in contemporary organizational life. Covers socialization, effective patterns of communication, and the impact of leadership and organizational structure on the individual. Addresses individual approaches to learning and problem-solving, and the ways those approaches shape group and organizational behavior. Uses both didactic and experiential approaches to examine the individual/organizational interface.

P506M Ethnocultural Issues in the Workplace (3 units)

The purpose of this course is to help people and organizations value and manage employee diversity as a vital resource.

P506S Transitions in Organizations (3 units)

This course examines the importance of focusing on internal processes of transition we undergo when we are in a changing workplace. The stages of transition undergone while meeting objectives of a change process are examined. Ways to overcome barriers to change will also be discussed.

P507M Professional Ethics (2 units)

This course is intended to increase students' awareness of the ethical issues related to management and organizational behavior. Issues such as conflict of interest are explored in the context of both the moral and legal dimensions. This course includes discussions on the values and philosophy that are part of the decision-making process.

P509M Current Issues in Organization Behavior (3 units)

This course is designed to allow students the opportunity and forum to introduce and discuss the most current trends and issues in the field of organizational behavior.

P510a Personality Assessment (2 units)

The administration, scoring, and interpretation of objective measures of personality.

P510b Intellectual Assessment (3 units)

The administration, scoring, and interpretation of tests of intellectual function.

P510c Projective Assessment (3 units)

Development of competence in administration, scoring, and interpretation of the Rorschach and other projective devices. Prerequisites may apply.

P510dF Forensic Assessment (3 units)

An examination of the specific assessment issues encountered in forensic settings. This course discusses the typical questions encountered as well as the need to present psychological data in a way that is meaningful to the court system. Issues covered are competency evaluations, mental status at time of offense, compensation evaluations and child custody dispute issues. *Prerequisites:* Psychological Testing or equivalent, and Psychopathology or permission of instructor.

P510M Organizational Development Skills/Consultation (2 units)

This is a hands-on course designed to train students in skills related to selection and performance appraisal interviews, counseling and coaching poor performers, developing and leading work teams, team building, and organizational development. In addition to skills training, students will be introduced to basic supervisory skills and practices.

P510S Organizational Values and Ethics (3 units)

Develops conceptual tools and analytical strategies for an ethical analysis of decision making 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 social, organizational, and personal practices.

P511a Personality Assessment I: Methods (3 units)

Students learn the basics of administration, scoring and interpreting several major psychological assessment instruments including MMPI-2, PAI, Rorschach, TAT, Thematic Apperception Test, Draw A Person, Beck Depression Inventory and Beck Hopelessness Scale. Prerequisites may apply.

P511b Personality Assessment II: Integration (2 units)

Students learn to integrate data from major assessment instruments including MMPI-2, PAI, Rorschach, TAT, BDI, BHS, and Draw A Person into a psychological test report. Prerequisites may apply.

P520 Introduction to 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.

P520a Introduction 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.

P521a Introduction to Psychoanalytic Therapy (2 units)

Introduction to the concepts, methods, and techniques of classic psychoanalytic psychotherapy as developed by Freud, Brill, Jones, et al.

P522 Introduction to Analytic Psychology (2 units)

Prerequisites: P520 and P622.

P524 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.

P525S Consulting Skills (3 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.

P530 Current Developments in Analytic Psychotherapy (2 units)

Seminar in ideas and techniques of psychoanalytic psychotherapy as currently practiced in the clinical setting. *Prerequisite:* P622.

P531 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:* P622.

P532 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:* P622.

P551 Theory and Practice of Group Therapy (2 units)

Theories of group process and group therapy with emphasis on interventions through group modalities. Problems encountered by students doing group therapy in professional training settings are explored. *Prerequisite:* P520 or P520a.

P582 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.

P585 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.

P586 Play Therapy II: Interventions (2 units)

An experientially based course in which students learn an array of play techniques. *Prerequisite:* P585.

P590 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.

P615S OD in International Perspective (3 units)

Focuses on theory and research relevant to the design and implementation of organization development and change initiatives around the world, including in non-U.S. organizations as well as in multinational enterprises both inside and outside the U.S. Issues of and cultural and intercultural patterns and dynamics, globalization, and transnational activity frame the topics addressed during the semester.

P621 Cognitive Behavior Therapy (3 units)

Theory and practice in cognitive behavior therapies and cognitive behavioral approaches. *Prerequisite:* P520 or P520a.

P622 Analytic Psychodynamic Psychotherapy (3 units)

Investigates and develops intervention skills from an analytic and other psychodynamic psychotherapies. *Prerequisite:* P520 or P520a.

P623 Cognitive Behavioral Approaches to Treatment (3 units)

Examination and integration of various cognitive behavioral approaches to treatment. *Prerequisite:* PT525 and PT526.

P624 Analytic Approaches to Treatment (3 units)

Examination and integration of various analytic approaches to treatment. *Prerequisite:* PT525 and PT526.

P625 Family Systems Approach to Treatment (3 units)

Examination and integration of various family systems approaches to treatment. *Prerequisite:* PT525 and PT526.

P639 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.

P625S Human Resource Management (3 units)

Study of factors involved and methods used in planning the use of human resources in organizations. Discusses job analysis and methods of recruiting, selecting, and placing employees with an in-depth analysis of strategies used in validating selection instruments.

P626S Conflict Resolution and Negotiation

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:* G2 standing; [T581] or a graduate course in social psychology. (3 units)

P672 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.

P690S The Dyad and Group in Organizations (3 units)

Groups (departmental work units, teams, committees) are the basic building blocks of organizations. All other organizational forms are derived from these elemental social and structural units, through which the relationship between the individual and the organization is mediated. This course focuses on the ways groups develop over time, conceptual frameworks for analyzing group processes, groups as open systems, the impact of the effective dyad on group process, skillful intervention into the nature of group life.

P675 Adolescent Girls/Teen Women (2 units)

An examination of the development and identity formation of adolescent girls/teen women from a social constructionist perspective. The impact of social and contextual factors are considered, including cultural attitudes about women and girls, race, ethnicity, religion, sexual orientation and class, on young women's development. Problems that young women frequently bring to therapy are considered (e.g., eating disorders, self-mutilation, teen pregnancy).

P712 The Psychologist's Role in Child Custody (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.

P793 Educational Consulting: Developing Effective Interventions for Behavior and Learning Problems in Children (2 units)

An in-depth look at a model intervention program for young children ages two to five and at delivery of effective interventions to school-age children. Core competencies include teacher and parent interviewing, classroom observation and functional assessment, team-based problem solving, evaluating intervention design and outcome, and legal and ethical safeguards. Includes discussion of the Individualized Education Plan process, understanding medications for children, AB3632 services, wraparound family team processes, and emergency responses to trauma in schools.

P801 Advanced Ethics and Professional Issues (2 units)

Discusses current legislative developments affecting psychology, professional training, licensing, continuing education, and national health insurance. Focuses on ethical concerns of professional practice. *Prerequisite:* P500 or G3 standing.

P801S Advanced Seminar in Professional Issues (2 units)**Advanced Topics in Professional Practice Issues (2 units)**

Seminars involve readings, student presentations, papers, and discussion on timely issues related to society, the community, businesses, industry, and organizations.

P811a,b 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:* P211a,b

P820 Psychopharmacology (1 unit)

Discusses physiological and behavioral actions of psychoactive drugs. Focuses on principles of neuropharmacology and neurochemistry necessary to understand indication for and functioning of major psychoactive drugs used in medicine.

Professional Skills/Theory**PT525 Basic Foundations of Clinical Practice: 1A (5 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.

PT526 Basic Foundations of Clinical Practice: 1B (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.

PT527 Biological Foundations of Clinical Practice (4 units)

Basic biological foundations course examining and integrating biological bases of behavior and psychopharmacology.

PT528 Social Foundations of Clinical Practice (3 units)

Basic social foundation course examining and integrating sociocultural bases of behavior and life span development.

PT529 Ethical Foundations of Clinical Practice (2 units)

Basic foundations course examining professional issues, HMOs, PPOs, risk management and documentation.

PT530 Consultation/Education in Clinical Practice (1 unit)

Basic foundations course course examining EAPs, stress management, parenting and relationship education, conflict resolution and multidisciplinary.

PT531 Pragmatic Foundations of Clinical Practice (1 unit)

Basic foundations course examining accounting, marketing, advertising and MIS.

Intersession Classes

The Fresno campus may offer 1-2 unit free elective classes during winter and summer intersessions. Intersessions are three to four weeks in duration and classes are generally held on the weekends. Listed below are some examples of the types of classes that may be offered.

Criminal Personality (2 units)**Eating Disorders (1 unit)****Gay and Lesbian Issues and Psychotherapy (1 unit)****HIV/AIDS (1 unit)****AT LOS ANGELES****Applied Research****1004 Tests and Measurements (2 units)**

The study of the major principles of test development including test construction and methods for determining test validity and reliability. Also includes study of scaling methods including Guttman scales, Thurstone scales, Likert scales, and semantic differentials.

1300 Research Apprenticeship (1-2 units)

Working under a faculty member on an ongoing research project.

1499 Preliminary Dissertation Development (6 units)

Students work individually with faculty mentors to explore possible dissertation topics.

1500 Statistics (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.

1501A Advanced Statistics (3 units)

Principles underlying statistical hypothesis testing, distributions (including sampling and F distributions), measures of central tendency, variability, t-tests, ANOVA, and regression. Covers ANCOVA, repeated measures and nonparametric statistics.

1501B 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). *Prerequisites:* 1501A

1501C 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.

1502 Computer Statistics Laboratory (2 units)

Emphasizes use of PC-based software to conduct statistical analyses of data.

1509 PhD Pro-Seminar (1 unit)

Intended to introduce research faculty and to inform students of PhD dissertation procedures. Faculty present their research areas each week.

1510 Principles of Research Design (3 units)

Focuses on generating hypotheses and questions and understanding their relationship to research designs. Designs include experimental and quasi-experimental approaches. Internal and external validity considered along with sources of invalidity, including experimenter bias and subject reactivity.

1515a,b,c Practicum in Contemporary Research (2,3,3 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.

1517 Statistics Laboratory (1 unit)

Laboratory course for applying the concepts learned while concurrently taking 1500.

1520 Inquiry Skills II—Organizational Psychology (3 units)

Familiarizes students with an alternative to pure quantitative and statistically-based techniques of scientific investigation. Qualitative research methods including participant observation, interviewing and focus groups are reviewed. Qualitative data analysis techniques, writing and presenting qualitative research, and linking qualitative and quantitative designs are emphasized. Issues of trustworthiness (reliability and validity), ethics, politics, and emotions in qualitative research are also addressed.

1535a,b 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.

1540 PsyD Statistics (3 units)

Overview of appropriate statistical analysis taught toward the development of the ability to critically evaluate research and its application to clinical practice.

1541 PsyD Research Design (3 units)

Overview of research designs taught toward the development of the ability to critically evaluate research and its application to clinical practice.

1550 Psychological Measurement

Theory and assessment of individual differences in knowledge, skills, abilities, attitudes and psychological traits. Includes item construction and analysis scaling techniques, and methods for estimating reliability and validity. Covers both classic and modern measurement theories related to item and scale bias, test equating, minimum competency assessment, and mastery testing. (3 units)

1600a,b Second Year Research Project (1,4 units)

A two semester course in which students conduct an independent research project under the supervision of the 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.

1700 Preliminary Dissertation Development—Organizational Psychology (6 units)

Students work with faculty mentors to explore dissertation topics.

1704 PhD Advanced Tests and Measurements (2 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.

1750 Multivariate Statistics (4 units)

Study of multivariate methods of data analysis, including multivariate analysis of variance, discriminant function analysis, factor analysis, and cluster analysis.

I799a,b Dissertation Development (4,4 units)

Students work individually or in a small group to develop theoretical and conceptual antecedents necessary for the derivation of workable hypotheses for the doctoral dissertation. Feasibility and design problems are emphasized in the development of a dissertation proposal.

I800 Dissertation Development—Organizational Psychology (9 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.

I801a,b Doctoral Dissertation (4,4 units)

Required of fifth year students working on dissertations.

I805a-f Dissertation Extension (1 unit)

Required of doctoral extension students working on dissertations but not enrolled in I801.

I807a,b Doctoral Project (3,3 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.

I830 Research Seminars (2 units)

Seminars on special topics in research methodology, or on particular problems/issues of clinical or social relevance in psychology. Topics vary.

Field Experiences**F400a,b Clinical Psychology Clerkship (2,2 units)**

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 at CSPP-Los Angeles and will be coordinated with assessment coursework.

F600a,b Field-Based Practicum (5,5 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.

F800a,b Internship in Psychology (First Rotation) (5,5 units)

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.

F810a,b Field Placement in Organizational Psychology (12,12 units)

Field placements (internships) involve 1600 hours of "hands on" experience in an approved organizational setting. Students provide services to their internship sites under direct supervision and also participate in a seminar scheduled three times per semester to discuss their activities.

F900a,b Internship in Psychology (Second Rotation) (5,5 units)

Same as F800. This is the second half of the predoctoral internship experience. Students are required to take this second rotation at a different agency/program than the one in which they received the first portion of their internship training. Students are exempt from this requirement if they are in an APA-accredited half-time internship.

F999a,b Internship in Psychology (Full-Time) (12,12 units)

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. CSPP-Los Angeles students are participants in full-time internships throughout the United States.

Humanities**H256 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.

Professional Concepts**Theory****T501 Adult Development (2 units)**

Surveys the developmental literature focusing on adulthood, work, and careers.

T515 Social Psychology (2 units)

Examination of how behavior is influenced by social factors. Classic areas include conformity, attraction, obedience to authority, as well as the application of social psychology in work settings.

T530 Human Development: Cognitive and Affective Dimensions (3 units)

The study of existing and emerging theories and research on the impact of cognitive and affective phenomena on human development.

T531 Human Development: Social Dimension (3 units)

The study of existing and emerging theories and research on the impact of social phenomena on human development.

T541 Systems Theory (3 units)

Theoretical understanding of normal and dysfunctional couples and families from a systemic perspective.

T542 Seminar in Community Clinical Issues (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.

T547a,b 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.

T548 Diversity in Organizations (3 units)

This course examines theory on the social psychological dynamics of diversity interactions and applies them to organizational settings. Particular attention is paid to understanding the causal dynamics of diversity, diversity assessment, the role and conduct of diversity training and trainers, and large scale change strategies. The student is expected to engage in creation of tools and approaches for developing and maintaining effective organizational diversity.

T553 Bodily Systems and Health Psychology (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.

T560 Organizational Behavior (3 units)

Intensive 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

T604 Psychopathology (3 units)

This two semester course provides intensive study of psychopathology, with a focus on diagnostic criteria as delineated in DSM-IV and the logic and reasoning involved in differential diagnosis. Special attention will be devoted to psychopathology accompanying major illnesses as well. Health Psychology course.

T606 Psychopathology (3 units)

This two-semester course provides an in-depth examination of issues involved with definitions of psychopathology, the classification systems (DSM IV), symptoms of disorders, and origins of disorders from individual and family systems theoretical perspectives. IFC course.

T607 Psychopathology: Etiology and Diagnosis in Sociocultural Context (3 units)

This two-semester course provides an in-depth examination of issues involved in defining psychopathology, tracing its etiology and formulating differential diagnoses using the DSM-IV. The focus of the course will be on sociocultural issues and sociopolitical forces that shape psychologists' conceptualizations of psychiatric disorder, psychological distress, and well-being. The impact that cultural belief systems and values, ethnic minority status, social oppression, acculturation and poverty have on these processes will be examined. MCCP course.

T620 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. *Prerequisite:* T560, Organizational Behavior.

T629 Team Design (3 units)

An applied course in the analysis and understanding of teams in work settings. Integrates the theory and the practice of team design in contemporary organizations.

T625 Human Resource Management (3 units)

Study of factors involved and methods used in planning the use of human resources in an organization. Discusses job analysis and methods of recruiting, selecting, and placing employees with an in-depth analysis of strategies used in validating selection instruments.

T630a Organizational Communications I (1 unit)

Introduction to on-line communications (Internet and related information exchange tools), including search and retrieval procedures, remote work, and exploration of the information environment.

T630b Organizational Communications II (2 units)

Theory and practice of the analysis of organizational communications, including network analysis and related techniques for mapping and measuring communication behavior, assessment of alternative communication structures, and the interaction of social and technical factors in shaping communication effects on organizations.

T645 Health Assessment and Major Illnesses (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.

T648 Diversity in Organizations (3 units)

This course examines theory on the social psychological dynamics of diversity interactions, and applies them to organizational settings. Particular attention is placed on understanding the causal dynamics of diversity, diversity assessment, the role and conduct of diversity training and trainers, and large-scale change strategies. The student is expected to engage in creating tools and approaches for developing and maintaining effective organizational diversity.

T650 Training and Development (3 units)

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.

T680 Organizational Change and Development (3 units)

Study of and practice in the theory and technology of organizational change and development — including organizational diagnosis; individual, group and organizational level interventions; overcoming resistance to change; and issues in the client/consultant relationship.

T690 Business Principles (3 units)

Survey of the various functional sub-systems of complex organizations: accounting, finance, marketing, management information systems, and strategic planning.

T770 Biological Bases of Behavior (3 units)

The study of existing and emerging theories and research on the impact of biology on psychological processes.

T802 Advanced Seminar in Organizational Studies (3 units)

Each Advanced Seminar offers intensive study of a specific area of organizational psychology or organizational behavior. Course may be repeated with different topics as permitted or required by the specific curricula.

T808 History and Systems of Psychology (3 units)

This course conveys the historical and philosophical precursors of psychology's knowledge base so that students will appreciate prior attempts to conceptualize the complexity of human mental and behavioral functions. The history of psychiatry and mental health systems will be examined as they affect psychology.

Professional Skills

Skills and Issues

P499 Independent Study (1-3 units)

Directed study developed in consultation with a faculty member in a professional area of interest to the individual student. Ongoing contact with the approved tutorial advisor. May be used for supplemental units of study in conjunction with a regularly scheduled course.

P500a-f PhD Professional Development Group

(1,1,.5,.5,.5,.5 units)

Discussion of multiple issues integrating academic work and professional practice in relation to the development of professional judgement, positive interpersonal skills, and attitudes.

P502a,b Clinical Interviewing (3,3 units)

Techniques of diagnostic and therapeutic interviewing with a variety of client populations. Principles of notetaking and case record maintenance. Includes experiential exercises to increase mastery of the principles of the initial interview as the precursor to intervention strategies.

P505a,b PsyD Professional Development and Ethics Group (1.5,1.5 units)

Discussion of multiple issues integrating academic work and professional practice in relation to the development of professional judgment, positive interpersonal skills, and attitudes.

P510a,b Psychodiagnostic Assessment (3,3 units)

Introduction to the broad spectrum of psychological assessment procedures and techniques. The selection, administration, scoring, and interpretation of objective and projective testing instruments. Comprehensive report writing. Discussion of DSM IV.

P521 Introduction to Psychological Intervention: Psychodynamic Approaches (3 units)

An introduction to the theory and practice of psychodynamic clinical intervention. The course addresses concepts, processes, and techniques that are common among various contemporary approaches including object relations, ego psychology, and self psychology. At least 25 percent of this year-long course focuses on time-limited dynamic psychotherapy.

P522 Introduction to Psychological Intervention: Cognitive/Behavioral Approaches (3 units)

Theoretical foundations and practice of cognitive, behavioral, and cognitive-behavioral interventions with individuals and groups.

P523 Introduction to Psychological Intervention: Systems Approaches (3 units)

Theory and practice of social systems interventions with couples, families, and groups.

P540 Group Development (3 units)

An examination of various theories of group formation and development. The course also includes experiential activities aimed at developing self-awareness and providing a basis for understanding and facilitating group dynamics.

P545 Facilitation Skills (2 units)

This course focuses on skills and techniques needed to facilitate group dynamics.

P546 Organizational Consultation Group (1 unit)

This course concerns applications of the theories, concepts, and ideas being learned in the MAOB program to the MAOB 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.

P600 Introduction to Ethics in Psychology (1 unit)

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.

P610 Consultation 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.

P620 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.

P801 Group Psychotherapy (3 units)

Focuses on theories of group process and group therapy, with emphasis on various approaches to group interventions. Learning methods may include both didactic and experiential components. Students' experiences with groups in the field will be integrated within the context of this course.

P802 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.

P803 Divorce Therapy (3 units)

Deals with a relationship treatment that focuses on helping couples and families through the stages of pre-divorce decision making, divorce restructuring and post-divorce recovery. Conceptualization of these stages will be emphasized, as well as therapeutic interventions carried out in each of these stages.

P804 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.

P805 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:* P521a,b.

P806 Seminar in Family Therapy (3 units)

The study of the theory and dynamics of family interaction and the techniques of family therapy.

P808 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.

P809 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.

P810 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.

P811 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.

P812 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.

P813 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.

P814 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.

P815 Stress-Related and Psychosomatic Disorders (3 units)

Overview of stress-related and somatoform illness, including behavioral, psychophysiological, psychosocial, and psychodynamic approaches. Review of mind-body problems, history of psychosomatic medicine, diagnostic classification and etiology, and mediators in the stress-illness relationship. Clinical issues, influences of psychological functioning, and personality organization on patient's response to physical symptomatology.

P816 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.

P819 Couples Therapy (3 units)

Deals with the systemic treatment of couples. Intimacy and sexual problems, infidelity, jealousy and distrust, distance conflicts, and problems with the family of origin will be discussed. Attention is given to the intrapsychic, interactional, and intergenerational dimensions of relationship conflict.

P821 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. *Prerequisite:* P523a,b.

P823 Comparative and International Management (3 units)

A study of management of international businesses from the broad perspectives of economics, management, and behavioral sciences. Deals with cultural differences and the implications of such differences in formulating managerial policies. Considers comparative analysis of strategies and practices of American, European, and Asian international corporations.

P824 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.

P825 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.

P826 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.

P827 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.

P828 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.

P829 Strategy (3 units)

This course provides an introduction to the strategic decisions and processes that shape the future of an organization. The course covers techniques for defining the basic purposes and objectives of an enterprise, analyzing industries and competitors, and identifying functional policies to achieve chosen objectives. Special emphasis is placed on strategic management in a global context.

Other seminars may be offered in any given year to reflect current faculty and student interest. Seminars held in recent years include Family Business, Spirituality in the Workplace, Creativity and Innovation, Resolving Power Struggles, and Why Organizations Fail.

P832 Dream Interpretation (3 units)

An introduction to the theory and practice of dream interpretation. This course integrates a psychoanalytic understanding of dreams and unconscious processes with practical experience in working with dreams.

P836 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.

P838 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.

P839 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.

P840 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.

P841 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.

P842 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.

P843 HIV Treatment (1 unit)

Update on treatment approaches for HIV-positive clients.

P844 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.

P845 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.

P846 Suicidality (1 unit)

Suicide rates, demographics, correlates, and explanatory theories.

P847 Neuropsychological Assessment (3 units)

Introduces the major structured approaches to neuropsychological assessment including the Halstead-Reitan Neuropsychological Battery, the Luria-Nebraska Neuropsychological Battery, and the Boston Process Approach. Initiates the student to the complexities of unnormed approaches such as Lezak.

P852 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.

P853 Spirituality and Spiritual Development in Psychotherapy (3 units)

A 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.

P856 Substance Abuse (1 unit)

Covers alcoholism, alcohol, and drug abuse. Discussion of treatment issues when working with a substance abuse population or individuals in relationships with substance abusers (i.e., co-alcoholics, adult children, countertransference.)

P867 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.

P870 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.

P874 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.

P877 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.

P878 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.

P879 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.

P880 Professional Issues in Organizational Psychology (2 units)

Analysis of each student's career plans after graduation. Discussion of the trade-offs affecting various types of professional practice including academic settings, private practice, internal and external organization development work, and emerging opportunities for organizational psychologists.

P883 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.

P899a,b 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.

P900a,b 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.

P901a,b The Creative Imagination in Psychotherapy: A Case Seminar (3,3 units)

The goal of this year-long track sequence is to help students develop and use their own and their clients' creative imagination in psychotherapy. Through lectures, in-class supervision, role-playing, student presentations, and experiential exercises, students will (1) learn to use client-generated metaphor and imagery in language, dreams, early memories, and behavioral patterns to increase the depth and perhaps accelerate the rate of change in their therapy; (2) deepen their empathy for their clients and increase their ability to use their own inner experience, affective-metaphoric imagery, and creative imagination, to resolve therapeutic impasses; and (3) develop an understanding of resistance as co-created by both client and therapist as a conflict of their unconscious goals. Class discussion will include comparative/integrative case conceptualization and interventions using psychodynamic, cognitive-behavioral, and family systems approaches.

P902 Couples/Family Therapy Training and Supervision (3,3 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.

P903a,b 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.

P904a,b Couple Assessment and Intervention (3,3 units)

Applications of psychodynamic, systemic, humanistic, and communication-interaction 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.

P905a,b 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.

P906a,b Interpersonal Therapy and Communication (3,3 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.

P720 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.

SCHOOL OF EDUCATION**School Psychology****PPS 301 Human Development/Life Span (2 units)**

This course will cover biological, cognitive, behavior and psychosocial development from birth through adolescence. It will emphasize both theoretical and applied aspects of development, parenting and teaching of children from ethnic, linguistic and cultural diversity perspectives.

PPS 302 Individual/Family Interventions 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 design to explore possible responses/interventions to such questions.

PPS 303 Learning/Cognition And Educational Psychology (2 units)

The objective of this course is to provide the student with an overview of the issues associated with educational psychology including cognitive psychology and learning theories. Particular attention is paid to the current state of our knowledge concerning the plight of urban schools.

PPS 304 Community-Based Services For Children, Adolescents, And Their Families (2 units)

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.

PPS 305 The Social Psychology Of Education (2 units)

The objective of this course is to provide the student with exposure to and increased awareness of four pressing issues found in contemporary urban school settings : 1) attachment processes, 2) aggression, 3) teacher expectancies/expectations, and 4) gay and lesbian youth.

PPS 306 Laws and Ethics 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.

PPS 307 Intro to Psycho-Educational Assessment (2 units)

This course is the first of four 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.

PPS 308 Collaboration Consultation (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, inter-personal communication skills will be explored.

PPS 310 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.

PPS 311 History And Systems (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.

PPS 312 Career Development (2 units)

Students will become familiar with the steps in the career development process for K-12 students. Course work will involve review of career awareness activities for the elementary/middle school level; assessment of student career interests, aptitudes, values, learning styles and personality traits; practice reporting/utilizing this information to develop a career exploration plan; counseling secondary students in career decision-making; and identification of career development resources within the school community and outside the K-12 system.

PPS 313 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 will laws and regulations regarding disruptive behavior.

PPS 314 Introduction to Child Neuropsychology (2 units)

This course will serve as an introduction to the field of Neuropsychology. Topics to be addressed include: 1) brain development; 2) the major structures and functions of the brain; 3) the major system of brain functioning; 4) terminology used in neuropsychological assessment; and 5) rationale used in neuropsychological assessment.

PPS 315 Educational and Psychological Assessment (2 units)

This course is the second of four assessment courses. Additional assessment tools will be introduced, and students enhance skills in conducting full battery assessments and comprehensive report, incorporating information from various sources. Particular emphasis is placed on assessment for the various processing disorders.

PPS 316 Advance Educational and Psychological Assessment (2 units)

This course is the third of four assessment courses. Additional assessment tools will be introduced - specifically the assessment of infants and toddlers, learning disabilities for LEP populations and "alternative assessments". Students enhance skills in conducting full battery assessments and comprehensive reports, incorporating data from various sources.

PPS 317 Problems and Issues in School Psychology (2 units)

Exploration of the place of school psychology in the schools. In preparation of full-time internship, emphasis will be placed on the role of the school psychologist as the individual who is primarily responsible for assessment of students being considered for special education and the identification of the problems of students who are at risk. Various scenarios/vignettes are presented for students to react to, and problem solve. At the end of this course, students will be given a comprehensive exam. This exam will be an indication of the how well students have synthesized all their course work and practicum experiences.

PPS 318 Eligibility Assessment of Low Incidence Populations (2 units)

Students will become familiar with the State of California's eligibility criteria for Individuals with Exceptional Needs. 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.

PPS 319 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 320 Orientation to the Profession (1 unit)

Students must take this course in the first semester of the program. The course explores the values, mores, protocols, mandates, and cultures of public school systems and exposes students to the various constituencies on campuses. Students will shadow, interview and observe staff, teachers and parents to familiarize them to school systems.

PPS 321 Principles Of Educational Research Design (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 322 School Safety, Violence Prevention, & Crisis Intervention (2 units)

This course is design 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 323 School Counseling Theory and Practice (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 324 School Programs and Services (2 units)

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 325 Applied Educational Research Practicum (2 units)

The objective of this course is to provide the school psychology PPS student with structured experiences in classroom and field observations and the development and execution of pilot study research based on research questions generated in school settings.

PPS 300a,b,c,d Practicum Field Experience (2,2,2,2 units)

480 hours practicum experience in the first two years of the PPS program

PPS 350a,b Internship: (5,5 units)

1200 hours full-time internship in the third year of the PPS program

AT SAN DIEGO**Cultural Psychology****C460 Ethics and Cultural Diversity: 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.

C465 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.

C554 Psychology of Ethnic Diversity (3 units)**C560 Cross-Cultural Psychology: Theory, Research, and Practice (3 units)**

The course covers the major contributions of cross-cultural 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 cross-cultural psychologists.

C561 Cross-Cultural Psychology: The Delivery of Psychological Services (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:* C460.

C555 Family Therapy with Ethnic Families (3 units)**C577 Community Psychology I (3 units)****C578 Community Psychology II (3 units)**

C590 Advanced Seminar in Theoretical Issues (3 units)
(Topics vary)

- 1) **Psychology of Women** — Traditional theories and contemporary feminist, psychodynamic social construction, and narrative psychologies. Theories of the psychological development of women. Emphasis on the influence of cultural perspectives in the construction of possible life narratives for women and applications to psychotherapy.

C825 Cultural Diversity in the Workplace (3 units)

This course 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. It focuses specifically on the complex dynamics of ethnic, racial, gender and other diversity in organizations as seen from the vantage points of social science and organizational studies. The course considers the structure and dynamics of diversity in organizations, alternative organizational orientations to this diversity and their implications, and the consequences of diversity for theories of organizational behavior. As an introduction to these topics, the course is designed to provide a firmer basis for undertaking research and practice that is more sensitive to and inclusive of cultural diversity. A special emphasis throughout the course is on active involvement in the learning process. In this sense, the class is structured as a seminar, with students sharing primary responsibility for group discussions of readings. Because diversity comprises all individuals, each of whom is unique in many ways, all course participants will have relevant experiences and knowledge of diversity in their own lives to bring to the learning process. *Prerequisite:* completion of G1 year.

C830 Research Methods in Cultural Psychology (3 units)

Principles and methods of designing cultural psychology research. Includes ethnography, discourse, analysis, archival research, and community psychology methods. Basic principles of laboratory research are also covered.

Field Experiences

F500 Clinical Clerkship (1 unit)

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 at CSPP 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.

F505 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.

F600 Practicum I in Professional Psychology (5,5 units)

Sixteen to twenty hours/week at an agency setting provided by the school (minimum of 900 hours total required). Required each semester of students who are enrolled in the second year of the standard program. *Prerequisite:* F500 for clinical PsyD students.

F601 Practicum in Organizational Psychology (3 units)

One-semester, unpaid field placement for MA-OP students. Emphasizes application of organizational coursework within profit and non-profit organizations. *Prerequisite:* G2 standing; T581.

F603 Practicum in Health Psychology (3 units)

F605 Practicum Consultation and Ethics (1.5,1.5 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.

F606 Entry to the Workplace (1 unit)

A field placement is a critical experience for the organizational psychology program student to integrate their knowledge of applicable theory and research with real-world problems in organizations. Students will participate in the process of identifying and developing future field placements by participating in the Job Development Team as well as cultivating their own placements. Attention is given to the interview and resume preparation as steps in workplace entry.

F607 Practicum Consultation in Health Psychology (1 unit)

F610 Applied Psychophysiology Practicum (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.

F650 Advanced Clinical Practicum Elective: Independent Study (1 unit)

F700 Practicum II in Professional Psychology (4,4 units)

F800 Internship in Professional Psychology (6 units)

Minimum 20-hours/week (minimum 1,000 hours total each year) at an appropriate mental health setting designed to meet California Board of Psychology licensure requirements. *Prerequisite:* F600.

F801 Field Placement in Industrial-Organizational Psychology (4,4 units)

Minimum 20-hours/week field placement in a corporate or governmental setting; required each semester of students who are enrolled in the third and fourth year of the standard program. Concurrent enrollment in Professional Development Group is required. *Prerequisite:* G3 standing and T581.

F802 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.

F805 Clinical Consultation Group (1.5 units)

For local internship students. Focuses on development of clinical competencies, professional development, clinical formulations and integrations, treatment planning, and program evaluation. *Prerequisite:* F605.

F806 Professional Development Group (I-O) (1 unit)

Scheduled meetings of 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. Simulations are used to teach sound practices.

F810 Field Placement: Culture and Human Behavior (3,3 units)

Field placement experience is required for third and fourth year CHB students. These experiences provide opportunities to link theoretical knowledge with practical applications. Students may choose an established field placement or seek out their own.

F815 Culture and Human Behavior Consultation Group (1 unit)

The field placement is supplemented by CSPP supervision. Students meet weekly with a CHB faculty member to discuss their field placement work and receive expert guidance.

F825 MAOB Consultation Group (1 unit)

This course concerns applications of the theories, concepts, and ideas being learned in the MAOB program to the MAOB 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.)

F835 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 web sites 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, will be responsible for developing at least one proposal from start to finish and for presenting the proposal to the class using relevant technology software.

F900 Consulting Psychology Internship: Individual/Group (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 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. Concurrent enrollment in Professional Development Group is required. *Prerequisites:* G3 standing, P681, P514, P684.

F901 Consulting Psychology Internship — Systemwide Interventions (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. Concurrent enrollment in Professional Development Group is required. *Prerequisites:* G4 standing, F900, P683.

Integrative Psychology**H200 Independent Study in Integrative Psychology/Humanities (2 units)**

This elective allows students to contract study in topics not in the curriculum. Typical studies enrich emphasis areas, deepen cultural and philosophical literature for dissertation topics, allow the study of languages (including American Sign Language), provide creativity and professional/personal growth. Credit transfer from other institutions is an option.

H262 Transpersonal Psychology (2 units)

Implicit to transpersonal psychology is the premise that psychological health overlaps the spiritual journey towards more inclusive consciousness. In what Ken Wilbur calls its place in the "spectrum of 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. It explores, for example, cultural expressions of transcendence as a universal archetype in human wisdom traditions.

The seminar will also introduce current research methodologies for psychological study in noetic (consciousness) sciences. Course topics will provide participants the opportunity to explore their own ways of mediating purpose and meaning.

H271 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.

H410-1 Studio Arts: Introduction to Sandplay (2 units)

This course explores the nature of sandplay. Some form of playing-in-the-sand has always existed with our species. Margaret Lowenfield, the founder of the London Institute of Child Psychology, developed sandplay as an extension of play therapy in the 1930's. This method came to the United States with Buhler (1951) for diagnosis and research with children. Dora Kalff (1966) made the greatest impact in the development of sandplay by giving it a Jungian orientation.

This multidimensional tool is increasingly being used with adults and groups as well as children. Creative expression, bringing the healing powers of images into play, apparently invites split-off parts of the psyche into consciousness. Symptoms diminish and individuation is furthered as the intrapsychic organization is matched to symbols arranged in sandplay.

This course introduces: 1) the metaphoric and symbolic language of sandplay; 2) theoretical principles and the practical uses of sandplay therapy with children and adults; 3) didactic and experiential exploration of the sandplay process through hands-on practice. Course participants will meet most class hours in the sandray room of a practitioner.

H410-2 Studio Arts: Theater as Therapy (2 units)
No course description available.**H441 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.

Studies human interactions in whole systems, to address disassociations of identity, and to promote a healthy and sustainable society. This psychology addresses the meaning and quality of our personal, social and global relationships. It seeks to bring humanitarian and scientific thought to bear upon critical human problems, including the effect of contemporary environments on health and behavior, as well as the effects of human behavior on the environment.

In study of human beings in their contexts, ecopsychology thus includes gender healing and emphasizes the connection of humankind's various cultures, studying the spiritual dimension that universally underlies them. It explores new-physics science's assumptions in relation to a pluralistic and ecological framework, seeking integrated personal and social wellness.

H471 Comparative Cultures (2 units)

- 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.
- 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.

H480 Introduction to Integrative Psychology/Postmodern

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.

H570 Expressive Arts Therapy

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.

H571 Creativity Theory and Practice

No course description available

H580 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.

Investigation and Applied Research

I004 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.

I218 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.

I500a,b Advanced Statistics I, II (3,3 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 repeated measures.
- Factor analysis; multiple regression, analysis of covariance, multivariate analysis of variance, and related techniques. *Prerequisite:* I500a.

I503 Scientific Foundations: Statistics (4 units)

A survey 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 including bivariate, multiple (standard, hierarchical), path analytic, and logistic; principal and (exploratory and confirmatory) factor analysis; power calculation and corrections for multiple comparisons.

I505 Computer Statistics Laboratory (2 units)

This course includes an introduction to computer hardware/operating environments and statistical software packages; experimental design, data collection, coding, validation techniques, and summarization; hypothesis testing, normal distribution, and standard scores; comparing means; introduction to ANOVA Design; an introduction to correlational analysis; regression analysis; reliability analysis; multivariate analysis; and statistical process control. *Prerequisite:* I500a Advanced Statistics I or concurrent registration in I509 Process and Organizational Analysis II.

I509 Process and Organizational Analysis (3 units)

This course focuses on the 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:* I503 (Master's students) or I500a (doctoral students).

I510 Principles of Research Design (3 units)

Principles and methods of designing psychological research. Hypothesis stating, experimental design options, sample selection, control group strategies, criteria and criterion measures, data analysis, and interpretation. Prepares students to design research and to analyze research literature critically. Extensive practicum design exercises on applied research topics and critique of articles drawn from literature. *Prerequisite:* I500a and I500b.

I512 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.

I513 Scientific Foundations: Research Evaluation (2 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:* I503.

I516 Advanced Statistics (3units)

Principles underlying statistical hypothesis testing, distributions (including sampling and F distributions), measures of central tendency, variability, t-tests, ANOVA, and regression. Covers ANCOVA, repeated measures and nonparametric statistics.

I517 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). Pre-requisites: I501A

I525 Research Practicum (3 units)

A minimum of 135 hours of supervised practicum experience in research. This requirement may be fulfilled in one of the following ways:

- Research assistant on faculty research project
- Research assistant on research project in community research facility
- Research assistant to advanced level student who is conducting doctoral dissertation research or by
- Conducting an independent research project under faculty supervision

I550 Foundations of Measurement (2 units) (with optional lab I550L, 1 unit)

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.

I701 Dissertation Design (1 unit)

Designed to facilitate the development of specific research interests and ideas. *Prerequisites:* I500 and I510.

I705 I-O Research Project (9 units)

This is a required, year-long course designed to be taken in the G2 year for the industrial-organizational psychology program students. Practicing professional I-O psychologists rely heavily on their research skills to do their job. This course is an intensive introduction to hands-on research to help prepare the student for future research requirements including the PhD dissertation. The course is taught as a guided experience in planning and executing actual research in an area of I-O 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. *Prerequisite:* I500a,b; I505.

I706 Consulting Psychology Research Project (5 units)

This course is an intensive introduction to hands-on research to help prepare consulting psychology students for future research requirements including the PhD 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:* I500a,b; P577, I510.

I715 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 clinical PsyD doctoral project. Students will also learn about skills and competencies they are expected to attain in the doctoral project.

I720 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:* T555.

I730 Applied Project (2 units)

An applications-oriented project conducted in an organization, based upon the action research model. Incorporates organizational development concepts and practices in a comprehensive study of some aspect of an organization's effectiveness. The student assumes a major role in development of the organization strategy, while participating as a key member of a team providing direction to the activities within the organization. All projects address five key aspects of organization development: (1) identifying problems, (2) selecting and developing procedures for solving problems, (3) gaining acceptance for procedures that are selected and developed, (4) implementing procedures, and (5) evaluating results. *Prerequisite:* G2 second semester standing in OD PsyD Program

I801 Doctoral Dissertation (2-6 units)

Ongoing supervised work on various aspects of the doctoral dissertation.

I802 Doctoral Dissertation Extension (3, 6 or 9 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.

I805 Research Seminar I-IV (2 units)

Progressive seminar on planning, designing and conducting individual research. Consultation and guidance on all phases of the research process from early levels of exploration of an area, literature search, and formulation of a specific research idea through research designs, data collection, and analysis. *Prerequisite:* I701 for clinical students, and I510.

I808 Culture and Human Behavior Thesis Design (3 units)

Seminar on planning, designing and conducting research. Consultation and guidance on all phases of the dissertation provides students with the structure needed to develop a proposal.

I815 Clinical Dissertation Group (2-4 units)

Advanced small group seminar with the goals of (1) progress in the PsyD doctoral project, (2) integration of academic foundations and practice, and (3) professional development. *Prerequisite:* I715 and completion of Competency Exam and Writing Proficiency.

I830 Applied Project (3 units)

Third and four year continuation of I730.

I850 Clinical Dissertation Completion (3, 6 or 9 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.

Personal Growth

Personal Development Requirement

The goal of this requirement is to address one's self-awareness and identity as a clinical practitioner, and empathy and understanding of clients, so as to be a better practitioner and scholar. Individual psychotherapy must take place during two consecutive semesters for a total of 40 hours with a licensed psychologist or psychiatrist.

Professional Skills

Skills and Issues

P005 Introduction to Professional Practice in Organizational Psychology (1 unit)

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.

P006 Introduction to Professional Practice in Consulting Psychology (1 unit)

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 a professional presentation using relevant software and to interact professional using relevant technology and software. (*Prerequisites:* T730, P006.)

P105 Personal Growth: Awareness (3 units)

First in a series of personal growth experiences. The goal is to begin building community within the year-level cohort which continues for the remainder of the program. Students are involved in an experiential component and a knowledge based component in each year. The primary focus is on understanding the ways in which personal biases and beliefs affect intercultural interactions. A weekend retreat may be required.

P205 Personal Growth: Knowledge (3 units)

This is the second year part of the personal growth experience. The goal is to continue learning how to build community among a diverse group. Students continue their community building exercises in the experiential component. The knowledge component focuses on cultural psychology principles. A weekend retreat may be required.

P225 Stress Management (1 unit)

The objectives of this course are to understand the meaning and causes of job stress, assess its impact on both the individual and the organization, and present some coping strategies to manage stress effectively. Coping procedures include measures designed to prevent, reduce, and/or modify stressful experiences.

P226 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.

P257 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.

P291 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.

P293 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.

P305 Personal Growth: Skills (3 units)

This is the third part of the personal growth experience. The goal is to continue learning how to build community among a diverse group. Students continue their community building exercises in the skills component. The knowledge component focuses on training, group facilitation, and developing cultural systems.

P405 Personal Growth: Leadership (3 units)

This is the fourth and final part of the personal growth experience. Students focus on how to build community within the larger CHB student population. Leadership students work with faculty to teach courses, govern the program, and provide opportunities for CHB students to dialog. The knowledge component focuses on organizational assessment, inclusion and development.

P430 Adolescent Psychotherapy and Psychopathology (3 units)

P501 Theory and Practice of Psychotherapy:

Introduction (2 units)

An introduction to the empirical bases and clinical techniques of the psychotherapeutic process, with an emphasis on observation and interview skills, and the basic problems and issues concerning the treatment experience. Focuses on the format of a helping relationship, ways of making patient contact, dealing with anxiety and depression, interpersonal skills, interviewing procedures including the intake interview and mental status exam, transference and countertransference, termination, and ethical and cultural diversity issues, treatment planning, and goal setting.

P504 Introductory Psychotherapy Practicum (1 unit)

An interactional laboratory. Students practice therapeutic strategies and techniques discussed in P501. Includes use of videotapes, demonstrations, and triads.

P506 Conflict Management Skills Development (2 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 OP program director.)

P507 Leadership Skills Development (2 units)

This courses focuses on current 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 OP program director.)

P512/513 Psychoeducational Assessment of Children and Adolescents (with practicum) (4 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:* P516, P516d, e, and P257.

P514 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:* P577, I510

P516 Foundations of Assessment: Intelligence (with P517 practicum) (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 intelligence tests, most notably the Wechsler Intelligence Scales (WISC-III and WAIS-R). Emphasizes interpretation of intelligence test scores in the contexts of clinical observations of behavior, background information, multicultural issues, and theory (developmental, cognitive, neuropsychological). IQ results are integrated with test scores on other tests (e.g., achievement, visual-motor). Case report writing, meaningful translation of test scores, and issues of test bias and test abuse are emphasized.

P516d 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. *Prerequisite:* P516.

P516e Foundations of Assessment: Personality II (Projective, with P519 practicum) (4 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:* P516 and P516d.

P516f Foundations of Assessment: Clinical Inference (3 units)

(Topics vary)

- 1) **General** – Development of skills for integrating multiple assessment instruments to produce a meaningful and thoughtful personality analysis. Focus on the clinical inference process. Emphasis on the selection, interpretation, and report writing of comprehensive psychological batteries. *Prerequisites:* P516, P516d,e and T801.
- 2) **Children** – Emphasis on assessment and formulation of treatment recommendations for learning and emotional disorders in children. *Prerequisites:* P516, P516d,e and T801.
- 3) **Cultural**
- 4) **Consultation**
- 5) **Psychodynamic**
- 6) **Forensic**

P517 Practicum in Intelligence Testing (1 unit)

Practicum experience that accompanies P516.

P519 Practicum in Personality Testing II (1 unit)

Practicum experience that accompanies enrollment in P516e.

P554 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:* P501.

P547, 548, 549 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.

P560 Theory and Practice of Psychotherapy: Group (3 units)

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. *Prerequisite:* P501.

P562 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. *Prerequisite:* P501.

P563 Business Concepts for Psychologists (3 units)

This course is designed to give an introduction and broad overview of business concepts as they apply to consulting with business, owning/managing a business, and applying psychological and social science ideas and concepts in the work world. Students are introduced to major business and management topics as they apply to both large and small businesses. Specific topics include: accounting, finance, marketing, strategic planning, international and cultural issues, entrepreneurship, operations, public relations, information systems, e-commerce, and operations management.

P565 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.

P577 Psychological Measurement (4 units)

Theory and assessment of individual differences in knowledge, skills, abilities, and psychological traits. Approaches of classical and modern measurement theory to the treatment of item and scale bias, test equating, minimum competence assessments, and mastery testing. *Prerequisite:* I500a, I505, or concurrent registration in I509.

P680 Introduction to Organizational Development (3 units)

Theories, methods, and findings relevant to changing individuals, groups, and organizations to improve their effectiveness. Individual change strategies, interpersonal and group change strategies, role or task related strategies, and organizational system-directed change strategies are discussed. *Prerequisite:* T581.

P681 Seminar in Individual Differences (3 units)

The pervasiveness of individual differences is examined with emphasis on work-related skills, abilities, and interests. Measurement of comparable worth of individuals to organizations and review of recent psychometric developments. *Prerequisite:* P577.

P682 Survey Guided Feedback (3 units)

How attitudes, opinions, values, and beliefs are formed and changed, and how they relate to behaviors. Principles for development of surveys, questionnaires, and rating scales for attitude measurement. *Prerequisites:* P577 and I500a,b or I509.

P683 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:* P680, P682; permission of instructor for students not enrolled in consulting psychology program.

P684 Individual and Executive Coaching (4 units)

Review of the literature concerning individual interventions relevant for work and consulting applications including coaching, work dysfunctions, and differentiating normal and psychopathological issues. Students learn and practice assessment and intervention techniques relevant for coaching other individual-level consulting interventions. *Prerequisites:* T730.

P800 Advanced Seminar in Professional Issues: Practice of Professional Psychology (3 units)

Prerequisite: G4 standing or equivalent.

P801 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. *Prerequisite:* P605.

P804 Ethical and Legal Issues in Organizational and Consulting Psychology (3 units)

This course addresses the applications of the APA Ethics Code and other relevant standards of professional practice to the concerns of I/O, consulting, and organizational psychology and of the dual (I/O-clinical) areas. Students are required to demonstrate mastery of the various guidelines affecting professional practice, to understand how these standards of practice apply to the specific profession for which they are preparing, and to examine how these standards of professional practice apply to the specific sites in which the students are enrolled in their field placement experiences. *Prerequisites:* 2nd year graduate status (Master's); 3rd year (PhD) or higher in a relevant COS program; successful completion of T581, concurrent enrollment in program-required field placement course.

P805 Theory and Practice of Psychotherapy: Individual Psychotherapy (3 units)

A framework for understanding the patient's communications — verbal and nonverbal — symptoms, and behavioral manifestations with an emphasis on the therapist's interventions. Special consideration will be given to the specific problems introduced into therapy by different sexual and ethnic contexts. May be repeated for elective credit, provided a different therapeutic orientation is taken. *Prerequisite:* P501.

(Topics vary)

- 1) Psychodynamic
- 2) Cognitive *Prerequisite:* T532
- 3) Existential
- 4) Gestalt

P806 Theory and Practice of Psychotherapy III: Child Psychotherapy (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.

Prerequisite: P501 (P257 recommended).

P807 Theory and Practice of Psychotherapy IV: 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:* P501 and T542.

P813 Neuropsychological Assessment I (3 units)

Study of human brain-behavior relationships including central nervous system neuroanatomy, neuropathology, and the functional organization of the cerebral cortex. Study of diagnostic issues, assessment procedures, and methods with an introduction to the Halstead-Reitan and Luria-Nebraska batteries. Designed as the first of a two course sequence, and students should plan on following this course with P817. *Prerequisites:* P516e, T721c.

P817 Neuropsychological Assessment II (3 units)

A continuation of P813, emphasizing 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:* P813.

P820 Psychopharmacology (2 units)

General principles of psychopharmacology, an overview of neurochemistry and a rational framework for the use of psychoactive drugs, concentrating principally on behavioral correlates. *Prerequisite:* T801; Psy T721c or Biological Basis of Behavior Competency Exam (as a prerequisite).

P845 Introduction to Clinical Medicine I (3 units)

Designed to introduce psychology students to the fundamentals of medical pathology. *Prerequisite:* P565.

P846 Introduction to Clinical Medicine II (3 units)

A continuation of Clinical Medicine I, focusing on biomedical models and treatment of physical disease and health. *Prerequisite:* P845.

P847 Clinical Psychophysiology and Biofeedback (3 units)

An introduction to physiological measurement as it pertains to psychological functioning; an introduction to clinical training in biofeedback and self-regulation techniques. Follows BCIA blueprint of knowledge. *Prerequisites:* P565 and either T721C or Biological Foundations Comprehensive Exam.

P870 Advanced Seminars (3 units)

Advanced seminars cover various psychotherapeutic approaches. *Prerequisite:* P805.

- 1) Brief Therapies
- 2) Object Relations
- 3) Treatment of Depression
- 4) Self Psychology
- 5) Feminist Theory
- 6) Conduct Disorders and Anti-Social Behavior
- 7) Psychoanalytic Applications and Issues

P875 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.

P877 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:* P807.

P884 Couples Therapy (3 units)

Couples therapy will be explored within a family systems framework. Common marital problems and a variety of treatment models and techniques will be presented. Emphasis will be placed on integrating theory and practice in working with couples. *Prerequisite:* P807.

(Topics vary)

- 1) Systemic
- 2) Behavioral
- 3) Gay and Lesbian

Special Seminars

S201 Independent Clinical Supervision (0 units)

S202 Independent Study: Tutorial (1-2 units)

Directed readings developed in consultation with a faculty member of any theoretical, methodological, or applied area of individual student interest. May also be used to pursue research interests. Ongoing contact with the approved tutorial advisor. May be used for supplemental units of study in conjunction with a regularly scheduled course. Student may generate a product which must be evaluated by the core faculty member. Course offered under a different number when limited to a specific year level. Petitions due the second Friday of the semester.

S203 Independent Study: Directed Reading (1 unit)

Enables the student to investigate any area(s) of personal interest with the purpose of developing directed reading skills. Faculty supervision can be provided from the panel for independent studies or in small group seminars.

S204 Independent Study: Supplemental Study (1 unit)

Enables the student to contract with a core faculty instructor of a regularly scheduled course in which the student is currently enrolled to obtain credit for additional work related to the course above and beyond course requirements.

S205 Independent Study: Research Tutorial (1-2 units)

Supervised research training on topics of faculty specialty.

Professional Concepts

Theory

T501 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 and object relations 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.

T532 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.

T539 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.

T542 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.

T555 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.

T580 Seminar in Personnel Psychology (3 units)

Traditional and contemporary approaches to personnel selection and placement. Includes criterion theory and development, job design, training, career development, and ethical and legal considerations.

T581 Organizational Behavior (3 units)

Intensive 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

T582 Work Motivation Theory (3 units)

Contemporary 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 in the workplace including alternative perspectives on productivity and the relationship among productivity, performance and satisfaction.

T583 Organizational 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. *Prerequisite:* T581, Organizational Behavior.

T620 Culture and Education: School Psychology (3 units)

Learning styles from a cultural perspective. Implications for education and training are covered.

T697 Adult and Career Development (3 units)

This course 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 typically experienced 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, OP, and consulting psychology are discussed.

T698 Advanced Developmental Psychology (3 units)

Psychological development from infancy through latency that will focus on the works of Spitz, Wolfe, Kline, Mahler, Piaget, and others. Describes normal emotional and cognitive development, but with a special emphasis on early relationships as a crucible for the beginning of psychopathology, sex roles, and normal development. Also covers adult psychological development from adolescence through senescence. Draws from different theoretical orientations including Erikson, Blos, Pollack, and others. Emphasis will be on normal development. Special attention will be focused on those conditions that produce psychopathology.

T721a,b,c, Pro-Seminar in Psychology I, II, III (2,3,2 units)

- a) **Cognition and Emotion** — An overview of the interdependencies of cognition and emotion. Discussion of the cognitive processional system will include research on creative thinking, conscious and unconscious processing, problem solving, and cognitive structure. Discussion of emotion will focus on cognitive precursors and consequences of emotional states, as well as the biological and social bases for emotion.
- b) **Social Psychology** — An overview of the development and functions of basic social motives. Focus is on social psychological assessment devices, research on interpersonal behavior and group dynamics, attitude and value formation, and change and sex roles research. Discussion will emphasize the clinical relevance and application of social psychological research.
- c) **Physiological Psychology** — The psychophysiological bases of normal and abnormal behavior are viewed from several levels and perspectives: (i) the basic neurophysiological mechanisms of the central and autonomic nervous systems; (ii) contemporary research and diagnostic technologies concerned with brain function; and (iii) biochemical and electrophysiological aspects.

T725 Advanced Social Psychology (3 units)

This course provides students with an opportunity to advance their understanding of how social psychological theories, perspectives, and methods bear on social issues. Rather than a comprehensive survey of the field of social psychology, the course is designed as an in-depth exploration of one sub-area of the field so that students may learn how to use social psychological lenses to analyze and understand social and organizational phenomena. Typically, the course focuses on intergroup relations, with special attention to the impact of social identity and culture. Attention is also given to group processes as seen from an intergroup perspective. The applicability of social psychological theories and research cross-culturally and in plural societies is a theme throughout the course. *Prerequisite:* T721b or social psychology survey course.

T730 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 base 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 OP program director.)

T800 Advanced Seminar in Theoretical Issues (3 units)

Topics vary.

- 1) Forensic Family/Child Psychology
- 2) Psychology of Aging
- 3) Rehabilitation Psychology

T801 Advanced Psychopathology (3 units)

A survey of Axis I and Axis II disorders, emphasizing current theories of etiology, research strategies and findings, and intervention approaches. Meta-issues surrounding the diagnostic enterprise, the development of psychopathology and treatment will be explored. Includes cultural contexts and biological bases.

T802 Advanced Seminar in Organizational Psychology (3 units)

(Topics vary)

- 1) **Applied Group Dynamics** — 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:* G2 standing.
- 2) **Career Development in Organizations** — 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.)
- 3) **Conflict Management** — In this course, attention will be paid to the two 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 a conflict situation; and will explore the strategies available to manage conflict. Their own preferred conflict management style will be identified and interpreted. A two-part video will be used to illustrate the factors which cause conflict and the methods available to resolve it. *Prerequisites:* G2 standing; T581 or a graduate course in social psychology.

4) **Consumer Behavior** — The focus of this seminar is the systematic study of the relationship between the producers (or distributors) and consumers (actual or potential recipients) of goods and services. Usually this involves many of the following concerns: 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. A body of theory and data amassed dealing with the antecedents and correlates of consumer behavior will be addressed. Skill will be developed in application of 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:* P682.

5) **Decision Theory** — This advanced I-O seminar 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. A seminar format is used in which the students and the instructor work jointly to present, analyze, and apply the topics. Lectures, demonstrations, student presentations and papers, and applied projects are used to cover various topics in probability theory, Bayesian inference, game theory, decision biases, decision analysis techniques, vigilance behavior, choice behavior, performance in complex environments, and group decision behavior. *Prerequisite:* G2 standing.

6) **Design and Management of Employee Assistance Programs** — Introduction to the development, implementation, and assessment of Employee Assistance Program (EAPs). Student acquires knowledge regarding EAP program design and evaluation, including: outcome, studies, data collection methodology, and measure and survey development. Additionally, students discuss aspects of health risk assessment, motivation, ergonomics, stress management, physical fitness education, and lifestyle changes. *Prerequisite:* G2 standing.

7) **Health Promotion and Disease Prevention** — 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. *Prerequisite:* T581; P226 is recommended.

8) **Human Performance/Human Factors** — 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:* G2 standing.

9) **Impression Management** — Impression management theory has become increasingly popular among researchers in the social, behavioral, and management sciences. Recently, there has been an increase in the application of this perspective to organizations. A seminar format will be used to explore impression management theory and its applications to organizational settings. *Prerequisite:* P682.

10) **Job and Task Analysis** — The objective of this course is to familiarize the student with the purpose, background and uses of job and task analysis (JTA) and their behavioral correlates and to provide direct experience in applying JTA techniques and in interpreting and utilizing the findings. Course objectives will be accomplished through a combination of lectures, assigned readings, independent research and practice, reports, exams, and the preparation and presentation of a term project.

11) **Labor Relations and Employment Law** — Overview of the field of labor relations and employment law with special emphasis on wrongful discharge, employment discrimination, sexual harassment, wage/hour disputes and union management issues. *Prerequisite:* G2 standing.

12) **Learning Systems in Health Care** *Prerequisite:* G2 standing.

13) **Managerial Assessment** — This seminar is designed to explore the principal methods and tools used to assess the strengths and weaknesses of individual managers and supervisors or those being considered for these positions. The Assessment Center Technique is the most commonly used method for this purpose. Such assessments are frequently used to provide the information used in selecting and/or promoting individuals in organizations and/or developing their managerial capabilities. The advantages and disadvantages of these approaches are examined and practical experience in their use is obtained. *Prerequisite:* P577.

- 14) **Multiculturalism in Organizations** — This is an advanced seminar designed for students desiring to delve in depth into the current status of theory and research regarding alternative organizational orientations to human diversity and their antecedents, correlates, and consequences. The seminar will also focus on 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. Because this is an evolving and growing area, specific issues and approaches of particular and current interest to the instructor and to the participants will be selected for special attention each semester. The course will build on concepts covered in *Cultural Diversity in the Workplace* and thus this will be a firm prerequisite. In addition, participants should have some experience with and/or knowledge of the theory and practice of organizational change and development. *Prerequisites:* C825 and P680.
- 15) **Organizational Change in Health Care**
Prerequisite: G2 standing.
- 16) **Organizational Development Consulting Skills** — This course is intended to provide the development of specific skills as an important part of the training of I-O psychologists who intend to undertake organizational development consulting activities. The elaboration of an organizational development viewpoint, and the development of skills and familiarity with tools may be greatly enhanced by experiential teaching and learning opportunities. Class meetings will focus on improving OD consulting effectiveness via input and coaching from the instructor, group facilitation practice, exercises, games, and simulations, as well as work on self-presentation skills and insights. *Prerequisite:* P680.
- 17) **Organizational Development: An International Perspective** — The seminar focuses on theory and research relevant to the design and implementation of organization development and change initiatives around the world, including in non-U.S. organizations as well as in multinational enterprises both inside and outside the U.S. Issues of and cultural and intercultural patterns and dynamics, globalization, and transnational activity frame the topics addressed during the semester. Course objectives include:
- 1) to discover and understand the role of national, ethnic, and organizational cultures in the conceptualization, design, implementation, and results of organizational development and change efforts
 - 2) to explore how OD is conceptualized and practiced outside the United States, and the factors that relate to variations that may exist in this regard
 - 3) to develop skills for analyzing and intervening in organizational settings and dynamics from a multicultural, international, and global perspective
- Prerequisite:* P680.
- 18) **Organizational Development Methods** — This seminar is designed to expand the participants' understandings of the potential role of I-O psychologists. Concepts from organizational behavior and organizational development literature, as well as actual experiences, are used to examine how organizations become more effective. Discussion focuses on methods used in organizational assessment, the resolution of current problems and issues including downsizing, career management, compensation, job design, and performance evaluation. *Prerequisite:* P680.
- 19) **Organizational Reward Systems** — 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:* T581 and T582.
- 20) **Performance Appraisal and Feedback** — This seminar reviews the latest literature on performance 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. *Prerequisite:* P577.
- 21) **Principles and Practices of Dispute Resolution** — This seminar reviews the principles of effective dispute resolution among personnel, between employees and the organization, and between the organization and members of the public affected by an organization's action, both public and private sector. Seminar covers alternative methods of resolving disputes, including: mediation, arbitration, regulatory negotiations, and fact-finding. Specific issues are addressed regarding the organizational/systemic, psychological, and financial considerations of the dispute process. Intensive training in mediation is included. *Prerequisite:* G2 standing.
- 22) **Program Evaluation** — This seminar is intended to provide the student with an understanding of the systematic application of social research procedures to assess the conceptualization, design, implementation, and impact of social intervention programs. The objectives of the course are to provide the student with (a) a strong background in current program evaluation research, theories, and approaches, and (b) experience in the use of program evaluation techniques. *Prerequisite:* G2 standing.
- 23) **Strain and Stress in Organizations** — Introduction to theories of stress and coping, social support, self-efficacy, personal and social resources, hostility and health, and problem- and emotion-focused coping. Students acquire knowledge regarding: specific traumatic stressors, the meaning and causes of job stress, assessment of individual and organization stressors and their impact, effective tools and coping strategies for managing stress, and development of plans for reducing or modifying stressful experiences. *Prerequisite:* G2 standing, T581.
- 24) **Strategic Staffing Systems** — This course applies 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. Among the topics covered in this seminar 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:* P577 and T580.
- 25) **Systems View of Health Care Management** — Managing healthcare requires viewing and managing the various entities involved in providing healthcare as an integrated whole. The wasted costs of attempting to optimize discrete functions while ignoring the interrelationships are great, both in human welfare and in dollars. This seminar examines healthcare organizations from the point of view of synthesis rather than analysis, and develops organizational prescriptives from the systems-thinking point of view. Students will be able to apply their learning to organizations in general, as well as to healthcare organizations. *Prerequisite:* T581.
- 26) **Training: Theory, Program Design and Evaluation** — An in-depth exploration of the theory, values, assumptions, methods and technology of the training process in organizations; practical experience with the basic processes of needs assessment and the development and evaluation of the training programs at various levels of organizational functioning. *Prerequisite:* G2 standing.

T805 Advanced PsyD Seminar (3 units)

Seminar focus on clinical issues, integrating observational, in vivo, clinical experiences, clinical case presentations, directed readings, instruction, and discussion in a small group format. *Prerequisite:* G4 or equivalent standing.

T820 Ethnic Psychology (Topics vary) (3 units)

Each course is an overview of the theories and research guiding contemporary approaches of studying and providing services to the particular ethnic group of focus.

- 1) Asian American
- 2) African American
- 3) Native American
- 4) Latino/Hispanic American

AT SAN FRANCISCO BAY**Applied Research****I505a,b Psychometrics, Statistics, and Research Design (3,3 units)**

A survey course for clinical PhD students concerning (a) theories of measurement relevant to psychological assessment, (b) statistical techniques commonly used in clinical 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.

I555a,b Psychometrics, Statistics, and Research Design (3,3 units)

Similar to I505, but designed for PsyD students to include an introduction to the clinical dissertation process.

I590-I599 Research Clusters (1,2 units)

Research course for first year PhD students. Clusters 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 Second Year Project. Sample cluster topics include: research in medical settings, research on families, psychology of women, personality assessment, substance abuse, and multicultural issues. Students join research clusters in the first year and are expected to develop second year projects and dissertation topics based on the expertise of the faculty offering clusters.

I600 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.

I650a,b Research Proposal Design (2,2 units)

Year-long seminar to assist PsyD students in development of researchable questions, critical literature review, and preparation of clinical dissertation proposals. Students are encouraged to select sections of the seminar based on compatibility of their research interests with the expertise of the faculty teaching the seminar. Sample research proposal design class topics include: multicultural/international research; case study approaches; health psychology; gender studies; migration and clinical interventions. Credit for the course requires completion of the dissertation proposal orals and additional semesters of I650 must be taken if the student has not finished proposal orals at the end of I650a,b.

Prerequisite: I555a,b

I690-I699 Research Clusters (2,2 units)

Required research course for second year PhD students. Goal of the year is to complete the second year project. See I590 for further information on research clusters.

Prerequisite: I505a,b, I590-I599

I720-I749 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. *Prerequisite:* I501a,b.

I750a,b Clinical Dissertation (3,3 units)

Year-long independent work supervised by dissertation committee chair with the goal of completing the clinical dissertation. Clinical dissertations may involve, for example, interpretive analyses of current literature applied to a clinical problem, case studies, surveys, program evaluations, educational or clinical interventions, quantitative studies, or correlational studies on clinical variables. *Prerequisite:* I650a,b; completion of dissertation proposal orals

I790-I799 Research Clusters (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 I590 for further information on research clusters. *Prerequisite:* I690-I699

I890-I899 Research Clusters (10,10 units)

Required research course for fourth year PhD students. Goal of the year is collection and analysis of data, development of research results, and completion of the dissertation. See I590 for further information on research clusters. *Prerequisite:* I790-I799.

R515 Research Methods and Principles of Research Design (formerly titled: Methods: 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.

R605a,b Methods: Quantitative/Qualitative Analysis (3,3 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.

R606 Advanced Statistics (3 units)

Principles underlying statistical hypothesis testing, distributions (including sampling and F distributions), measures of central tendency, variability, t-tests, ANOVA, and regression. Covers ANCOVA, repeated measures and nonparametric statistics.

R607 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). *Prerequisites:* R606

R608 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.

R615 Methods: Paradigms of Inquiry (3 units)

The purpose of this course is to permit the student to knowledgeably contextualize the dominant stream of scientific inquiry as a specific 'paradigm' of inquiry and to be able to compare it to other modes of inquiry in a manner sensitive to the idea that there are multiple, equally legitimate, communities of inquiry whose assumptions and values are not directly comparable to each other.

R700a,b Dissertation Preparation (4,4 units)

Year-long seminar designed to facilitate organizational PhD program students' preparation of the dissertation proposal. *Prerequisite:* R605a,b, and advancement to doctoral candidacy.

R750 PsyD Project Design (2 units)

The first of a series of seminars designed to facilitate organizational program 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.

R760 PsyD Project Development (2 units)

Focuses on selection of project committee members, development of methodology, and completion of proposal. *Prerequisite:* R750.

R770 PsyD Project Development (2 units)

Focuses on collection and analysis of data, and writing draft of analysis. *Prerequisite:* R760.

R780 PsyD Project Completion (2 units)

Focuses on writing concluding sections of project and completion of final project. *Prerequisite:* R770.

R800a,b Dissertation (4,4 units)

Year-long independent dissertation research for organizational PhD program students under the aegis of a dissertation committee chairperson. *Prerequisite:* R700a,b.

Field Experiences**A570 Leading Change (3 units)**

This course involves an in-depth study of change initiatives introduced at individual, group and organization-wide levels. The kinds of organizations examined will include both large bureaucracies and start-up organizations. Actual experience will be used to examine and critique theory.

A571 Creating Strategic Partnerships (2 units)

This course covers the underlying reasons organizations have moved away from self-reliance to creating strategic partnerships. It focuses on functional vs. dysfunctional mergers, acquisitions, licensing agreements. Specific models that examine when and how to partner effectively will be covered.

A572 Managing Transitions: Individual and Organizational (2 units)

This course examines the importance of focusing on internal processes of transition we undergo when we are in a changing workplace. The stages of transition undergone while meeting objectives of a change process are examined. Ways to overcome barriers to change will also be discussed.

A573 Executive Coaching: Introduction and Literature Review (3 units)

This course examines processes involved in change-specific coaching strategies. Change-specific coaching enables clients to identify the particular stage of transition they need coaching through. Effective coaching enables clients to understand the nature of their resistance and move through it towards more self-determining behaviors.

A574 Creating Groups that Work (2 units)

This course examines the behaviors that distinguish dysfunctional from functional work teams. It analyzes the importance of self-governing teams and articulates the ways in which such teams can enhance organizational innovation. It will cover both the theory and practice of creating groups that have balanced their need to be task oriented with healthy processes for change.

A575 Building Learning Organizations (2 units)

This course examines the need for organization-wide change efforts that are sustained and reinforced through organization wide learning. Organizations that engage in self-reflective and learning oriented behaviors are capable of aligning major strategies for change with specific processes. Organization wide changes that are successful have developed mechanisms for sustained capability for change.

A700 Organizational Psychology PhD Practicum (3 units)

A project of mutual benefit to the student and to the site organization. The student is not directly involved in the work of the site organization. Practicum is unpaid. *Concurrent enrollment in A701 required.*

A701 Organizational Psychology PhD Seminar (2 units)

Taken concurrently with Practicum (A700). Independent seminar with core faculty member.

A710 Organizational Psychology PsyD Practicum (8 units)

A project of mutual benefit to the student and to the site organization. The student is not directly involved in the work of the site organization. Practicum is unpaid. *Concurrent enrollment in A711 required.*

A711 Organizational Psychology PsyD Seminar (2 units)

Taken concurrently with Practicum (A710). Independent seminar with core faculty member.

A800a,b Organizational Psychology PhD Internship (6,6 units)

The student is directly involved in the work of the site organization and contributes to client engagements. Internship is paid. *Concurrent enrollment in A801 required. Prerequisite:* A700 and A701; advancement to doctoral candidacy.

A801a,b Advanced Organizational Psychology PhD Seminar (2,2 units)

Taken concurrently with Internship (A800). Independent seminar with core faculty member.

A810 Organizational Psychology PsyD Internship (8 units)

The student is directly involved in the work of the site organization and contributes to client engagements. Internship is paid. *Concurrent enrollment in A811 required. Prerequisite:* A710 and A711; advancement to doctoral candidacy.

A811 Advanced Organizational Psychology PsyD Seminar (2 units)

Taken concurrently with Internship (A810). Independent seminar with core faculty member.

A910 Organizational Psychology PsyD Internship (8 units)

Advanced internship for PsyD students. *Prerequisite:* A810/A811.

A911 Advanced Organizational Psychology PsyD Seminar (2 units)

Advanced seminar for PsyD students taken concurrently with A910. *Prerequisite:* A810/A811.

F401 Introduction to Professional Psychology (1 unit)

A course for first year PhD program students designed to facilitate academic advising, and to explore issues of professional identity and goals. Includes discussion of critical role transitions as these reflect issues of gender, ethnicity, and stages in the life cycle. (The instructor serves as the student's faculty advisor.)

F450a,b PsyD Practicum I (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 F451.*

F451a,b Introduction to Professional Psychology (1,1 units)

A year-long course for first year PsyD students. See F401 description above. Also includes discussion of issues related to PsyD Practicum I (taken concurrently) and an introduction to the clinical dissertation process. (The F451 instructor serves as the student's faculty advisor.)

F501a,b Clinical and Ethical Issues (2,2 units)

Taken concurrently with Field Practicum I by second year PhD program students, the seminar provides a small-group forum for field placement advising, discussion of agency entry issues, and presentation of clinical case material. 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. *Prerequisite:* F401 and P500.

F510a,b 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:* F401 and P500. *Concurrent enrollment required in F501.*

F550a,b 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:* F450, F451, and P500. *Concurrent enrollment required in F551.*

F551a,b Clinical and Ethical Issues (2,2 units)

Taken concurrently with Field Practicum II by PsyD program students. See F501 description above for course content. *Prerequisites:* F450, F451 and P500.

F701a,b Advanced Clinical Seminar (3,3 units)

Taken concurrently with Field Practicum II by third year PhD students, 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:* F500 and F501.

F710a,b 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:* F500 and F501. *Concurrent enrollment required in F701.*

F750a,b 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:* F550 and F551. *Concurrent enrollment required in F751.*

F751a,b Advanced Clinical Seminar (3,3 units)

Taken concurrently with Field Practicum III by third year PsyD program students. See F701 above for description. *Prerequisites:* F550 and F551.

F860a,b Half-Time Internship I (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:* F750 and F751; advancement to doctoral candidacy; completion of dissertation proposal orals.

F865a,b Half-Time Internship II (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:* F860.

F870a,b Full-Time Internship (30 units per year)

Full-time internship in an approved agency for PsyD program students. May include internships in local agencies or, in certain circumstances, in internship settings throughout the country which are members of the Association of Psychology Postdoctoral and Internship Centers (APPIC). *Prerequisites:* F750 and F751; advancement to doctoral candidacy; completion of dissertation proposal orals.

F920a,b Half-Time Internship I (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:* F701 and F710; advancement to doctoral candidacy; completion of dissertation proposal orals.

F925a,b Half-Time Internship II (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:* F920.

F930a,b Full-Time Internship (30 units per year)

Full-time internship in an approved agency for PhD program students. May include internships in local agencies or, in certain circumstances, in internship settings throughout the country which are members of the Association of Psychology Postdoctoral and Internship Centers (APPIC). *Prerequisites:* F701 and F710; advancement to doctoral candidacy; completion of dissertation proposal orals.

F990a,b APA-Accredited Internship (30 units per year)

Full-time, year-long, APA-approved internship for students in either the PsyD or PhD program. *Prerequisites:* F701 and F710 or F750 and F751; advancement to doctoral candidacy; completion of dissertation proposal orals.

Personal Development

Personal Growth and Professional Psychotherapy

Personal Psychotherapy (0 units)

All clinical students must complete 45 hours within one 12-month period of personal psychotherapy with a licensed doctoral-level therapist (psychologist, psychiatrist, doctorate-holding LCSW or MFCC). Psychotherapy may combine individual and family/couples therapy. Students are advised to address this requirement early in the program, must arrange and pay for their own therapy, and must complete it before graduating. If therapy was completed during the five-year period prior to entry to CSPP, this requirement *may* be waived.

G250 Administrative/Organizational Activities: Student Governance (1 unit)

Designed to facilitate, support, and evaluate student participation in student governance at CSPP. Open to student members of governance committees and student senators.

Professional Concepts

Theory

B505 The Individual in Organizations (3 units)

Emphasizes the role of the individual in contemporary organizational life. Covers socialization, effective patterns of communication, and the impact of leadership and organizational structure on the individual. Addresses individual approaches to learning and problem-solving, and the ways those approaches shape group and organizational behavior. Uses both didactic and experiential approaches to examine the individual/organizational interface.

B515 Organizational Theory (formerly named: Theories of Organizational Structure and Design) (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. *Prerequisite:* V615, Organizational Behavior.

B570 Competing at the Global Level (2 units)

This course examines the urgency of understanding the complexity of the global environment that all organizations are a part of. A framework for successfully moving from a national to an international paradigm will be examined, as well as examples of failed efforts to become a global presence. The importance of: creating and communicating vision to employees all around the globe, increasing employees' capacities to change in the context of changing cultures, simultaneously emphasizing alignment and providing room for diversity will be considered.

B605 History and Systems of Organizational Studies (3 units)

Examines historical forces underlying the field of organizational psychology and ways in which these forces affect our understanding and participation in the field. Industrialism, post-industrialism, post-modernism, and discourse analysis explored through lectures, readings, and field research.

B610 The Dyad and Group in Organizations (3 units)

Groups (departmental work units, teams, committees) are the basic building blocks of organizations. All other organizational forms are derived from these elemental social and structural units, through which the relationship between the individual and the organization is mediated. This course focuses on the ways groups develop over time, conceptual frameworks for analyzing group processes, groups as open systems, the impact of the effective dyad on group process, skillful intervention into the nature of group life.

T531 Child Psychopathology (2 units)

Presentation of major forms of child psychopathology with emphasis on theoretical interpretation, etiology, and symptoms.

T563 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.

T589 Biological Psychology (3 units)

Presentation of the anatomy and physiology of the human central nervous system. A clinical understanding of the normal functions of the central nervous system with regard to the concepts of arousal, the acquisition and processing of information, and the person's adaptation to the environment. The clinical course, manifestations and implications of various brain pathologies will be detailed. Also, focus on the recognition of possible organic contributions to behavioral or psychological dysfunctions commonly encountered in in- and outpatient situations.

T590 Cognitive and Affective Psychology (3 units)

Exploration of clinically relevant data from the areas of sensation, perception, memory, learning, cognition, emotion and motivation, physiological psychology, and psychobiology.

T591 History and Systems of Psychology (3 units)

History and evolution of professional psychology as a scientific discipline, including the psychoanalytic revolution, the "medical model," and the history of psychotherapy.

T595 Psychopathology (3 units)

Research and theories which investigate the etiology and diagnosis of problem behavior and of deviance as contrasted to optimal psychological functioning. The relationship of theories and research in psychopathology to individual and social context.

T630 Campus Colloquium Series (2 units)

Student-generated lecture series. Prominent psychologists from the area are invited to speak on current issues and on new or original developments in psychology.

T656 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.

T696-T699 Advanced Developmental Psychology (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.

T720a,b Clinical 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. *Prerequisite:* P511, T589

T735 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.

Culture and Society**C460a,b 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.

C610 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.

C617 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.

C619 Introduction to Clinical Medicine (2 units)

Familiarizes students with basic physiology of human organ systems, pathophysiology, course of illness and treatment of the more common chronic, traumatic, and/or life-threatening illnesses. Discussion of psychological and psychiatric aspects of medical illness.

C650-C669 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 Americans: Sociocultural and Psychotherapeutic Perspectives; Immigrant Populations; and Latino American Psychology.

C667 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.

C706 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.

C800 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.

V510 Organizational Values and Ethics (3 units)

Develops conceptual tools and analytical strategies for an ethical analysis of decision making 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 social, organizational, and personal practices.

V570 Transforming Organizational Culture to Enable Change (3 units)

This course examines the main reasons for understanding behaviors, values, shared assumptions of organizational cultures. Whether the organization is a large bureaucracy in decline, or a start up with a founding leader and a small group of employees, it is important to understand the models of cultures or sub-cultures by which these organizations operate. Organizational cultures can aid or impede change processes, and the reasons for each will be analyzed.

V571 Managing Diversity: Individual, Organizational and Global Initiatives (2 units)

This course examines the importance of developing a leadership framework that includes understanding of diversity: with regard to race, ethnicity, age, gender, sexual orientation, learning styles, world-views. It will simultaneously focus on ways to work collaboratively while in the midst of diversity. Organizational initiatives on diversity that move the organization forward will be examined carefully, especially in terms of frameworks to encourage or discourage.

V610 Understanding Cultural Diversity (3 units)

Provides a foundation in issues embedded within all cultures, with specific attention paid to subcultures within the U.S. Drawing upon a variety of models of cultural content and process, examines cultural diversity as a multifaceted asset and challenge.

V615 Organizational Behavior (formerly titled: Organizational Behavior in International Perspective) (3 units)

Intensive 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

Professional Skills

Skills and Issues

A510 Foundations of Organizational Consultation (3 units)

An introduction to the field of organizational consultation. Surveys the Uniform Body of Knowledge (UBK) and covers various views of management consultation and process consultation.

A525 Consulting Skills: Systemwide Interventions (3 units)

Examines large systems change from a strategy-structure-process basis. The foundation for this view is the work of Mintzberg, Quinn, Tichy, Bennis, and to a certain extent, Alfred Chandler. Peters, Drucker, and other applied writers will also be surveyed. Current trends in large systems change will be discussed, including benchmarking and other "best practices" work, business process re-engineering, and other new developments.

A610 Models of Organizational Culture and Change (3 units)

Examines the foundations of organizational change processes within the context of organizational culture. Includes models of adult learning and organizational learning.

A625 Consulting Skills: Systemwide Interventions (3 units)

Examines individual coaching, group facilitation, team building, and behavioral processes at the individual, group, and inter-group level. Students use at least three instruments such as FIRO-B, Kolbe Conative Index, Myers-Briggs, and the DISC (PERFORMAX).

A640 Synthesizing Multiple Perspectives: A Capstone Course (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.

A705 Ethical Issues and Professional Practice (3 units)

Seminar emphasizes ethical practice in the field of organizational psychology, and incorporates legal and environmental issues in the field.

A740 Integrative Seminar: Proposal Design (3 units)

Advanced seminar for third year organizational psychology PhD students focused on development of the dissertation proposal.

P200 DSM Workshop (1 unit)

Two-day workshop on understanding and using DSM. Includes use of case examples and videotapes to illustrate various diagnoses.

P201 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.

P202 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.

P300-302 Clinical Licensing Courses (1 unit)

Classes on specific clinical issues, designed to meet current California psychology licensure requirements: chemical dependency, human sexuality, and child abuse.

P500 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.

P502 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.

P503 Introduction to Psychodynamic Psychology (1 unit)

An introduction to basic psychoanalytic concepts, theories, and techniques. Weekly lectures by local psychoanalysts, faculty, and psychologists involved with analysis.

P505 Cognitive Assessment (2 units)

Introductory course presenting an overview of intelligence testing. Students will administer and score tests, and prepare reports.

P506 Introduction to Family/Child Psychology (1 unit)

A survey of research on family process and development being conducted at CSPP and in the Bay Area. Weekly presentations by faculty, dissertation students, and other family investigators in the area.

P507 Introduction to Health Psychology (1 unit)

Informal seminar built around guest speaker presentations by practitioners in the field, researchers, faculty, and alumni/ae on topics that comprise research and clinical work in health psychology.

P508 Introduction to Multicultural and Community Psychology (1 unit)

Seminars featuring speakers who are practitioners, researchers, and policymakers in areas relating to multicultural issues.

P511 Psychodiagnostic Assessment (3,3 units)

Year-long course in adult and child assessment including study of objective and projective tests and report writing. Integrated test battery case presentations with classroom critiquing. Includes lab. *Prerequisites:* P505 and T595.

P520 Principles of Psychotherapy (3 units)

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.

P521-P531 Theory and Technique of Clinical Practice (3 units)

In-depth study of psychotherapy within a specific theoretical framework. Sections offered will vary somewhat from semester to semester: psychoanalytic, family systems, cognitive-behavioral, feminist, health psychology interventions, and child treatment. *Prerequisite:* P520.

P540 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.

P559 Couples Therapy (2 units)

Introduces the theory and technique of couples therapy from major approaches such as psychoanalytic, behavioral-cognitive, and family systems. Role plays, videotapes, and case presentations are utilized to illustrate concepts. *Prerequisite:* P522.

P569 Brief Psychodynamic Psychotherapy (2 units)

Examination of the clinical application of psychoanalytic principles to brief psychotherapy, counseling, and crisis counseling.

P651 Child Therapy (2 units)

Presents the fundamentals of the child therapy process, and integrates the basic skills necessary to deal with the challenges children present in therapy.

P667 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.

P750 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:* P522.

P762 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.

P780 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.

P781 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.

P820 Psychopharmacology (2 units)

Behavioral effects of psychoactive substances: the use of psychopharmacological agents in psychotherapy and their phenomenology. Substance abuse: its symptoms and consequences. The relationship between the psychologist and the physician in medication management. *Prerequisite:* T589.

P866 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.

Individualized Courses

Special courses such as the one listed below are designed to provide students and faculty members with opportunities to supplement existing course content, or to provide avenues for learning in specialized areas not offered in the curriculum. With appropriate approval, and within specified limits on the number of units a student may take in this series, a wide variety of topics and learning situations can be devised.

S203/S206 Independent Study (1-3 units)

Considerable independent work and periodic meetings with a core faculty supervisor to discuss progress and final outcome. Independent study can be used as an elective or to meet a requirement.

SCHOOL OF EDUCATION

E50B 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

E621 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.

E630 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.

E632 Cross Cultural Instructional Technology Applications (3 Units)

This course is an introduction to the merging of cross cultural and instructional technology education. Power Point, Interactive Journaling, Internet Assignments, Cross Cultural software critiques, and Homepage/Website development are some of the computer-mediated communications scheduled for class exploration.

E650 Language and Sociocultural Issues (2 - 3 Units)

Using theory, practice, and action research techniques, students will enhance their multicultural/multilingual education awareness, curriculum development and implementation skills for the classroom.

Graduate Program Cross Listed Pre-Program Course

E655 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.

E682 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.

E689 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 course work, field experiences and related research.

E699 Advance 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.

FORMERLY - UNITED STATES INTERNATIONAL UNIVERSITY COURSE DESCRIPTIONS

Legend

Please note: The abbreviations following the course descriptions are a guide as to when courses are expected to be offered on the San Diego campus only, unless otherwise indicated. The timing of course offerings is subject to change. For information about the timing of courses offered at the other campuses, consult the course schedules that are available each quarter.

FI = Fall Intensive

F = Fall

W = Winter

SP = Spring

SU = Summer

EQ = Each Quarter

Odd Years = Class offered odd years

Even Years = Class offered even years

Demand = If enough demand

WI = Writing Intensive

Online Courses

For information about the availability of online courses offered, contact your advisor or consult the course schedules that are available each quarter.

Course Listing

The following is a listing of courses and abridged descriptions of all USIU 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.

Accounting

ACT 1010 Principles of Accounting I

Objectives and fundamental concepts of accounting; analyzing and recording financial transactions; preparation of income statements, the balance sheet and interpretation of financial income statements; analysis of assets, liabilities and equity; partnerships and corporations; fund flow analysis. Introduction to software applications in accounting.

Prerequisite: BUS 2010

Credit: 4 units F, SP

ACT 2010 Principles of Accounting II

Accounting as an effective aid to management in the control of resources; continuous process cost system, reports to management; budgets, long-range planning; and cost/volume/profit analysis. Accounting changes and error analysis. Extensive utilization of computer applications in accounting.

Prerequisite: ACT 1010

Credit: 4 units W, SU

ACT 3010 Accounting Information Systems

The course introduces the students to the computer implementation of the basic elements of accounting statements, and analysis. Standard accounting packages are used to walk students through the complete accounting cycle from different accounting principles of data entry to accounting reports to preparation of financial statements.

Prerequisites: IST 2040 and ACT 2010

Credit: 4 units SU

ACT 4010 Managerial Accounting

An extensive analysis of the role of managerial accounting. A review of management decision-making based on accounting concepts; the use of accounting statements and reports in policy-making; and ethical considerations and other current issues facing the accounting professional.

Prerequisite: FIN 3010

Credit: 4 units W

ACT 4020 Financial Accounting I

Theoretical foundations of financial reporting. Includes the standard setting process and conceptual framework, valuation of assets and current liabilities.

Prerequisite: ACT 2010

Credit: 4 units SP, Even Years

ACT 4030 Financial Accounting II

Valuation of long term liabilities and stockholders equity. Pensions, leases, income tax presentation, cash flows, and financial statement analysis. Partnerships, long-term investments, branches, combinations, and consolidations.

Prerequisite: ACT 4020

Credit: 4 units F, Even Years

ACT 4040 Cost Accounting

Design and use of accounting record keeping systems for manufacturing entities. Cost allocation and estimation. Information used for external reporting and internal decision making.

Prerequisite: ACT 2010

Credit: 4 units Demand

ACT 4050 International Accounting

Interpretation, use, and analysis of accounting data for internal reporting; planning and control of business activities; and managerial decision making in the context of international and multinational business. Includes impact of accounting on people in service and manufacturing operations, foreign exchange and hyperinflation, Foreign Corrupt Practices Act, and international transfer pricing.

Prerequisite: ACT 2010

Credit: 4 units Demand

ACT 4060 Taxation

Study of the application of the principles, laws, and practices of taxation.

Prerequisite: ACT 2010

Credit: 4 units Demand

ACT 4070 Auditing

Study of auditing principles, concepts and practices as it applies mainly businesses and investors.

Prerequisite: ACT 2010

Credit: 4 units Demand

ACT 6010 Managerial Accounting

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

Credit: 4 units F, SP

Anthropology

ATH 4000 Cultural Anthropology

Examination of the dominant theoretical orientation, methodologies, and research findings generated in studies of human culture in diverse socio-cultural settings.

Through lectures, assigned readings, class discussions and activities, and field research, students will explore the structural and functional components of human cultural systems and the theoretical perspectives which can be utilized in the study of human culture and socio-cultural change.

Credit: 4 units F, Odd Years

Applications

APP 4010 Visual and Object Programming

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.

Prerequisites: IST 2040, IST 4010, IST 4020

Credit: 4 units Demand

APP 4020 Knowledge Engineering and Expert Systems

This course teaches the 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.

Prerequisites: IST 2040, IST 4010

Credit: 4 units Demand

APP 4030 Information Systems Engineering

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

Credit: 4 units Demand

Business

BUS 1010 Introduction to Business Organizations

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.

Credit: 4 units F, W, SP

BUS 2010 Business Mathematics

Fundamental mathematical operations in banking and borrowing; Financial ratio analysis; payrolls; retail; insurance; and elementary statistics.

Credit: 4 units F, W, SP

BUS 2020 Business Communications

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: BUS 1010

Credit: 4 units W, SP

BUS 3010 Business Law

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: BUS 1010

Credit: 4 units F, SP

BUS 3020 Production and Operations Management

An introductory analysis of productive systems, operations planning, and control. Topics include forecasting, inventories, scheduling, quality assurance, and productivity.

Prerequisite: BUS 2010

Credit: 4 units F, SU

BUS 4010 Small Business Entrepreneurship

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

Credit: 4 units W

BUS 4020 Service Management

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: BUS 1010

Credit: 4 units Demand

BUS 4070 Business Values and Ethics

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: BUS 1010

Credit: 4 units W

BUS 4090 Strategic Management

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

Credit: 4 units W, SU

BUS 4810 Seminar in Business

Seminar on practical applications of job seeking, career development, and community service in business.

Credit: 4 units Demand

BUS 4910 Business Internship

Directed internship in a private firm, a non-profit organization, or a government agency.

Credit: 4 units Demand

BUS 4950 Senior Project

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).

Credit: 4 units Demand

BUS 5010 Survey of Accounting

A survey of financial statements and financial statement analysis through an examination of accounting theory, concepts, and procedures.

Credit: 2 units Demand

BUS 5020 Survey of Finance

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

Credit: 2 units Demand

BUS 5030 Survey of Marketing

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.

Credit: 2 units Demand

BUS 5040 Survey of Production/Operations Management

Theory, concepts, and decision analysis related to effective control of products and operative systems. Topics include productivity forecasting, scheduling, inventory organization, and quality control.

Credit: 2 units Demand

BUS 5050 Survey of Economics

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.

Credit: 2 units Demand

BUS 5060 Survey of the Legal Environment of Business

Consideration of factors causing change in the business environment; analysis of selected issues in the interface between business, the law, and other social institutions.

Credit: 2 units Demand

BUS 5070 Survey of Management Practice

A survey of the development and evolution of management as theory and practice; emphasis on contemporary management in an international context.

Credit: 2 units Demand

BUS 5080 Survey of Information Systems

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.

Prerequisite: BUS 5110

Credit: 2 units Demand

BUS 5090 Survey of Business Statistics

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 will include both in-class lectures and computer lab exercises.

Credit: 2 units Demand

BUS 5100 Business Communications

Introduces fundamental research, writing and speaking skills necessary for effectively communicating orally and in writing at the graduate level.

Credit: 4 units Demand

BUS 5110 Computer Application Skills

An overview of the basic components of processing systems (environment, software, hardware, people, behavior, tasks and connectivity), application programs such as word-processing, spreadsheets, databases, and graphics, and an operating system.

Credit: 2 units Demand

BUS 6020 Strategic Management

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

Credit: 4 units F, SP

BUS 6030 Leadership and Management of Change

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

Credit: 4 units Demand

BUS 6040 Business Values, Ethics, and Societal Strategy

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.

Credit: 4 units Demand

BUS 6050 Total Quality Management

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

Credit: 4 units Demand

BUS 6060 Cross-Cultural Management

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; models of reality in different cultures; and alignment between environment, manager, and culture of environment serving organizations.

Prerequisite: BUS 5070

Credit: 4 units Demand

BUS 6080 Management of Service Organizations

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

Credit: 4 units Demand

BUS 6090 Quantitative Approaches to Management

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.

Prerequisites: BUS 5040, BUS 5090

Credit: 4 units Demand

BUS 6110 Competitive Strategy Formulation

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

Credit: 4 units Demand

BUS 6120 Strategic Response to Turbulent Environments

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

Credit: 4 units SP

BUS 6130 Management Design and Management of Organizational Transformation

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

Credit: 4 units W

BUS 6140 Management of Technological Creativity and Innovation

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

Credit: 4 units SP

BUS 6150 Contributors to Strategic Management

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 USIU.

Prerequisite: BUS 6020.

Credit: 4 units F

BUS 6210 Business Statistics

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

Credit: 4 units W

BUS 6710 Strategic Management Internship

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 quarter assignment.

Credit: 4 units EQ

BUS 6800 Seminar in Business

Seminar on special topics in business.

Credit: 4 units Demand

BUS 6820 Business Internship

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of business management.

Credit: 4 units EQ

BUS 6850 Project

Independent study under the direction of a faculty advisor. Projects may include library or empirical research or analysis and written report on the management of an appropriate business organization (private firm, not-for-profit organization, or government agency).

Prerequisite: BUS 6210 (USIU in Nairobi only)

Credit: 4 units EQ

BUS 6900 Capstone

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.

Prerequisites: ACT 6010, BUS 6020, FIN 6000,

IBA 6060, MKT 6000

Credit: 4 units F, SP

BUS 7010 Theory of Strategic Behavior

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 7910

Credit: 4 units W

BUS 7020 Strategic Information

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

Credit: 4 units SP, Odd Years

BUS 7040 Strategic Management in Not-For-Profits

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

Credit: 4 units F, Even Years

BUS 7910 Dissertation Process

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

Credit: 4 units W

BUS 7920 Dissertation Tutorial

Tutorial course consisting of one-on-one discussions with a prospective chairman, and seminar-type gatherings where students share and compare their problems and experiences in formulating the conceptual design of their dissertations. The emphasis is on individual completion of global and research models that are supported by prior theory and empirical research. Students will prepare and submit review or research notes articles to the appropriate scholarly journals. The course is structured to serve not only students who are attempting to test existing theories, but also those who are exploring and describing existing variables and relationships that do not have adequate empirical validation, or are of a nature that requires periodic re-validation.

Prerequisite: BUS 7910

Credit: 4 units EQ

BUS 7930 Research Instrument Design

Test-construction course designed to give students the skills needed to prepare unambiguous, reliable, and valid questionnaires and surveys for the collection of primary data. The myriad of pitfalls in the questionnaire/survey field are pointed out, and practical experience is gained in developing dependable items that may be used in the student's final data-gathering instrument.

Prerequisites: BUS 6210 and BUS 7910

Credit: 4 units SP

BUS 7940 Statistics

Introduction to an array of the most widely-used statistical procedures, through examples and computational exercises, as well as through the use of packaged programs featuring each statistic. The emphasis is on understanding the proper choice and use of each statistic in terms of its logical connection with the research question at hand.

Prerequisites: BUS 6210 and BUS 7910

Credit: 4 units F

BUS 7950 Dissertation Research Design

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

Credit: 4 units F,W,SP

BUS 7960 Dissertation Research Implementation

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 7950 and pass dissertation proposal defense

Credit: 4 units F,W,SP

BUS 7970 Dissertation Completion and Defense

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 7960

Credit: 4 units EQ

Communications**COM 1500 Intercultural Communication**

Study of cultural issues in their relation to communication, language, society, family, work, education, problem solving, religion, and world views. (WI)

Credit: 4 units F, W, SP

COM 2000 The Communication Process

Selected theories of the fundamental nature and function of the communicative process. Introduces the dynamics of who says what to whom and how. Explores the interplay of the message, source, channel, and destination. Examines the key components of human communication codes with reference to formal, informal, and other levels of communication. Identifies a variety of styles associated with different cultural and co-cultural groups.

Credit: 4 units F

COM 2010 Research and Writing in Communication Studies

Study of major categories of research and methods of data collection and analysis. Includes a research project and development of guidelines for style and mechanics.

Credit: 4 units F

COM 2205 Media, Communication and the Information Society

The role of communication in society as manifested through print, visual, and electronic media.

Credit: 4 units W

COM 3000 Organizational Communication

Structure and function of vertical and horizontal communication in organizations at local, national, and international levels. Focuses on effective communication strategies for facilitating and achieving organizational goals. Case studies of selected organizational communication to illustrate the practical application of the concepts and principles underlying various models and approaches.

Credit: 4 units W

COM 3005 Diversity Training

Examination of the concepts, tools, and activities to design and present basic diversity training. Focuses on recognizing the dimensions of diversity and their impact in the workplace, understanding the range of cultural norms and values in work groups, and learning how to confront and deal with stereotypes and prejudice in organizations.

Prerequisites: COM 2000 and COM 3000 or permission of instructor

Credit: 4 units SP, Even Years

COM 3010 Group Dynamics

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

Credit: 4 units F, Odd Years

COM 3100 Technical Rhetoric

Introduction to the rhetoric of technical communication. Includes the visual rhetoric of graphics and document design, rhetorical modes of narration, description, exposition, and argumentation as used in technical communication, and the ethics of technical communication.

Credit 4 units W, Even Years

COM 4005 Nonverbal Communication

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.

Credit: 4 units F, Even Years

COM 4010 Language, Culture, and Society

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.

Credit: 4 units SP, Even Years

COM 4100 Advanced Technical Communication

Advanced study of technical communication. Includes work in technical style and the common document types produced in business and industry, including proposals, progress reports, completion reports, and manuals.

Credit: 4 units F, Even Years

COM 4105 Technical Editing

The fundamentals of editing. Focuses on the role of the editor in organizational settings; basic editorial activities; methods for analyzing, critiquing, and revising manuscripts for different audiences; and techniques for successful writer/editor dialogues. Includes techniques for verbally and visually revising documents for publication.

Credit: 4 units SP, Even Years

COM 4110 Document Production

Study and application of principles of producing effective technical documents. Focuses on the relationship between page layout and readability, techniques for combining textual and non-textual information and the use of word processing and technical graphics software. Taught as a workshop in which students produce basic technical documents, such as brochures, data sheets, flyers, reports, and manuals.

Credit: 4 Units SP, Odd Years

COM 4200 Communication and Leadership

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.

Credit: 4 units SP, Odd Years

COM 4205 Principles of Public Speaking

Study of the fundamental processes of oral expression. Focuses on methods of obtaining and organizing material and principles and practice in constructing and delivering various forms of presentations and speeches.

Credit: 4 units W, Odd Years

Community Service**CMS 3700 Community Service Learning**

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. Helps fulfill the USIU mission for community service. Students at the Nairobi campus must do CMS 3700 off campus during the senior year. (Grading is credit/no credit.)

Credit: 2 units EQ

Economics**ECO 1010 Principles of Microeconomics**

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.

Credit: 4 units F, W, SP

ECO 1020 Principles of Macroeconomics

Introduction to the basic principles of income, employment, prices, and international trade.

Credit: 4 units F, W, SP

ECO 6010 Managerial Economics

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

Credit: 4 units Demand

Education

Courses are offered each year in the quarter indicated unless a specific year is noted.

EDU 1001 Introduction to Elementary Education

The nature of the elementary classroom; minorities in the classroom; cultural diversity in the classroom; students with special needs including handicapped and gifted students; structure of the public school system.

Credit: 2 units F, Odd Years

EDU 2201 Early Field Experience

Early field experiences in the lower and upper elementary grades as well as selected public service 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 the content areas to build curriculum knowledge.

Credit: 2 units F, Even Years

EDU 3301 Field Experience in Mathematics and Science

Early field experiences in the lower and upper elementary grades as well as selected public elementary grades and selected public service agencies focusing on building candidates' background in the nature of the elementary classroom environment, especially as it concerns instruction in mathematics and science; field experiences related to candidates' understanding of the content areas to build curriculum knowledge.

Credit: 2 units F, Even Years

EDU 3302 Field Experience in Language Arts I

Field experience in the secondary grades (9 through 12) as well as selected public service agencies focusing on building candidates' background in the nature of the high school classroom environment, especially as it concerns instruction in the language arts; field experiences related to candidates' understanding of the content areas to build and refine curriculum knowledge and further develop methods for teaching effectiveness.

Credit: 3 units Demand

EDU 4100 Child Development

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. Selected contemporary research theories on child will be explored. Theories of development will focus on the intellectual, social, physical, emotional and moral development of the child through the work of Ericson, Piaget, Kohlberg, and Vygotsky. These studies will have direct application to learning environments and the teaching profession.

Credit: 4 units SP, Even Years

EDU 4401 Field Experience in the Language Arts

Early field experiences in the lower and upper elementary grades as well as selected public service agencies focusing on building candidates' background in the nature of the elementary classroom environment, especially as it concerns instruction in the language arts; field experiences related to candidates' understanding of the content areas to build curriculum knowledge.

Credit: 2 units SP, Odd Years

EDU 4402 Field Experience in Language Arts II

Further field experience in the secondary grades (9 through 12) as well as selected public service agencies focusing on building and refining candidates' background in the nature of the high school classroom environment, especially as it concerns instruction in the language arts; field experiences related to candidates' understanding of the content areas to build and refine curriculum knowledge and further develop methods for teaching effectiveness.

Credit: 3 units Demand

EDU 4500 Project in Elementary Education

A project in their areas of concentration for students in the Liberal Studies: Elementary Education major. The project will be supervised by the coordinator of the Liberal Studies Program.

Credit: 2 units EQ

EDU 5210 Computer Concepts and Application in the Classroom

Overview of current and potential uses of computers in education. Hands-on experience in a variety of microcomputer applications. Visitations to school districts implementing the latest in computer technology. Evaluation and implementation of technology in the classroom.

Credit: 2 units SU, FI

EDU 5220 Mainstreaming

Working effectively with special education students. Influences of PL 94-142 and state regulations upon the classroom and how to best structure and manage educational pro-grams to meet the diverse needs of students.

Credit: 3 units SU, FI
Orange County: SU, FI

EDU 5300 Elementary/Secondary Instruction

Basic principles of classroom teaching and learning. Focus on instructional planning and classroom management to address student needs, interest, and abilities. Case study approach as a means of cooperative problem-solving. Project approach as a means of building leadership skills. Practical moral approach as a means of identifying successful classroom teaching practices.

Credit: 4 units F, W, SP
Orange County: F, SP

EDU 5301 Elementary Reading

Basic approaches to reading instruction. Theoretical models of the reading process, beginning reading instruction, instructional strategies, instructional materials, the writing process and developmental writing, integrating literature across the curriculum, assessment of reading behavior and performance management and organization for effective instruction and adapting instruction to meet individual needs.

Credit: 4 units F, SP
Orange County: F, SP

EDU 5302 Secondary Reading

Theoretical models of the reading process. Approaches to reading instruction in the secondary schools. Selecting strategies for instruction and instructional materials. Content area reading. Adapting instruction to meet individual needs.

Credit: 4 units F, SP
Orange County: F, SP

EDU 5311 Content Area Curriculum: Elementary

Basic approaches to curriculum development and principles of teaching. Emphasis on practical application in the social sciences. Planning of instruction, lesson planning, teaching higher level thinking skills, and evaluation.

Credit: 4 units F, SU
Orange County: W, SU

EDU 5312 Content Area Curriculum: Secondary
Guided experience in use of various curricular materials and instructional methods at a secondary school site. Application of ideas and materials developed in other courses prior to student teaching.

Credit: 4 units F, SU
Orange County: W, SU

EDU 5321 Curriculum Concepts: Elementary

Focuses on the content areas of math and science. Emphasis on accommodating differences in student learning styles and levels.

Credit: 4 units F, W
Orange County: F, SP

EDU 5322 Curriculum Concepts: Secondary

Management of a secondary school classroom program. Focus on instructional flow, classroom management, assessment of student progress, and planning lessons for concept areas within specific courses.

Credit: 4 units F, W
Orange County: F, SP

EDU 5330 Principles and Practices of Second Language Teaching

Study of models of bilingual education, approaches with a focus on English language development, and approaches with a focus on content area instruction. Students develop knowledge and skills needed to appropriately assess students' language abilities and subject-master achievement.

Credit: 3 units FI, SU
Orange County: W, SU

EDU 5340 Multicultural Studies

Assessment of needs and abilities of culturally and linguistically diverse students. Developing appropriate instructional plans and activities. Examination of the nature and impact of cultural background in relation to learning and patterns or personal growth.

Credit: 3 units FI, SP
Orange County: W, SU

EDU 5350 and 5355 Student Teaching**EDU 5360 and 5365 Intern Teaching**

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 weekly visitations. 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.

Credit: 9 units each EQ

EDU 6021 Interdisciplinary Readings & Critical Thinking

Examination of education as a multidisciplinary profession. Reading and analysis of seminal works using a critical thinking model. Students develop personal position papers in response to readings and for presentation to class.

Credit: 4 units W, SP
Orange County: W, SP

EDU 6031 Using Technology to Facilitate Learning

Exploration of uses of technology to facilitate learning. Includes applications such as: teaching math and problem solving through logo, computer-assisted instruction, student multimedia authoring, simulations, games and tools to facilitate writing and communication. Theoretical background and hands-on experience with these applications of technology to learning.

Credit: 4 units EQ
Orange County: EQ

EDU 6040 Development of Cross-Cultural Competencies

Influence of culture and society on educational systems. Focus on the nature and manifestation of culture, cultural contact, and cultural diversity in California and the rest of the U.S. Investigation of values, behaviors, and beliefs of cultural groups. Comparative case studies.

Credit: 4 units F, SU
Orange County: F, SU

EDU 6050 Academic Instruction Designed for Culturally and Linguistically Diverse Students (K-12)

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.

Credit: 4 units F, SP
Orange County: F, SP

EDU 6060 Methods of Assessment

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.

Credit: 4 units W, SU
Orange County: W, SU

EDU 6111 Multimedia Learning Environments

Introduction to designing, creating and using interactive multimedia in the classroom. Covers skills needed for multimedia manipulation as well as research on use of multimedia in educational settings.

Credit: 4 units F, 2001
Orange County: W, 2002

EDU 6121 Technology and Learning

Theoretical foundations and research of effectiveness for applications of technology of learning. Survey of past, current, and future use of technology in educational settings.

Credit: 4 units W, 2002
Orange County:
SU Session 2, 2002

EDU 6150 Technology Resources for a Global Society

Overview of approaches to using telecommunications and the information superhighway for educational goals. Explores educator collaboration, student usage and potential for distance learning. Opportunity to develop skills using telecommunication hardware and software.

Credit: 4 units SU Session 1, 2002
Orange County: F, 2001

EDU 6160 Distance Education

Exploration of the delivery of educational programming to individuals or groups at remote sites, and the resources available to further the industry. Includes the distance learning environment, the needs of schools and universities, initiatives in various states, and participation by telephone and cable companies. Students will develop educationally sound, creative, nontraditional approaches to learning that make use of a variety of media in a wide range of settings.

Credit: 4 units SP, 2002
Orange County: SP, 2002

EDU 6170 Technology in the Curriculum

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, assistive technology, and current research on technology and learning. Students will gain first hand experience using the Internet, sophisticated search engine techniques, and media rich teaching materials and then design lessons based on their use.

Credit: 4 units F, 2002
Orange County: F, 2002

EDU 6190 Program Development: Technology and Learning

A guided practicum providing an opportunity to apply knowledge and skills from coursework to a project involving the application of technology to a learning problem.

Credit: 5 units EQ

EDU 6210 Administrative Leadership

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.

Credit: 4 units SP
Orange County: SP

EDU 6220 School Law and Finance

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.

Credit: 4 units SU Session 1, 2002
Orange County:
SU Session 2, 2002

EDU 6230 Personnel Administration

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.

Credit: 4 units F
Orange County: F

EDU 6240 New Models of Instruction and Learning

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.

Credit: 4 units F, W
Orange County: F, W

EDU 6250 School, Family and Community Relations

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.

Credit: 4 units W
Orange County: W

EDU 6290 Field Experience

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. Students required to develop a portfolio documenting the experiences.

Prerequisite: Completion of 32 units of study.

Credit: 5 units EQ

EDU 6410 Theory and Method of Second Language Teaching

Study of theories and methods of English language development, bilingual education, and specially designed content instruction delivered in English. Explores psychological, socio-cultural, political, and pedagogical factors of first and second language development

Credit: 4 units F, SP
Orange County: F

EDU 6420 Principles of Linguistics

Investigation of the nature, organization and function of human language. Focuses on the different components of language structure-phonology, morphology, syntax and semantics. Presents principles of descriptive linguistics, psycholinguistics, and sociolinguistics.

Credit: 4 units W
Orange County: W

EDU 6430 Techniques of Teaching Reading and Writing to Second Language Learners

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: EDU 6410

Credit: 4 units W
Orange County: W

EDU 6440 Techniques of Teaching Listening and Speaking to Second Language Learners

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: EDU 6410

Credit: 4 units SU Session 1, 2002
Orange County:
SU Session 2, 2002

EDU 6450 Psycholinguistics

Examination of the relationship between cognitive psychology and language. Study of first and second language acquisition. Develops understanding of the role of thought and language in establishing meaning in the mind of the learner.

Prerequisite: EDU 6420

Credit: 4 units Demand

EDU 6460 English Grammar for ESL and EFL Teachers

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. Examines parts of speech and functions in English sentences, verb tense-aspect system, sentence patterns, sentence types, and troublesome aspects of English grammar.

Credit: 4 units SP
Orange County: SP

EDU 6470 Teaching English as a Foreign Language (TEFL)

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.

Credit: 4 units SU Session 1, 2002
Orange County: Demand

EDU 6490 TESOL Practicum/Project

Field-based project that provides a solution to an educational problem in the field of teaching English to speakers of other languages. Classroom practicum required of students with no prior teaching experience. *Prerequisite: Completion of 32 units of study.*

Credit: 5 units EQ

EDU 6680 Current Issues in School Environment

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.

Credit: 4 units SP, 2002
Orange County: SP, 2002

EDU 6690 Practicum/Project in Teaching

Field-based project involving inquiry and the application of knowledge to solve a classroom teaching problem. *Prerequisite: Completion of 32 units of study.*

Credit: 5 units EQ

EDU 7000 Issues in Educational Technology

Exploration of current theories and practices in the field of educational technology as it relates to Educational Leadership, TESOL, and Technology and Learning. Topics may include: Computers in Society, Technology Tools for Teachers, Trainers, and Students, New Methods of Communication, Constructivist Uses of Computers, Technology and the Disabled, and Current Research on Technology and Learning.

Credit: 4 units SP, 2002
Orange County: F, 2003

EDU 7001 Dissertation Process

Examination of dissertation process in terms of modes of research, problem identification, and review of the literature. Model dissertations exemplifying qualitative and quantitative approaches will be analyzed and discussed. The focus of this course is an analytic paper which serves as a qualifying project. The purpose of the qualifying paper is to develop and demonstrate research, idea development, and writing skills. Qualifying papers are presented to the Department of Education faculty committee designated by the faculty. The course may be repeated once only.

Prerequisite: 16 to 24 units of study in Ed.D. program.
Credit: 4 units SP, 2002
Orange County: SP, 2003

EDU 7010 Educational Philosophy in Global Context

Emphasis on diverse cultures, peoples, educational systems, and global interdependence. Philosophical and sociological underpinnings of world educational systems, multiculturalism, futuristic educational trends and developments. The need for a global perspective in school reform. Strategies for preparing students for the 21st century.

Credit: 4 units W, 2002
Orange County: W, 2003

EDU 7012 Professional Leadership

A systems approach to understanding and defining the problems facing contemporary school leaders. Development of personal leadership profiles and expertise in one or more specific leadership strategies.

Credit: 4 units F, 2001
Orange County: F, 2001

EDU 7020 Learning and Cognition

Theories and principles of human memory, learning and cognition. Models of human thinking and information processing, problem solving and concept formation, memory structures and processes, language production and comprehension. Emphasis on experiential processing in order to empower educators with skills, strategies, and foundations to improve the thinking and learning in their professional settings.

Credit: 4 units SU, 2002
Orange County: W, 2002

EDU 7022 Designing Learning Environments

Focus on designing, establishing, and maintaining an effective learning environment. An ecological and systems approach to curriculum development.

Credit: 4 units F, 2002
Orange County: S, 2002

EDU 7024 Evaluation of Instructional Environments

Development of skills, attitudes, and sensitivities enabling students to appraise the quality of educational phenomena. Quantitative and qualitative criteria considered in evaluating instructional programs. Training in the use of the naturalistic paradigm. Observation in classroom or learning situations.

Credit: 4 units Demand

EDU 7030 Research Design

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.

Credit: 4 units F, 2001
Orange County: SU, 2003

EDU 7031 Statistics

Study of an array of the most widely-used statistical procedures, through examples and computational exercises, as well as through the use of packaged programs featuring each statistic. Focuses on understanding the appropriate choice and use of each statistic in context of the research question and study design.

Prerequisite: EDU 7030
Credit: 4 units W, 2001
Orange County: Demand

EDU 7033 Quantitative Research Methods

Overview of quantitative theories and methodologies in preparation for designing and conducting meaningful quantitative studies.

Prerequisites: EDU 7030 and EDU 7031.
Credit: 4 units SP, 2002
Orange County: F, 2002

EDU 7036 Qualitative Research Methods

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.

Credit: 4 units SU, 2002
Orange County: SP, 2002

EDU 7115 Distance Education

Exploration of the business, technical, and regulatory factors shaping the delivery of educational programming to individuals or groups at remote sites, and the resources available to further the industry. Includes the distance learning environment, the needs of schools and universities, corporate training, initiatives in the various states, and participation by telephone and cable companies. Students will develop educationally sound, creative, nontraditional approaches to learning that use a variety of media in a wide range of settings.

Credit: 4 units F, 2001

EDU 7125 Contemporary Topics in Technology and Learning

The seminar format of the course provides an opportunity to conduct in-depth examination of current theories and practices in the field of technology and learning. Topics may include: the phenomena of web publishing, corporate training models, grants and grant writing, technology and societal changes, new forms of communication, emerging technology and technological trends in education.

Credit: 4 units W, 2002

EDU 7130 Computer as a Thinking Tool

Critical examination of using computers to teach thinking skills. Covers theoretical background, research on effectiveness, and applications in educational settings, e.g. creativity aid, cognitive aid, visualization tool, knowledge acquisition tool.

Credit: 4 units F, 2002
Orange County: Demand

EDU 7140 Design of Computer-Supported Learning Environments

Investigation of design approaches, technical possibilities, and theoretical basis for computer-supported learning environments. Students expected to begin the development of their own approach to designing technology for learning.

Prerequisites: EDU 6141 and EDU 7020
Credit: 4 units W, 2003

EDU 7150 Human-Computer Interface Design

Introduction to the principles and art of designing interfaces between the learner and the computer. Develops skills necessary to design effective user-centered interfaces for computer-faced learning programs.

Credit: 4 units SP, 2003

EDU 7155 Practicum: Applied Learning Environments

Problem-based exploration of designs for computer-based learning environments.

Prerequisites: EDU 7140 and EDU 7150
Credit: 4 units F, 2001

EDU 7161 Needs-Driven Technology Planning

Principles, approaches, and problem-based exploration of technology planning within corporate and education environments. Students will develop an instructional design theory, examine approaches to integrating technology into the curriculum, and investigate procedures for conducting a needs assessment and developing a technology plan for their organizations.

Credit: 4 units S, 2002

EDU 7165 Practicum: Needs-Driven Technology Implementation

Problem-based exploration of procedures for conducting needs assessment and developing a technology plan for educational sites.

Prerequisite: EDU 7161
Credit: 4 units Demand

EDU 7170 Issues in Technology Management

Exploration of the effects of change on the critical components of governance, technology, and leadership in both education and business technological environments. Students will develop a comprehensive methodology covering strategy formulation, implementation, evaluation, training, quality control, and administration related to technology rich environments within their organizations.

Credit: 4 units SP, 2002

EDU 7210 Human Resources

Analysis of research on adult learners and study of effective human development practices in public and private sectors. Emphasis on design and evaluation of staff development programs.

Credit: 4 units Demand

EDU 7220 Financial Management

Understanding of the history and current mechanisms for financing schools. Emphasis on processes of building budgets including the projection of revenues, accountability procedures, and participation of other parties. Review of current issues affecting school finance.

Credit: 4 units Demand

EDU 7230 Contemporary Issues

Investigation of a broad array of issues and problems in education. Use of electronic information sources as well as journals and publications. Study of planning methods and techniques and their applicability to specific problems.

Credit: 4 units Demand

EDU 7240 Social, Cultural, and Political Relationships

A systems approach to the study of planned change. Understanding of the theoretical bases for change strategies. Emerging trends which will have impact on school systems and planned system responses. Futurist literature included.

Credit: 4 units Demand

EDU 7251 Designing Training Programs

The "learning organization" is a relatively new way of describing how organizations are coping with a fast-changing, dynamic environment. Integrating training and development activity into the workplace is crucial and assuming higher and higher priority for increasing numbers of private and public organizations. This course will deal with the important strategic role that training will play in successful organization. It will also deal with issues concerning assessment of training needs and successful training strategies. Students will also have the opportunity of designing and training program for a specific organization and then justifying the program's need, structure and strategic importance as part of a presentation to the class.

Credit: 4 units SP
Orange County: W, 2002

EDU 7270 Field Project

This course is a culminating experience for educational leadership students who are completing the mini-concentration in training. Students will be expected to assess an actual training need in a public or private organization and develop an appropriate training strategy and/or program including an evaluation process. This experience is aimed at providing students with direct contact with training professionals and/or organizational leaders who are involved with employee development and training and providing students with insights into the contextual factors affecting training decisions.

Credit: 4 units EQ

EDU 7410 Issues in TESOL Theory and Methodology

Seminar on selected issues in theory and practice of second language teaching. Critical analysis of current research with focus on pedagogical implications.

Prerequisite: EDU 6410
Credit: 4 units F, 2001

EDU 7420 Research in Second Language Acquisition and Applied Linguistics

Critical analysis of research in second language acquisition (SLA). Emphasis on psycholinguistic and sociolinguistic dimensions of SLA, bilingualism, interlanguage, and language transfer.

Prerequisite: EDU 6420
Credit: 4 units SP, 2003

EDU 7430 Technology and Second Language Teaching

Exploration of the role of technology in second language teaching. Examination of computer-assisted instruction, multimedia development, authoring systems, and multimedia-hypermedia language labs. Focus on integration of technology into curricula designed for culturally and linguistically diverse student populations.

Credit: 4 units W, 2001

EDU 7441 Design, Development and Evaluation of Programs for Second Language Learners

Students develop competencies in program and curriculum development and evaluation; staff development, implementation of technology into the curriculum, and assessment and evaluation of linguistically and culturally diverse students.

Prerequisite: EDU 7431
Credit: 4 units Demand

EDU 7445 TESOL Field Project

Students conduct a field-based research study or program development project.

Credit: 4 units Demand

EDU 7451 Cultural, Social, and Political Issues of Second Language Teaching

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.

Credit: 4 units SU, 2002

EDU 7460 Sociolinguistics

Examination of the relationship between linguistic, social, and culture factors in human communication. Focuses on relevance of sociolinguistic principles and research findings to TESOL.

Credit: 4 units F, 2002

EDU 7470 Psycholinguistics and Second Language Learning and Teaching

Psycholinguistics is the study of how we process and store language in the mind. The purpose of this course is to give students a good foundation in psycholinguistic theory and research, including hands-on experience with the various research paradigms. This course will explore a different issue in psycholinguistics each week with a focus on how these issues impact the learning and teaching of a second language. Topics include neurolinguistics, speech errors, connectionism, first language acquisition, the reading process, the mental lexicon, and bilingualism.
Credit: 4 units SP, 2002

EDU 7901 Dissertation Plan

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
Credit: 4 units EQ

EDU 7902 Dissertation Proposal

Completion of Chapter 1 (Research Problem), Chapter 2 (Literature Review), and Chapter 3 (Research Methods). Requires completion and oral defense of the dissertation proposal and acceptance by the dissertation committee.

Prerequisites: Successful completion of all coursework and Comprehensive Examination, EDU 7901
Credit: 4 units EQ

EDU 7920 Dissertation Preparation

Supervised research and writing of dissertation. Successful completion of dissertation, oral examination, and placement of dissertation in the library.

Prerequisites: EDU 7901 and EDU 7902
Credit: 4 units EQ

English**ENG 0999 Basic Reading and Composition**

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.

Credit: 4 units F, W, SP

ENG 1106 Composition I

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. (WI)

Prerequisite: Passing ENG 0999 or passing the English Placement Test
Credit: 4 units EQ

ENG 2000 Introduction to Creative Writing

Introduction to imaginative forms of writing: fiction, poetry, drama, screenplay, personal essay, journal, etc. (WI)

Prerequisite: ENG 1106 or instructor's consent. (For students in the honors program or eligible to take honors courses, this course substitutes for the English 1106 requirement.)

Credit: 4 units F

ENG 2206 Composition II

Principles of effective composition continued; emphasis on argumentative writing and critical reading and thinking; writing the research paper. (WI)

Prerequisite: Competency in ENG 1106 (grade of "C" or higher) or equivalent

Credit: 4 units EQ

ENG 2505 Second Language Teaching Theory and Methods

Contemporary second language teaching methodology and underlying theories of second language acquisition; explores theories of learning and the characteristics of a successful language learner.

Credit: 4 units F

ENG 3005 Teaching Listening and Speaking

Introduction to approaches to teaching listening and speaking to speakers of English as a second or foreign language; evaluates instructional and assessment strategies used as basis for creation of classroom materials; emphasis on cultural sensitivity to student differences, including different learning styles.

Prerequisite: Eng. 2505 or instructor's consent.

Credit: 4 units W, Even Years

ENG 3007 Teaching Reading and Writing

Introduction to approaches to teaching reading and writing to speakers of English as a second or foreign language; evaluates instructional and assessment strategies used as basis for creation of classroom materials; emphasis on cultural sensitivity to student differences, including different learning styles.

Prerequisite: Eng. 2505 or instructor's consent.

Credit: 4 units SP, Even Years

ENG 3010 Second Language Assessment, Evaluation, and Placement

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.

Credit: 4 units SP, Odd Years

ENG 3303 Advanced English Composition

Principles of effective composition continued; emphasis on rhetorical techniques, modes of discourse; inquiry into what is "quality" in writing. (WI)

Prerequisites: ENG 1106 and 2206 or equivalents

Credit: 4 units SP

ENG 3304 English Language History

Development of the English language; Anglo-Saxon, Greek, and Latin roots; characteristics of Old, Middle, Modern, and contemporary English.

Credit: 4 units F, Odd Years

ENG 3306 English Grammar

Prescriptive and descriptive models of grammar; some transformational grammar.

Credit: 4 units W, Odd Years

ENG 3307 Introduction to Linguistics

The nature of language; includes the study of phonetics, phonology, syntax, semantics, and morphology.

Credit: 4 units F, Even Years

ENG 3309 Creative Writing Workshop: Fiction

Writing imaginative prose, primarily the short story (some introduction to novel writing); investigation into narrative art through reading and discussion of models and students' work.

Prerequisite: ENG 2000, or instructor's consent.

Credit: 4 units F, Odd Years

ENG 3310 Creative Writing Workshop: The Essay

Writing the personal essay; practice in narrative, expository, descriptive, and persuasive writing; reading and discussing models and students' work.

Prerequisites: ENG 1106 and 2206 or equivalents, or instructor's consent

Credit: 4 units W, Even Years

ENG 3311 Creative Writing Workshop: Writing for the Media

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.

Credit: 4 units W, Odd Years

ENG 4000 Creative Writing Workshop: Poetry

Writing poetry; practice in formal and free verse; study of poetic models, techniques, styles; reading and discussing students' work.

Prerequisite: ENG 2000, or instructor's consent

Credit: 4 units SP, Odd Years

ENG 4015 Technology in the Second Language Classroom

Introduction to instructional uses of multimedia in second language teaching. Examines and evaluates software designed for language and academic development of second language learners.

Prerequisite: IST 1010, ENG 2505

Credit: 4 units SP, Odd Years

ENG 4800 TESOL

Selected advanced topics in TESOL. Observation of a variety of EFL and bilingual programs in the community; includes K-12, adult education, and university-based programs.

Credit: 4 units W, Even Years

ENG 4900 Creative Writing Workshop: Individual Project

Extended focus on guided, individual project: longer short story or novel, biography, screenplay, poetry collection or sequence, etc.

Prerequisite: ENG 2000, and two upper division creative writing courses.

Credit: 4 units Demand

English as an International Language**EIL 1000 Grammar and Writing**

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) (WI)

Credit: 4 units Demand

EIL 1001 Advanced Written English

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) (WI)

Credit: 4 units Demand

EIL 1002 Advanced Oral Communications

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)

Credit: 4 units Demand

English as a Second Language**Introduction to American Language and Society (ESL IP - ESL WG6)**

These courses allow the student to gain cultural understanding as well as general and academic language competence in preparation for entry into a degree program. Units do not apply as credit to any degree programs.

ESL IP Internship Preparation

Credit: 4 units Demand

ESL IS1 Integrated Skills 1

Credit: 4 units Demand

ESL IS2 Integrated Skills 2

Credit: 4 units Demand

ESL IS3 Integrated Skills 3

Credit: 4 units Demand

ESL IS4 Integrated Skills 4

Credit: 4 units Demand

ESL IS5 Integrated Skills 5

Credit: 4 units Demand

ESL LL Language Lab

Credit: 4 units Demand

ESL LS1 Listening & Speaking 1

Credit: 4 units Demand

ESL LS2 Listening & Speaking 2

Credit: 4 units Demand

ESL LS3 Listening & Speaking 3

Credit: 4 units Demand

ESL LS4 Listening & Speaking 4

Credit: 4 units Demand

ESL LS5 Listening & Speaking 5

Credit: 4 units Demand

ESL OL Open Lab

Credit: 4 units Demand

ESL RV1 Reading & Vocabulary 1

Credit: 4 units Demand

ESL RV2 Reading & Vocabulary 2

Credit: 4 units Demand

ESL RV3 Reading & Vocabulary 3

Credit: 4 units Demand

ESL RV4 Reading & Vocabulary 4

Credit: 4 units Demand

ESL RV5 Reading & Vocabulary 5

Credit: 4 units Demand

ESL SR6 Speaking & Reading

Credit: 4 units Demand

ESL SW Speaking Workout

Credit: 4 units Demand

ESL TL TOEFL Prep

Credit: 4 units Demand

ESL WG1 Writing & Grammar 1

Credit: 4 units Demand

ESL WG2 Writing & Grammar 2

Credit: 4 units Demand

ESL WG3 Writing & Grammar 3

Credit: 4 units Demand

ESL WG4 Writing & Grammar 4

Credit: 4 units Demand

ESL WG5 Writing & Grammar 5

Credit: 4 units Demand

ESL WG6 Writing & Grammar 6

Credit: 4 units Demand

Entrepreneurship**ENT 4010 International Dimensions of Entrepreneurship**

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

Credit: 4 units F

ENT 4020 Management of Entrepreneurial Ventures

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

Credit: 4 units SP

ENT 4030 Importing and Exporting: Regulations, Licensing and Documentation

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: BUS 1010

Credit: 4 units W

ENT 4040 On-line Entrepreneurship

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: BUS 1010, IST 2040

Credit: 4 units SU

Environmental Studies**ENV 2000 Introduction to Environmental Science**

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. (WI)

Credit: 4 units F

ENV 2001 Sustainable Resource Management

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. (WI)

Prerequisite: ENG 1106

Credit: 4 units W

ENV 2003 Environment Design

Shaping the world and being shaped by the world. The scientific foundations and principles of environmental design, implementation, and research. Psychology of design, ergonomics, materials, life cycle assessment, and methods for sustainability.

Credit: 4 units SP

ENV 3100 Environmental Ethics in a Cross-Cultural Context

The ethical dimensions of environmental problems. Cultural tradition and the expanding circle. Interspecific justice, ecofeminism, theological, moral, and ethical aspects of endangered species.

Credit: 4 units W, Even Years

ENV 3200 Water Use and Management

The limitations of world water resources and increased conflicts; critical importance of conservation. Emphasis on increasing efficiency of use and reuse. Use of case studies and applied problems to examine cultural conflicts and opportunities for cooperation in water resource management.

Credit: 4 units SP, Even Years

ENV 3288 Field Studies

The essential tools for the environmental professional of field work and field studies. Environmental restoration or research projects. Credit opportunities for field work at an established international program such as the School of Field Studies, Sustainable Development Program in Costa Rica.

Credit: 4-12 units TBA

ENV 3300 Energy Use and Management

Energy sources both renewable and non-renewable; patterns of energy consumption; environmental impact of various energy sources; air pollution; energy allocation and distribution.

Credit: 4 units W, Odd Years

ENV 3500 Regional Environment

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 USIU campus. Opportunities for field studies and projects are included.

Credit: 4 units SU

ENV 3800 Environmental History

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. (WI)

Prerequisite: ENG 1106

Credit: 4 units F, Even Years

ENV 4000 Environmental Economics

Economics and environmental issues. Concepts and policy issues associated with renewable and non-renewable natural resource management, pollution, environmental protection, and regulation. Opportunities for green entrepreneurship are examined.

Credit: 4 units W, Odd Years

ENV 4100 Environmental Restoration

Scientific foundations and principles of environmental restoration, project design and implementation. Methods and techniques for restoring lands and waterways covered in class and field.

Credit: 4 units SP, Odd Years

ENV 4200 Environmental Law

Laws, international agreements, environment assessment, and agencies that provide for protection of the environment and their impact and effectiveness; future needs and directions.

Credit: 4 units F, Odd Years

Finance**FIN 3010 Principles of Finance**

The application of financial principles to problems involving the acquisition and management of funds by private and public organizations.

Prerequisites: ACT 2010, BUS 1010

Credit: 4 units F, SP

FIN 3020 Financial Information Systems

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: IST 2040 and FIN 3010

Credit: 4 units Demand

FIN 4010 International Managerial Finance

The international financial environment, international capital and money markets, and financial operations of the multinational enterprise.

Prerequisite: FIN 3010

Credit: 4 units SP

FIN 4020 Corporate Finance

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

Credit: 4 units W

FIN 4030 Investments

Study of stocks, bonds, mutual funds, treasury and other government bonds, gold and other commodities, real estate, and collectibles.

Prerequisite: FIN 3010

Credit: 4 units F

FIN 4040 Money and Capital Markets

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

Credit: 4 units SP

FIN 6000 Managerial Finance

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 decision-making through computer modeling, construct and utilize pro forma financial statements, and assess the feasibility of projects and capital budgeting. The course will address the skills needed to be a persuasive oral and written communicator of corporate financial information.

Prerequisites: BUS 5010 and BUS 5020

Credit: 4 units F, SP

FIN 6010 Investments

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

Credit: 4 units F

FIN 6020 International Managerial Finance

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

Credit: 4 units SP

FIN 6030 International Financial Markets

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

Credit: 4 units W

FIN 6040 Information Systems Applications in Finance

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

Credit: 4 units Demand

FIN 6710 Finance Internship

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of financial management.

Credit: 4 units EQ

FIN 6800 Seminar in Finance

Seminar on special topics in finance.

Credit: 4 units Demand

FIN 6850 Project

Independent study under the direction of a faculty advisor. Projects may include library or empirical research or analysis and written report on the financial aspects of an appropriate business organization (private firm, not-for-profit organization, or government agency).

Prerequisite: BUS 6210 (USIU in Nairobi only)

Credit: 4 units EQ

FIN 7810 & FIN 7820 Research in International Finance I and II

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.

Credit: 4 units each Demand

FIN 7830 Advanced Seminar in International Finance

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.

Credit: 4 units Demand

Fine Arts**FAR 1000 Introduction to the Arts**

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.

Credit: 4 units W

FAR 3000 Music of the World

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.

Credit: 4 units F

FAR 3001 Visual Arts of the World

Techniques and forms of sculpture, architecture, painting, etc.; recognition and analysis of artistic styles of world civilizations with emphasis on the twentieth century; includes individual creative projects and excursions.

Credit: 4 units FI, SP

FAR 3030 Art in Pre-Columbian and Colonial Latin America

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.

Credit: 4 units Demand
(Mexico City only)

FAR 3031 Art in Latin America: From Independence to Modernity

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.

Credit: 4 units Demand
(Mexico City only)

First Year Experience**FYE 1010 Planning and Strategies for Success (PASS)**

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.

Credit: 4 units Demand
(Mexico City and
USIU - Nairobi only)

French**FRN 1000 Beginning French I**

First course in a sequential series; study basis language skills of listening, speaking, reading, and writing; course conducted in French. (Course not open to native speakers of French or to students with more than one year of high school French unless course completed more than five years ago.)

Credit: 4 units F

FRN 1001 Beginning French II

Second course in a sequential series; study of basic language skills continued; course conducted in French. (Course not open to native speakers of French or to students with more than two years of high school French unless courses completed more than five years ago.)

Credit: 4 units W

FRN 1002 Beginning French III

Third course in a sequential series; study of basic language skills continued; course conducted in French. (Course not open to native speakers of French or to students with more than three years of high school French unless courses completed more than five years ago.)

Credit: 4 units SP

FRN 2000 Intermediate French I

Fourth course in a sequential series; further development of grammar and strengthening of communication skills, both oral-aural and written. Readings include various literary styles. (Course not open to native speakers of French.)

Prerequisite: FRN 1002 or three years of high school French or permission of instructor.

Credit: 4 units F

FRN 2001 Intermediate French II

Fifth course in a sequential series; further development of grammar and strengthening of communication skills, both oral-aural and written. Readings include various literary styles. (Course not open to native speakers of French.)

Prerequisite: FRN 2000 or permission of instructor.

Credit: 4 units W

FRN 2002 Intermediate French III

Sixth course in a sequential series; further development of grammar and strengthening of communication skills, both oral-aural and written. Readings include various literary styles. (Course not open to native speakers of French.)

Prerequisite: FRN 2001 or permission of instructor.

Credit: 4 units SP

Gender Studies**GNS 2000 Introduction to Gender Studies**

Interdisciplinary study of gender issues from social, historical, and cultural perspectives; analysis of feminist theory and men's roles in the feminist movement.

Credit: 4 units F, Even Years

GNS 2001 Communication and Gender

Similarities and differences in male and female communication styles and patterns; emphasizes implications of gender as social construct influencing perception, values, stereotyping, language use, nonverbal communication, and power and conflict in human relationships.

Credit: 4 units F, Odd Years

GNS 3001 Women and Men in Cross-Cultural Perspective

Men and women from an anthropological perspective; changing gender roles in various contemporary cultures, including industrial democracies and developing nations.

Credit: 4 units SP, Odd Years

GNS 4800 Seminar: Male and Female Creativity

Interdisciplinary and multicultural inquiry into differences and similarities between men and women in their expressions of creativity.

Credit: 4 units SP, Even Years

Geography**GEO 2000 Introduction to Physical Geography**

The Earth's surface features and their relationship to geographic location; location and maps, weather and climate, landforms, resources, and vegetation.

Credit: 4 units Demand

GEO 2100 World Regional Geography

A study of the major regions of the world and their physical, cultural, economic, and political patterns is presented in this course. The interaction of people and their physical environments from a geographic perspective that emphasizes the spatial distribution of phenomena. (WI)

Prerequisite: ENG 1106

Credit: 4 units F, Even Years

GEO 3000 Geography and the Environment

Geographic variability of climate, landforms, vegetation, and resources and the effect of that variability on humans and other organisms; the relationship of environmental problems to geographical location; the global impact of "local" environmental problems.

Credit: 4 units F, Odd Years

History**HIS 2000 U.S. History**

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.

Credit: 4 units W, Odd Years

HIS 2005 Major Social Movements in U.S. History

Survey of 19th and 20th-century social movements including nativism, abolitionism, temperance, immigration, the women's movement, the labor movement, and the civil rights movement.

Credit: 4 units F, Odd Years

HIS 2010 History of Africa since 1800

This course provides students with a background of Africa in the 19th century; internal transformations; 19th century jihads; long distance trade; the Mfecane in Southern Africa; the anti-slavery movement and the decline of the slave trade; the mineral revolution in South Africa; and modernization in Egypt. It also focuses on Ethiopia in the 19th century; the scramble for Africa; imperialism and conquest; African responses to colonization; colonial administrations; the colonial impact and African resistance; social transformation and the African elite; African nationalisms; decolonization; wars of liberation in Algeria and Kenya; post-colonial Africa.
Credit: 4 units Demand
(USIU in Nairobi only)

HIS 3000 Latin American Studies Special Topics

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.
Credit: 4 units Demand
(Mexico City only)

HIS 3005 History of Women and Men in the U.S.

The changing roles of women and men from colonial times to the present with emphasis upon how these changes affect social institutions and interaction between the sexes.
Credit: 4 units Demand

HIS 3010 History of Modern Europe I, 1500-1815

The major social, political, and economic forces that shaped modern Europe in the years from the Reformation through the French Revolution.
Credit: 4 units F, Odd Years

HIS 3011 History of Modern Europe II, 1815-the Present

The major social, political, and economic forces that have dominated modern Europe from the era of early industrialization to the present.
Credit: 4 units SP, Even Years

HIS 3015 20th Century Eastern Africa

A study of the historical forces that have shaped Eastern Africa. Starts with pre-colonial societies and covers such topics as European intrusion and the partition of East Africa; the establishment of colonial states in Tanganyika, Uganda and Kenya and East Africa in World War I. It also focuses on the colonial economy in Kenya, Uganda and Tanganyika; East Africa and World War II; nationalism in East Africa; the East African community; post-independence developments, the collapse of the East African Community; and inter-state political and economic relations.
Credit: 4 units Demand
(USIU in Nairobi only)

HIS 3020 History of Traditional Asian Civilization

The ideologies, social and political organizations, and cultural achievements that characterized the great civilizations of traditional Asia.
Credit: 4 units SP, Odd Years

HIS 3021 History of Modern Asian Civilization

The impact of European expansion on traditional Asian societies, the political and social upheavals of the 19th and 20th centuries, and the status of contemporary society.
Credit: 4 units W, Even Years

HIS 3025 History of Kenya

The course examines the historical transformation of Kenya from the onset of colonialism. Starting with a survey of the peoples of Kenya in 1890's, it deals with the interacting forces, events and people that have shaped Kenya in the 20th Century.
Credit: 4 units Demand
(USIU in Nairobi only)

HIS 3030 History of Latin America I

Survey of the pre-Columbian civilizations, the effect of European exploration and conquest, and the shape of colonization in Latin America.
Credit: 4 units F, Even Years

HIS 3031 History of Latin America II

The major social, economic, and political forces that have slowed as well as contributed to the development of modern Latin America.
Credit: 4 units W, Odd Years

HIS 3301 Foundations of the U.S.

Development of American culture and institutions from pre-colonization to the end of the War of 1812; discovery and exploration, colonization, the American Revolution, and the establishment of the national government.
Credit: 4 units SP

HIS 3302 The U.S. in the 19th Century

Political and social transformation of the nation from 1815 to the end of the century; emphasizes political and social events which led to, and followed the Civil War.
Credit: 4 units SU, Even Years

HIS 3303 The U.S. in the 20th Century

The major economic, political, social, and cultural factors which transformed a rural U.S. into a modern industrial, corporate, international power during the 20th century.
Credit: 4 units SU, Odd Years

HIS 3304 History of California

The history of California from the period of Spanish exploration and expansion to the present. (Meets the requirements for Elementary Education in Liberal Studies.)
Credit: 4 units W, Odd Years

HIS 4001 The Immigrant Experience in U.S. History

The experiences of the various waves of immigrants which have settled in the U.S.; the process of assimilation and acculturation, problems encountered, and the contributions of immigrants to American society.
Credit: 4 units Demand

HIS 4002 The Quest for Equality in U.S. History

The experiences of African-Americans, Native-Americans, Hispanic-Americans, Asian-Americans, and other ethnic minorities in their struggle to participate fully in American society.
Credit: 4 units Demand

HIS 4120 African Economic History since 1900

This course focuses on the economic history of Africa since 1900 and entails an analysis of major economic trends from the on-set of colonialism to the post-colonial era. Particular emphasis will be placed on agriculture, colonialism, colonial capitalism, industrialization, mining, indigenous capitalism, urbanization, proletarianization, commerce and attempts at continental economic cooperation. These thematic issues will be discussed in the context of theoretical debates on development and underdevelopment, imperialism and colonialism, neo-colonialism and dependency.
Credit: 4 units Demand
(USIU in Nairobi only)

HIS 4995 Latin American Studies Special Topics

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.
Credit: 4 units Demand
(USIU - Mexico only)

Honors**HON 3097 Honors Seminar (For continuing students)**

A cohort group which discusses social, cultural, intellectual and student issues in order to enrich the educational experience of its members and contribute to their success at the University. (Requires continuous enrollment of students in the honors program.)

Credit: 1 unit Demand

**HON 3098 Honors Seminar
(For continuing students)**

A cohort group which discusses social, cultural, intellectual and student issues in order to enrich the educational experience of its members and contribute to their success at the University. (Requires continuous enrollment of students in the honors program.)

Credit: 1 unit Demand

**HON 3099 Honors Seminar
(For continuing students)**

A cohort group which discusses social, cultural, intellectual and student issues in order to enrich the educational experience of its members and contribute to their success at the University. (Requires continuous enrollment of students in the honors program.)

Credit: 1 unit Demand

**HON 3100 Honors Seminar
(For continuing students)**

A cohort group which discusses social, cultural, intellectual and student issues in order to enrich the educational experience of its members and contribute to their success at the University. (Requires continuous enrollment of students in the honors program.)

Credit: 1 unit Demand

**HON 3101 Honors Seminar
(For new students)**

A cohort group which discusses social, cultural, intellectual and student issues in order to enrich the educational experience of its members and contribute to their success at the University. (Requires continuous enrollment of students in the honors program.)

Credit: 1 unit Demand

Hotel and Restaurant Management

HRM 2020 Rooms Division Management

Examination of the operating policies and procedures of the rooms division departments: reservations, uniformed services, front office, and housekeeping.

Prerequisite: HRT 1010

Credit: 4 units W

HRM 3010 Food and Beverage Cost Control

Examination of the theory and techniques of controlling food, beverage, and related labor costs in hotels and restaurants with an emphasis on the duties and responsibilities of the food and beverage controller or manager.

Prerequisite: HRT 1010

Credit: 4 units W

HRM 3020 Catering Management

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: HRT 2010

Credit: 4 units SP

HRM 3050 Hotel and Restaurant Managerial Accounting and Finance

The application of accounting and finance principles to the hospitality industry; special purpose journals and ledgers, analysis and interpretation of financial statements, ratio analysis, internal control and cost management.

Prerequisites: ACT 2010 and HRT 1010

Credit: 4 units W

HRM 4010 Restaurant Development and Operations

An introduction to 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.

Prerequisites: ACT 2010, HRT 1010 and

HRM 3010

Credit: 4 units SP

Hotel, Restaurant, and Tourism Management

HRT 1010 Introduction to Hospitality and Tourism Management

An overview of the hotel, restaurant, and tourism industries; their historical development, scope and present-day structures.

Credit: 4 units F

HRT 2010 Food Production

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: HRT 1010

Credit: 4 units F

HRT 3010 Convention and Meeting Management

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: HRT 1010

Credit: 4 units F

HRT 4810 Seminar in Hospitality Management

Seminar on practical applications of job seeking, career development, and community service in hospitality management.

Prerequisite: HRT 1010

Credit: 4 units Demand

HRT 4910 Internship

Directed internship in a department of a hotel, restaurant, or tourism enterprise.

Credit: 4 units Demand

HRT 4950 Senior Project

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).

Prerequisite: senior standing.

Credit: 4 units Demand

Humanities

HUM 1000 World Civilizations

Historical, cultural, and conceptual aspects of major civilizations from the ancient world to the present.

Credit: 4 units W, SP, SU

HUM 1020 Interdisciplinary Explorations: The Good Life

Replaces FYE 1020. This course is taught as a combined lecture and small seminar. Each class is organized around the following components: 1) the regions of the world - North America, Latin America, Europe, Asia, Africa, the Middle East, and Oceania; 2) thematic issues, topics, and/or problems; and 3) an interdisciplinary approach. Must be taken first year.

Credit: 4 units F

HUM 1103 African Civilization

An introduction to the major civilizations of Africa, focusing on the various traditions and ideas that shaped their origins, growth, and declines; cultural contributions of Africa to the world.

Credit: 4 units Demand
(USIU in Nairobi only)

HUM 1105 U.S. Culture Through the Humanities

Characteristics of the multicultural experience in the civilization of the U.S. as revealed through literature, film, drama, music, painting, sculpture, and dance. (WI)

Credit: 4 units SP, Odd Years

HUM 3005 The Arts of the U.S.

Artistic trends, landmarks and styles of a "New World". Influence of culture wars, wealth, depressions, commercialism, abstraction, and technology.

Credit: 4 units SU

HUM 3100 Cultural Perspectives on the Environment

Concepts of the environment from different cultures and groups; effects of cultural perspective on environmental activities and on the use and development of resources; consideration of cultural perspective and human needs in environmental action plans.

Credit: 4 units W, Odd Years

HUM 4800 Seminar: Nature and Humanity

Concepts and attitudes towards the natural world held by the humans who inhabit it; relation between human existence and the power and demands of nature.

Credit: 4 units Demand

Independent Studies

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) 2750

Used for lower division undergraduate courses

(Disciplinary prefix) 4750

Used for upper division undergraduate courses

(Disciplinary prefix) 6750

Used for graduate courses at either master's or doctoral level.

(Disciplinary prefix) 7750

Used for doctoral courses only

Information Systems**IST 1010 Introduction to Information Systems**

Overview of the basic components of processing systems, namely environment, software, hardware, people, behavior, tasks, and connectivity. Review of various application programs such as word processing, spreadsheets, databases and graphics, and an operating system.

Credit: 4 units EQ

IST 2020 Introduction to Programming

Introduction to programming techniques and logical constructs. Data types Statements and expressions. Decision constructs (e.g., if-then-else statements). Repetition and loops. Simple data structures definition and manipulation. Structured programming concepts. Introduction to object-oriented programming concepts.

Prerequisite: IST 1010

Credits: 4 units Demand
(USIU in Nairobi only)

IST 2040 Information Systems and Applications

End-user systems versus organization information systems; analysis of knowledge work and its requirements. Software functionality to support group productivity. Access to organization data and external data. Designing and implementing a user interface using package software. Developing and using small information systems for individuals and groups using database and expert system software.

Prerequisite: IST 1010

Credit: 4 units F, SP

IST 3020 Principles of Operating Systems

Introduction to multiprogramming, time sharing, network operating systems, distributed operating systems, and real-time systems. Operating systems architecture: monolithic/layered/virtual machine/micro kernels. Organization of multiprogramming and multiprocessing systems; interrupts, process model, and interlocks. Resource allocation models and problem of deadlocks. Scheduling, synchronization. Memory management: Linking and loading, shared libraries, swapping. Real memory management: monoprogramming, multiprogramming, partitions. Virtual Memory: paging, segmentation. I/O control, device drivers and device independence. File systems: file concepts, directories, file and directory operations, implementation issues, disk space management, file storage, directory structure, file protection. Laboratory to include experiments and exercises in Unix, Linux, and Windows NT.

Prerequisite: IST 2020, IST 2040

Credit: 4 units Demand

IST 4010 Advanced Information Systems

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: IST 2040

Credit: 4 units SP

IST 4020 Systems Analysis and Design

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: IST 2040

Credit: 4 units W

IST 4030 Database Management Systems

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: IST 2040

Credit: 4 units F

IST 4040 Decision Support Systems

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: IST 2040

Credit: 4 units SU

IST 4050 Global Information Systems

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: IST 2040

Credit: 4 units SP

IST 4060 Telecommunications and Networks

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: IST 2040

Credit: 4 units Demand

IST 4070 Object-Oriented Programming

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 2040, IST 4010, IST 4020

Credit: 4 units W

IST 4080 Backend Database and Structured Query Language

This course will enable the students to learn implementing the 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 2040, IST 4010, IST 4030
Credit: 4 units Demand

IST 4090 Internet and Web Development

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
Credit: 4 units Demand

IST 4900 Information Systems Project

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.

Credit: 4 units EQ

IST 4910 Information Systems Internship

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.

Credit: 4 units EQ

IST 6010 Technology and Systems Trends

The course introduces the MBA 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
Credit: 4 units F

IST 6020 Data and Information Needs

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
Credit: 4 units W

IST 6030 Telecommunications and Network Applications

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
Credit: 4 units F

IST 6040 Decision Support Systems

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
Credit: 4 units W

IST 6050 Systems Design, Development and Management

Students will be exposed to the traditional systems development life cycle as well as more recent concepts of prototyping, 5GL development, GUI development. Students will analyze and build a system using a state-of-the-art software tool.

Prerequisite: BUS 5080
Credit: 4 units SP

IST 6060 Managing Electronic Business

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
Credit: 4 units W

IST 6710 Informational and Technology Management Internship

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.

Credit: 4 units EQ

IST 6850 Information and Technology Management Project

Independent study under the direction of a faculty supervisor. Projects may include library or empirical research or analysis and written report on an appropriate information and/or technology organization (private firm, not-for-profit organization, or government agency).

Prerequisite: BUS 6210 (USIU in Nairobi only)
Credit: 4 units Demand

International Business Administration**IBA 4010 International Business Operations**

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: BUS 1010
Credit: 4 units F, SP

IBA 4020 International Economics and Trade

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: BUS 1010
Credit: 4 units F, SP

IBA 4810 Seminar in International Business

Seminar on practical applications of job seeking, career development, and community service in international business.

Prerequisite: BUS 1010
Credit: 4 units Demand

IBA 4950 Senior Project

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 4010
Credit: 4 units Demand

IBA 6010 Legal Environment of International Business

Examination of problems of doing business in a global context, the operation and business law of various legal systems, and of multinational rule-making 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
Credit: 4 units W

IBA 6020 Transnational Strategic Management

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
Credit: 4 units W

IBA 6030 International Economics and Trade

Examination of economic aspects of contemporary issues in a rapidly developing interdependent global economy; regional economic alliances (EEC & NAFTA); and international trade, protectionism, tariff and capital flow issues.

Prerequisite: BUS 5050

Credit: 4 units F, SP

IBA 6060 Culture, Values and Ethics in a Global Society

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

Credit 4 units F, SP

IBA 6710 International Business Internship

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of international business.

Credit: 4 units EQ

IBA 6800 Seminar in International Business

Seminar on special topics in International Business

Credit: 4 units Demand

IBA 6850 Project

Independent study under the direction of a faculty advisor. Projects may include library or empirical research or analysis and written report on an appropriate international business organization (private firm, non-profit organization, or government agency).

Prerequisite: BUS 6210 (USIU in Nairobi only)

Credit: 4 units EQ

IBA 7010 Seminar in International Business

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

Credit: 4 units Demand

International Relations**IRL 2000 Foundations of International Relations**

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.

Credit: 4 units F, SP

IRL 2005 Comparative Foreign Policy

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.

Credit: 4 units W

IRL 2010 The United Nations in Action

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.

Credit: 4 units FI

IRL 2150 Research Methods for International Relations

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

Credit: 4 units F

IRL 3000 Comparative Political Systems

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

Credit: 4 units F

IRL 3005 Contemporary International Ideologies

Survey of major ideologies and systems of modern governments with special emphasis on democracy, authoritarianism, and totalitarianism.

Prerequisite: IRL 2000

Credit: 4 units SP

IRL 3010 Developmental Issues in Africa

This course surveys the variety and diversity of issues affecting development in Africa. It takes a historical perspective, and examines trends in the development process in Africa.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 3020 Developmental Issues in Central America

Development processes of Mexico, Central American, and Caribbean nations; includes socio-politico-economic infra-structures, modernization and industrialization policies, demographic, and security issues.

Credit: 4 units SP, Even Years

IRL 3021 Hunger and Development in Africa

This course exposes students to the issues relating to food production and distribution. It focuses on factors that contribute to poverty and hunger in Africa.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 3030 Patterns of Development

Development patterns in developed as well as developing nations; examination of factors contributing to the disparity between the North and the South, including cultural backgrounds, educational systems, advancement of science and technology, and exploration of natural resources.

Credit: 4 units SP, Even Years

IRL 3035 Politics of Developing Nations

Development patterns in less developed countries (LDCs); examination of North-South relations, their role in international organizations; issues in modernization and industrialization.

Credit: 4 units W, Odd Years

IRL 3040 Politics in Africa

This course introduces the problems, realities, and patterns of politics in Africa. It surveys the relationship between political and economic systems in Africa, and analyzes the problems

and prospects for regional economic integration. The course examines contemporary movements towards democracy in Africa, and the historical and contemporary role of the military in African politics.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 3050 Politics in Latin America

Latin American political and economic systems; includes colonial legacy, modernization processes, party politics, regional military, and economic organizations.

Credit: 4 units SP, Odd Years

IRL 3060 African International Relations

A survey of relations among selected African nations, and among African nations and other regions of the world; the role of ideology, foreign economic and political pressures, and personality on African international policies.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 3100 Essence of Diplomacy

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

Credit: 4 units F

IRL 3250 Survey of U.S. Foreign Policy

U.S. Foreign policies through the end of the Cold War. Emphasis on military, economic, and diplomatic strategies.

Credit: 4 units Demand

IRL 4000 Regional Conflict in Latin America

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.

Credit: 4 units SU, Even Years

IRL 4001 Regional Conflict in Africa

This course surveys past and present trends in conflict and cooperation in Africa. It examines the role of military and economic organizations in the management of African conflicts, and analyzes in detail the role of the OAU in conflict management in Africa. The course also examines the role of extra-continental actors in the conflicts of Africa.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 4010 Cultural Geography

Cultural and geographic determinism as affecting international relations; includes world demographic issues, land-use patterns, industrialization, urbanization, and environmental crises.

Credit: 4 units SU

IRL 4015 International Organizations

Survey of leading international organizations past and present. Analysis of their impact on international politics and the changing global order.

Prerequisite: IRL 2000

Credit: 4 units W

IRL 4025 World Crises and Transformational Politics

Examination of causes and consequence of political unrest; questions of rebellion and civil disobedience, urban guerrilla warfare, insurgency and belligerency, and praetorianism.

Credit: 4 units SU, Odd Years

IRL 4030 Politics of International Economics

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

Credit: 4 units W

IRL 4035 Environmental Politics

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.

Credit: 4 units W, Even Years

IRL 4040 U.S./Asian Relations

Survey of U.S. relations in Asia; its political, military, economic, diplomatic and ideological influence and impact on Asian nations.

Credit: 4 units SU, Even Years

IRL 4045 Security Strategies

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.

Credit: 4 units W

IRL 4050 U.S./Africa Relations

This course surveys U.S. relations with African states. It engages in a historical survey, and examines the position of the U.S. on colonialism in Africa, as well as anti-colonial movements. The course further examines the place of independent African states during the Cold War, including the problem of dependency and aid. The course eventually adopts a contemporary perspective, and examines the major post-Cold War issues in Africa-U.S. relations.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 4055 U.S./Afro-Arab Relations

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. Credit: 4 units Demand

IRL 4060 U.S./Latin American Relations

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.

Credit: 4 units SU, Odd Years

IRL 4065 U.S./East African Relations

This course undertakes a critical examination of U.S. relations with the countries of Eastern Africa. It examines the basis of U.S. relations with the individual countries in the region (Kenya, Uganda, Tanzania, Somalia, Ethiopia, Rwanda and Burundi and Zaire) and particularly analyzes the different policies of the U.S. with each of the states; the course also examines the different responses of the individual states to U.S. policy, and eventually makes a comparative survey of U.S. policies and responses in the Eastern Africa region.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 4100 International Law

Procedures and substantive law of nations. Analysis of the relationship between legal systems and state behaviors

Prerequisite: IRL 2000

Credit: 4 units SP

IRL 4150 Area Studies

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

Credit: 4 units F, Odd Years

IRL 4281 East Africa and the Indian Sub-Continent

This course examines the relationship of the East African Countries to the Indian Sub-continent. The strong presence of Asians and their influence on politics, economy, and cultural activities in East Africa will be studied in historical perspective.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 4800 Seminar: Critical Issues in U.S. Foreign Policy

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.

Credit: 4 units SP, Odd Years

IRL 4811 Critical Issues in Africa

This seminar surveys the challenges facing Africa as it enters into the twenty-first century. It examines critically the main themes and problems that Africa must contend with, including political and economic liberalization, the impact of technology on African states, the impact and role of information technology, ethnicity and demographic changes, urbanization, and the use of human resources. The course projects these themes into the future, and the survival of Africa as a viable entity in the international system.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 6000 Research Methods in IR

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.

Credit: 4 units F

IRL 6002 Foundations of International Politics

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. (Course required for students with no or limited background in political science and/or international relations. It is also recommended for students who want to refresh their understanding of the foundational elements of international relations.)

Credit: 4 units F

IRL 6005 Advanced International Relations Theory

Analysis of functions of diplomacy; mechanisms and operational techniques in contemporary state systems; advanced communications; the changing world economy and interdependency.

Credit: 4 units W

IRL 6010 Theories of Force and Conflict

Study of the major theories in international hostilities and tensions from an interdisciplinary perspective.

Credit: 4 units F, Even Years

IRL 6015 Issues in Conflict Management

An exhaustive analysis of principal issues in managing international conflict. Covers issues such as nationalism, ethnic hatred, arbitration, mediation, and third party conflict resolution in order to determine how best to manage and resolve substantive international conflicts.

Credit: 4 units SP

IRL 6020 Techniques of International Diplomacy

Study and analysis of historical and contemporary diplomatic techniques employed by states in their bilateral and multilateral relations.

Credit: 4 units W, Even Years

IRL 6030 Issues of Development and Cultural Conflict

Study of the role of culture and tradition in obstructing or enhancing development processes in developing countries.

Credit: 4 units F, Odd Years

IRL 6035 Politics and Patterns of Cooperation and Conflict

Study of 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.

Credit: 4 units SU

IRL 6055 Advanced Theories of Development and Economic Systems

Examination of pivotal issues in developing nations; focuses on compatibility, conflict, and reconciliation theories of development.

Credit: 4 units SP, Odd Years

IRL 6075 Mechanisms of International Communication

Analysis of the "information explosion" and its effect on international relations, including its impact on bilateral diplomacy and multilateral conferences.

Credit: 4 units F, Odd Years

IRL 6080 Politics of International Communication

Analysis of major issues of international communication; examination of basic features of the emerging global information society; evaluation of the role of the global communications systems.

Credit: 4 units W

IRL 6095 Intercultural Communication

Study of major theories of intercultural communication with emphasis on international instruments to promote common purposes and ideas and to prevent conflicts and hostilities among culturally diverse nations.

Credit: 4 units SU, Even Years

IRL 6200 International Organizations

Examination of the ideas behind and operations of various international organizations, the global and regional levels, and assessment of their impact on international politics.

Credit: 4 units SP

IRL 6215 Principles of Peace and Nonviolence

An in-depth examination of the principles surrounding peace and nonviolence in an anarchic international system and an often violent world. Primarily conducted as a seminar, this course focuses on the application of peaceful, nonviolent techniques for the resolution of international conflicts.

Credit: 4 units W

IRL 6220 Comparative Military Strategies

The thinking behind the military strategies developed and employed by countries and international organizations in developing and advancing their defense postures.

Credit: 4 units SP, Even Years

IRL 6230 International Financial Mechanisms

Analysis of the international financial instruments employed by countries and international economic institutions for development and other economic relations.

Credit: 4 units SU, Odd Years

IRL 6250 Foundations of Foreign Policy

The theoretical and instrumental, as well as institutional, aspects of foreign policy formulation and implementation in a cross-cultural perspective

Credit: 4 units F, Even Years

IRL 6255: U.S.-Africa Relations

This an advanced course on U.S. relations with African states. It engages in a historical survey, and examines the position of the U.S. on colonialism in Africa, as well as anti-colonial movements. The course further examines the place of independent African states during the Cold War, including the problem of dependency and aid. The course eventually adopts a contemporary perspective, and examines the major post-Cold War issues in Africa-U.S. relations.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 6260 Foreign Policy Analysis

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.

Credit: 4 units W, Odd Years

IRL 6280 Comparative Foreign Policy

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.

Credit: 4 units SP, Odd Years

IRL 6285: The Foreign Policy of Kenya

This is an advanced course on the content of Kenya's foreign policy, and the bases of its foreign policy towards states in the East African region, African states generally, the U.S. and Europe. It examines the rationale of Kenya's foreign policy towards these regions during the Cold War, and analyzes current trends and developments in Kenya's foreign policy towards these regions. The course also examines emerging trends in Kenya's foreign policy and the constraints that influence foreign policy formulation in Kenya.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 6290: Foreign Policy in Eastern Africa

This is an advanced course on the foreign policy of Eastern Africa. It seeks to assess critically the foreign policies of Eastern African states towards each other, and surveys the causes of conflict and cooperation in the region. The course also examines the role of ideologies and rivalries in the foreign policy of Eastern African states, and analyzes the major obstacles to East African cooperation. The diplomacy of Eastern African states in international and regional bodies (UN and OAU) is also examined.

Credit: 4 units Demand
(USIU in Nairobi only)

IRL 6890 Specialized Seminar

Special study on a selected subject in the field of international relations.

Credit: 4 units F, SP

IRL 6900 Thesis

The selection of a topic in international relations; analysis and writing under the supervision of a thesis committee.

Credit: 4 units EQ

Japanese**JPN 1000 Japanese I**

First course in a sequential series; basic language skills of listening, speaking, reading, and writing. (Course not open to native speakers of Japanese or to students with more than one year of high school Japanese unless courses completed more than five years ago.)

Credit: 4 units F

JPN 1001 Japanese II

Second course in a sequential series; basic language skills continued. (Course not open to native speakers of Japanese or to students with more than two years of high school Japanese unless courses completed more than five years ago.)

Credit: 4 units W

JPN 1002 Japanese III

Third course in a sequential series; basic language skills continued. (Course not open to native speakers of Japanese or to students with more than three years of high school Japanese unless courses completed more than five years ago.)

Credit: 4 units SP

JPN 2200 Japanese IV

First course in a sequential series; further development of grammar and strengthening of communication skills, both oral-aural and written. (Course not open to native speakers of Japanese.)

Prerequisite: JPN 1002 or three years of high school Japanese.

Credit: 4 units Demand

JPN 2205 Japanese V

Second course in a sequential series; further development of grammar and strengthening of communication skills, both oral-aural and written. Readings include various literary styles. (Course not open to native speakers of Japanese.)

Prerequisite: JPN 2200 or three years of high school Japanese.

Credit: 4 units Demand

JPN 3005 Japanese VI

Third course in a sequential series, further development of grammar and strengthening of communication skills, both oral-aural and written. Readings include various literary styles. (Course not open to native speakers of Japanese.)

Prerequisite: JPN 2205 or equivalent or four years of high school Japanese.

Credit: 4 units Demand

Journalism

JRN 1101 History of Mass Communication

Development of an understanding of how the print, broadcast and film media started and grew in Kenya, England and the U.S. The focus is on both technical and creative dimensions of the development of the Press while also examining the interplay with political, legal, social and other conditions.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 1102 International Journalism

Development of knowledge and understanding of global mass communication.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 2201 Introduction to Print Media Reporting

Development of an understanding of the concept of news as well as basic news identification and news values. It introduces students to news writing skills for the print media.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 2202 Basic Reporting

Course enhances students in reporting skills through knowledge of and practice in specialized reporting.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 2221 Theories of Mass Communication

The course develops students' knowledge and comprehension of theories of human communication in general and mass communication in particular.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 2921 Introduction to Photography

Development of an understanding of the scientific, technical and creative principles of photography as well as skills for producing high quality pictures.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 3301 Feature Writing

Development of feature appreciation and feature writing skills.

Prerequisite: JRN 2202

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 3302 News Agency Reporting

Development of news reporting knowledge and skills among the students.

Prerequisite: JRN 2202

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 3311 Media Ethics

Development of knowledge and understanding of mass media ethical issues as they affect journalists in Kenya, Africa, and the world.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 3312 Media Law

Development of the students' knowledge and understanding of mass media laws in Kenya, Uganda, Tanzania, Britain and the U.S.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 3901 Principles of Advertising

Development of the students' knowledge and understanding of the principles of advertising.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 3911 Principles of Public Relations

Development of the students' basic understanding of the history, principles, and concepts of public relations (PR) work.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 3922 Photojournalism

Development of the students' ability to turn basic photographic skills into functional photography by producing pictures that communicate messages.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 4401 Editorial Writing

Development of the students' editorial appreciation and editorial writing abilities.

Prerequisite: JRN 2202

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 4411 Hard Copy Editing

Training of students to think and act like editors. It examines all aspects of the role of the newspaper editor including how to check spelling, grammar, punctuation and factual accuracy; how to write headlines, do page layouts, use news judgement; and how to function as part of a newspaper team.

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 4412 Electronic Newspaper Editing Make-up

Development of student's knowledge and skills of editing copy on personal computers.

Prerequisite: JRN 2202

Credit: 4 units Demand
(USIU in Nairobi only)

JRN 4421 Development Journalism

Development of the students' writing skills for news, and an appreciation of the special place in communication of development journalism.

Credit: 4 units Demand
(USIU in Nairobi only)

Latin American Studies

LAS 1000 Latin American Studies

An interdisciplinary examination of Latin American culture from a sociological and historical perspective.

Credit: 4 units Demand
(USIU – Mexico only)

LAS 4700 Latin American Studies Workshop

Provides students with in-depth study through an addition of ten 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.

Credit: 1-4 units Demand
(USIU – Mexico only)

Leadership Studies

LDS 6001 Leadership in the 21st Century

Interdisciplinary, team-taught; theory and practice of leadership in context of human evolution; integrative, humanistic perspective; current theories and experiments that bridge the gap between human potential and human performance, particularly in education and business; inquiry into work, leisure, women's leadership, politics, health, aging, refugees, human rights, intercultural information exchange; guest lecturers and seminar environment.

Credit: 4 units Demand

LDS 6007 Women in the World

Theoretical study of the nature of women as perceived by ancient and modern scholars; women's positions in different religions; women's changing social, legal, and political status.

Credit: 4 units Demand

Literature

LIT 1105 Introduction to World Literature: Fiction, Poetry, and Drama

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. (WI)

Credit: 4 units F

LIT 1106 African Fiction I: Introduction to the African Novel

A survey of the development of the African novel from its beginnings to 1970. This is a reading course in the African novel; students are required to read one novel each week for ten weeks, as well as read closely and do an oral presentation and term paper on one particular novel during the quarter. Class time is devoted to discussions of a different novel each week, and students are expected to have read that novel, or substantial portions thereof, before coming to class. (WI)

Credit: 4 units Demand
(USIU in Nairobi only)

LIT 1107 Introduction to African Literature

A survey of African literature in several genres, including folk tale, novel, short story, poetry, drama, and epic, from the English, French, Arabic, and native language traditions. This course serves as an introduction to the riches of African literature in various genres and traditions. (WI)

Credit: 4 units Demand
(USIU in Nairobi only)

LIT 2215 Approaches to Literature

Introduction to literary criticism; consideration of traditional approaches as well as contemporary: historical, moral-philosophical, formal, psychological, mythological, feminist, etc. (WI)

Credit: 4 units W

LIT 2220 Literature and Culture

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. (WI)

Credit: 4 units SP

LIT 2225 Introduction to Shakespeare

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. (WI)

Credit: 4 units SP, Odd Years

LIT 3001 Latin American Fiction I

Fiction from the earliest years of colonization up to the mid-nineteenth century; includes narratives of indigenous people. (WI)

Credit: 4 units Demand
(USIU – Mexico only)

LIT 3002 Latin American Poetry I

Poetry from the earliest years of colonization up to the mid-nineteenth century; includes narratives of indigenous people. (WI)

Credit: 4 units Demand
(USIU – Mexico only)

LIT 3003 Poetry Across Cultures

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. (WI)

Credit: 4 units F, Even Years

LIT 3020 International Perspectives on the Novel

Investigation of the genre of the novel and its intersection with and manifestation of individual and cultural meaning. (WI)

Credit: 4 units W, Odd years

LIT 3330 Literature for Children and Adolescents

Traditional and modern writings for children; includes fanciful tales, realistic stories, fairy folk tales, myths, hero-stories, legends, and fables. (WI)

Credit: 4 units W, Odd Years

LIT 3340 Myths, Rituals, and Archetypes

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. (WI)

Credit: 4 units W

LIT 3351 Masterpieces of World Literature: Major Works from the World's Cultures

Readings in and study of selected widely acknowledged literary works from the world's cultures; exploration of the notion of the literary masterpiece. (WI)

Credit: 4 units F, Odd Years

LIT 3775 Post-Colonial Writing in English

Survey of important writers of the former British colonies of Africa; Australia, New Zealand and the South Pacific; Canada; the Caribbean; and South and South-East Asia; exploration of historical, cultural and contemporary concerns related to colonial legacies. (WI)

Credit: 4 units SP, Even Years

LIT 4001 Latin American Fiction II

Fiction from the mid-nineteenth century up to the present; short story and novel; includes narratives of indigenous people. (WI)

Credit: 4 units Demand
(USIU – Mexico only)

LIT 4002 Latin American Poetry II

Poetry from the mid-nineteenth century up to the present; includes poetry of indigenous people. (WI)

Credit: 4 units Demand
(USIU – Mexico only)

LIT 4003 Latin American Drama

Survey of Latin American drama from colonial times to the present; includes consideration of theater of indigenous people. (WI)

Credit: 4 units Demand
(USIU – Mexico only)

LIT 4007 Major Works of British and U.S. Literature

Intensive study of selected British and U.S. Literary masterpieces across the genres of fiction, drama, and poetry; comparative study of differences and similarities between British and U.S. literatures. (WI)

Credit: 4 units W, Odd years

LIT 4010 Specialized Seminar in Regional Literature

In-depth exploration of literature and its relationship to culture and region. Regions to be considered will rotate each time the course is offered through Africa, Europe, Asia and the Pacific, Latin America, and North America. (WI)

Credit: 4 units F, Even Years

LIT 4785 African Authors Seminar

In-depth consideration of the works of one or two significant writers (novelist, poet, dramatist, or short story writer); his, her, or their contribution to the life and letters of Africa (WI)

Prerequisite: LIT 1105 or equivalent

Credit: 4 units F, Odd years
(USIU in Nairobi only)

LIT 4815 Oral Literature

In-depth consideration of oral literature as a separate genre; investigation into contemporary oral literature (e.g. folk tales, urban legends, jokes, etc.); examination of oral literature of selected indigenous peoples. (WI)

Credit: 4 units SP, Odd Years

LIT 4820 Sacred Literatures of the World

In-depth study of the scriptures and religious writings of various world cultures, i.e. Taoist, Buddhist, Hebraic, Christian, Islamic, etc. Focus on literary features that cause the literature to be regarded as inspired and sacred. (WI)

Prerequisite: LIT 1105 or equivalent.

Credit: 4 units W, Even Years

Management**MGT 3010 Overview of Management Practice**

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: BUS 1010

Credit: 4 units F, SP

MGT 4010 Dimensions of Leadership and Management

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

Credit: 4 units W

MGT 4020 Organizations and Organizational Behavior

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

Credit: 4 units SP

MGT 4030 Cross-Cultural Management

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

Credit: 4 units F, SP

MGT 4040 Human Resource Management

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.

Credit: 4 units Demand

MGT 4050 Total Quality Management

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

Credit: 4 units Demand

MGT 6010 Human Resource Management

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

Credit: 4 units Demand

Marketing**MKT 3010 Principles of Marketing**

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: BUS 1010

Credit: 4 units F, SP

MKT 3020 Marketing Information Systems

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: IST 2040 and MKT 3010

Credit: 4 units Demand

MKT 4010 International Marketing

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

Credit: 4 units W

MKT 4020 Marketing Research

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

Credit: 4 units SP

MKT 4030 Marketing Communications and Buyer Behavior

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

Credit: 4 units FI, SU

MKT 4040 Global Marketing Strategy

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

Credit: 4 units SP

MKT 4050 Services Marketing

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

Credit: 4 units F

MKT 6000 Managerial Marketing

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

Credit: 4 units F, SP

MKT 6010 Marketing Communications Strategy

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

Credit: 4 units FI, SU

MKT 6020 Marketing Research

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

Credit: 4 units W

MKT 6040 Global Marketing Strategy

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

Credit: 4 units SP

MKT 6050 Information Systems Applications in Marketing

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

Credit: 4 units Demand

MKT 6710 Marketing Internship

Directed internship in a private firm, a not-for-profit organization, or a government agency for experience in the practical application of marketing management.

Credit: 4 units EQ

MKT 6800 Seminar in Marketing

Seminar on special topics in marketing.

Credit: 4 units Demand

MKT 6850 Project

Independent study under the direction of a faculty advisor. Projects may include library or empirical research or analysis and written report on the marketing aspects of an appropriate business organization (private firm, not-for-profit organization, or government agency).

Prerequisite: BUS 6210 (USIU in Nairobi only)

Credit: 4 units EQ

MKT 7810 & MKT 7820 Research in International Marketing I and II

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.

Credit: 4 units each Demand

MKT 7830 Advanced Seminar in International Marketing

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.

Credit: 4 units Demand

Mathematics**MTH 0999 Algebra in Practical Context**

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.

Credit: 4 units EQ

MTH 1109 College Algebra

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 1105 or pass Mathematics Placement Examination.

Credit: 4 units EQ

MTH 1115 Algebra and Trigonometry

Elementary algebraic and transcendental functions and their universe; graphs; the solution of linear, quadratic, logarithmic, exponential and trigonometric equations; trigonometric identities.

Prerequisites: MTH 1105 (or pass Mathematics Placement Examination) and one year of high school geometry.

Credit: 4 units Demand

MTH 1205 Introduction to Mathematical Modeling

A course on mathematical functions and how to use them to model real world systems. Models will be drawn from business, ecology, economics and other areas.

Matrices, polynomial functions, sequences and series, exponential and logarithmic functions, basic probability, and elementary simulations will be studied and applied. Course requires the use of a graphing calculator, type to be announced in class.

Prerequisites: knowledge of basic algebra and passing the Mathematics Placement Exam.

Credit: 4 units Demand

MTH 1305 Calculus for Business and the Behavioral Sciences

A course in elementary differential and integral calculus that stresses applications in business, the behavioral sciences, and related areas. Limits, derivatives, and integrals will be defined and applied to elementary functions. A graphing calculator will be used to study functions and numerically calculate derivatives and integrals.

Prerequisites: at least two years of high school algebra and passing the Mathematics Placement Exam.

Credit: 4 units W

MTH 2210 Introduction to Applied Statistics

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

Credit: 4 units W, SP

MTH 3301 Foundations of Mathematics

Comparison of mathematical systems with emphasis on the real numbers, numerational systems, and their historical development; topics in geometry, set theory, and probability and statistics.

Prerequisite: MTH 1109 or higher mathematics course.

Credit: 4 units W, Even Years

Multimedia Communications**MMC 2010 Computer Graphics**

An introduction to the basic principles of visual communication and graphic design, and how to create effective designs using Adobe Photoshop and Adobe Illustrator. This course is a prerequisite for all multimedia communication courses.

Credit: 4 units F

MMC 3015 Creative Multimedia Workshop

Introduction to designing and creating interactive multimedia presentations using Macromedia Director.

Prerequisite: MMC 2010

Credit: 4 units W

MMC 3020 Web Development Workshop

Introduction to website design and development. Areas of emphasis include defining the communication goal for a site, information architecture, how to write for digital media, and screen design aesthetics.

Prerequisite: MMC 2010 (may be taken concurrently with MMC 2010 with instructor approval)

Credit: 4 units F

MMC 3050 Interactive Multimedia for Communication

Drawing on rhetorical theory, this course teaches students strategies for designing effective interactive, media-rich communications for advertising and promotion of commercial enterprises, public service, or not-for-profit organizations.

Prerequisite: MMC 2010, MMC 3015

Credit: 4 units SP

MMC 4005 Human-Computer Interaction Design

Introduction to the principles and art of designing user-centered interfaces that support user tasks, meet users expectations for usability, and are aesthetically engaging.

Prerequisite: MMC 2010, MMC 3015 (may be taken concurrently with MMC 3015 with instructor approval)

Credit: 4 units W

MMC 4030 Interactive Multimedia for Learning

Integrates learning theory and multimedia design skills. Students apply the experience gained in other courses to develop a project that is able to teach content through interactive digital media.

Prerequisite: MMC 2010, MMC 3015, MMC 3050, MMC 4005

Credit: 4 units SP

MMC 4100 Advanced Website Design

Building upon the principles and skills acquired in Web Development Workshop and Creative Multimedia Workshop, students gain additional communication design experience using more advanced techniques (Shockwave and Flash, for example) for creating media-rich websites.

Prerequisite: MMC 2010, MMC 3015

Credit: 4 units F, Even Years

MMC 4800 Senior Seminar: Preparing for the World of Work

Prepares graduating seniors to enter the professional world of communication design and multimedia. Topics include media effects and ethics (including an examination of the current laws regarding intellectual property), how to write cover letters and resumes, portfolio preparation, interviewing skills, researching employers and employment opportunities relevant to students' skills.

Prerequisite: MMC 2010, MMC 3015, MMC 3020, MMC 3050, MMC 4005, MMC 4030

Credit: 4 units SP (2003)

Natural Science**NSC 2205 Human Physiology**

Functions of the systems of the human body and their relation to homeostasis; includes disease prevention and cure, health and wellness, and nutrition.

Credit: 4 units SU

NSC 2215 Introduction to Physical Mechanics

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 1105 or higher mathematics course.

Credit: 4 units F

NSC 2216 Introduction to Earth Sciences

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.

Credit: 4 units SP

NSC 3304 Biology and the Environment

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. (WI)

Prerequisite: ENG 1106

Credit: 4 units SP

Networking**NET 4010 Client-Server and Distributed Systems**

Review of the strategic perspective for implementing client-server computing. Survey of client-server database servers. Database programming languages and tools for developing client-server applications. Distributed databases, distributed systems hardware, software, design, management, security and evaluation.

Prerequisites: IST 2040, IST 4030, IST 4070

Credit: 4 units Demand

NET 4020 Network Management

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

Credit: 4 units Demand

NET 4030 Internet Architecture and Protocols

Review of layered communication architectures; the TCP/IP protocol suite. Detailed study of IP address structure. Design and analysis of Intranets and Internets-traffic analysis, choice of transmission media, and interconnection of Intranets and Internets; network security. Emerging Internet services architectures: voice-over-IP, digital video broadcasting, and electronic business.

Prerequisites: IST 3020, IST 4060

Credit: 4 units Demand

NET 4040 New Topics in Telecom Management

This course will cover latest the trends and topics from the telecommunications and networking area. The course will have part seminar format and part hands-on laboratory format.

Prerequisite: NET 4010

Credit: 4 units Demand

Philosophy**PHL 1104 Introduction to Philosophy**

Selected major topics in theories of reality and knowledge as well as from applied areas such as ethics, politics, aesthetics, religion. Multicultural content. (WI)

Prerequisite: ENG 1106

Credit: 4 units F

PHL 3306 Comparative Philosophy

Cross-cultural exploration of perspectives originating in Africa, Asia, Latin America, and the Middle East.

Credit: 4 units W

PHL 3307 Major Movements in U.S. Philosophy

Inquiry into culturally influential views including Puritanism, Pragmatism, Transcendentalism and evolutionary thought among others.

Credit: 4 units Demand

PHL 3309 Major Figures in Philosophy

Examination of the thought of prominent philosophers in various cultures from ancient times to the present.

Credit: 4 units SU, Even Years

PHL 3310 Ethics and Value Theory

Basic theories along with an investigation of several current controversies in practical contexts. (WI)

Prerequisite: ENG 1106

Credit: 4 units SP, Odd Years

PHL 3500 Epistemology and Gender

Philosophical implications of the sociology of knowledge; special emphasis on the role of gender in forming our picture of the world.

Credit: 4 units SP, Even Years

PHL 4220 Asian Philosophy

Consideration of some of the main schools of Hindu, Buddhist, Taoist and other Asian traditions.

Credit: 4 units Demand

PHL 4230 African Philosophy

The course is about the discourse of philosophy in Africa. It exposes students to the general problems that are involved in conceptualizing “African philosophy” as well as the work that has been done in African philosophy as scholarly undertakings. It situates African philosophy in the wider context of world philosophy.

Credit: 4 units Demand
(USIU in Nairobi only)

Physical Education**PHE 3306 Physical Growth and Development**

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.

Credit: 4 units SP, Odd Years

Political Science**POL 2000 Introduction to U.S. Politics**

Foundation of American politics — the Constitution, federalism, the three branches of government, political parties, political values, public opinion, interest groups. (WI)

Prerequisite: ENG 1106

Credit: 4 units W, Odd Years

POL 2105 Principles of Public Administration

The study of the fundamental concepts of public administration; its inter-disciplinary nature and scope; the ethics of public service; and the major tools, techniques and methods involved in the conduct of public administration.

Credit: 4 units F

POL 2201 Introduction to Political Science

Basic theories and practices which characterize political behavior in the national and international community.

Credit: 4 units F, SP

POL 2505 State and Local Politics

The study of the politics at the state and municipal level; the constitutional and legal basis for state and local politics; American federalism; policy formulation and implementation; and citizen participation.

Credit: 4 units SU, Even Years

POL 3000 Western Political Thought

This course includes the study of the basis and development of major Western political ideas from classical era to modern times. The roots of Western political notions on Greco-Roman and Judeo-Christian thought. The European medieval influence; and modern liberal ideas from Renaissance to the Industrial Revolution. The Twentieth-century traditional political ideas, such as Existentialism and Marxism are also covered.

Credit: 4 units F, Even Years

POL 3005 Nonwestern Political Thought

The study of political ideas as expressed in Ancient Asian philosophies; the influences of traditional African and native American political concepts; and institutions as sources of modern political theories and ideologies.

Credit: 4 units W, Odd Years

POL 3110 Public Policy Formulation

The study of the formulation and implementation of public policy; rational choice and public goods approaches; issues concerning public demand and institutional assessment; externalities; collective decision-making; and systemic theory and cybernetic models.

Credit: 4 units SP, Odd Years

POL 3120 Public Personnel Administration

The study of managerial tools for public personnel; its specific nature; the phenomenon of bureaucratic inertia and cooperate interests as variables effectible public administration: case study analysis.

Credit: 4 units SU, Odd Years

POL 3125 Municipal Administration

The study of specific issues involved in local level administration; analysis of the institutional mechanisms for citizens participation; administration of transportation, sanitation, housing, public safety, schools, and planning.

Credit: 4 units F, Even Years

POL 3350 The U.S. Presidency

Study of the Presidency as a person and as an institution. Includes the expansion of the power and influence of the office both nationally and internationally.

Credit: 4 units F, Even Years

POL 3500 The Federal Judiciary and the Constitution

The role of the federal judiciary in interpreting the Constitution, particularly the Bill of Rights, due process, and equal protection under the law.

Credit: 4 units SU, Odd Years

POL 3505 Political Parties and Interest Groups in the U.S.

The development and function of political parties and interest groups in the American political system. Examines attempts at political reform and efforts to control the influence of interest groups.

Credit: 4 units F, Odd Years

POL 3510 The U.S. Congress

The study of the structure and functions of the United States Congress; its constitutional foundations; legislative processes; formal and informal operations; congressional staff; and electoral issues.

Credit: 4 units W, Even Years

POL 4005 Constitutional Law

The study of the United States Constitution; its origins and development, as reflected in the decisions of the Supreme Court; the Amendments; checks and balances and the separation of powers; the Federal System; the Bill of Rights; and contemporary challenges for the constitutional order.

Credit: 4 units F, Even Years

POL 4010 Race, Ethnicity, Class, and Gender in U.S. Politics

The struggle for inclusion and the current role of various racial, ethnic, and socioeconomic groups as well as women in the U.S. political system.

Credit: 4 units Demand

POL 4020 The Politics of Gender

Inquiry into the relationship between politics and gender: the Constitution, the equal rights amendment, the women's movement, gender advocacy, the “men's movement”; the media's role.

Credit: 4 units Demand

POL 4025 Peace, Conflict and Cooperation

The study of the theoretical and practical bases of peaceful resolution of disputes; theoretical aspects of conflict and its place in the contemporary international system; and peace promotion and cooperation.

Credit: 4 units W, Even Years

POL 4030 Theories of Revolution

This course covers the study of philosophical, traditional, and historical roots of revolutionary ideas; their development into avenues for political action; and the consequences of various theories of revolution in the contemporary era.

Credit: 4 units W, Odd Years

POL 4035 Theories of Democracy

The study of the origins and historical development of the philosophy of democracy; its applications in contemporary life; and the study of pluralists and liberal political doctrines is covered in this course.

Credit: 4 units SP

POL 4040 Non-Traditional Political Ideas

The study of contemporary political thought, such as Neo-Marxist Critical Theory, Hermeneutics, structuralism and post-structuralism, liberation theology, feminism and gender studies, post-modern political thought, psychology and identity-based politics.

Credit: 4 units W, Even Years

POL 4110 Public Budgeting Systems

The study of characteristics of planning the public sector; financial reports; output assessment; programming; budget preparation; performance monitoring; and evaluation are presented in this course.

Credit: 4 units SP, Even Years
(Course begins Fall of 2001)

POL 4500 Contemporary Political Issues

The study of the major controversial political issues of the day like terrorism; force; nuclear power; protectionism and the free market; trade issues; and proliferation of weapons of mass destruction.

Credit: 4 units F

Psychology**PSY 1101 Introduction to Psychology**

Introduction to the scientific study of behavior and mental processes including areas of human development, learning, cognition, memory, motivation and emotion, personality, abnormal psychology, stress and health, states of consciousness, cultural diversity.

Credit: 4 units F

PSY 1105 Developmental Psychology

Survey of maturational and learned behavior and their interaction as they develop through the life span.

Credit: 4 units W

PSY 1110 Experimental Psychology

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, and writing up of results. Critical interpretation of research findings is emphasized.

Prerequisites: PSY 1101 and MTH 2210

Credit: 4 units SP

PSY 1185 Introduction to Chemical Dependency

Historical perspectives on alcohol and drug abuse and their impact on the community. Changes in social attitudes and policies. Includes definitions of alcohol and drug dependencies, the disease concept of alcoholism, general models of treatment and recovery, effectiveness of recovery programs, and community responses to dependency problems.

Credit: 4 units F

PSY 2105 Social Psychology

Interdisciplinary introduction to the social 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.

Credit: 4 units SU

PSY 2120 Psychology of Learning

Survey of historical and contemporary theories, systems and research in learning. Includes the study of programmed learning and the use of the principles of learning to explain animal and human behavior.

Prerequisite: PSY 1101

Credit: 4 units SP

PSY 2125 Human Sexuality

Sexual behaviors and attitudes in contemporary societies; physiological and sexual functions and dysfunctions; role of values and cultural mores.

Credit: 4 units F, Even Years

PSY 2181 Psychopharmacology and Addiction

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.

Credit: 4 units W

PSY 2182 Treatment Methods and Modalities of Chemical Dependency

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.

Credit: 4 units W

PSY 2183 Theories and Techniques of Chemical Dependency Counseling

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.

Credit: 4 units SP

PSY 3105 History and Systems of Psychology

Examination of the historical roots of psychology in relation to contemporary psychology and its foundations in philosophy and science.

Prerequisite: PSY 1101

Credit: 4 units F

PSY 3110 Psychology of Personality

Background, theory, and research related to selected issues in current personality theory. Discussion of psychoanalytic, neo-psychoanalytic, humanistic/existential, cognitive and behavioral approaches.

Prerequisite: PSY 1101

Credit: 4 units F

PSY 3115 Abnormal Psychology

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.

Prerequisite: PSY 3110

Credit: 4 units W

PSY 3125 Multicultural Diversity in Psychology

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.

Prerequisite: PSY 1105

Credit: 4 units SP, Odd Years

PSY 3130 Physiological Psychology

Introduction to the physiological systems of the body as they relate to behavior. Emphasis on the nervous systems (central, autonomic, and somatic), the muscular systems (striated, smooth, and cardiac), and the glandular systems (endocrine and exocrine).

Credit: 4 units Demand

PSY 3135 Psychology of Communication

Study of the human communication process including the techniques used in government, business, industry, education, athletics, arts, and leisure systems.

Credit: 4 units Demand

PSY 3140 Introduction to Counseling

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.

Credit: 4 units SP, Odd Years

PSY 3142 Introduction to Industrial and Organizational Psychology

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 (or permission of department.)

Credit: 4 units F

PSY 3143 Psychology at Work I: Measuring Organizational Characteristics

Introduction to the concepts and measurement of job satisfaction, organizational climate and culture, organizational values, organizational commitment, and productivity. Covers methods and techniques (including surveys, interviews, and the use of archival data), and ethical principles involved in psychological work in organizations.

Prerequisite: PSY 3142

Credit: 4 units SP, Odd Years

PSY 3150 Courtship and Marriage

The role of interpersonal relationships in dating, courtship, and marriage. Considers factors related to mate selection, the transition into marriage, and the stability and satisfaction of marital relationships.

Credit: 4 units F

PSY 3160 Introduction to Marriage and Family Therapy

A comprehensive introduction to the field of marriage and family therapy including major MFT theories and approaches, career options, graduate school preparation, and future directions of the field.

Credit: 4 units Demand

PSY 3181 Trends and Issues in Chemical Dependency

Identifies the special problems, issues and concerns of modern living to which the helping professions address themselves. Focus on the social psychological dynamics of special population groups, e.g. aging, disabled, women, gays, adolescents, children from alcoholic families. Development of skills to communicate effectively with members of diverse populations.

Credit: 4 units SU

PSY 3182 Group and Family Counseling with the Chemically Dependent

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.

Credit: 4 units SP

PSY 3711 Independent Study or Research

Investigation of a topic area in psychology selected by the student under the guidance and supervision of a member of the faculty.

Prerequisite: Permission of department chair

Credit: 1-4 units Demand

PSY 4105 Statistics

Statistical methods as used in psychology. Includes elementary probability distributions, sampling, tests of hypotheses, regression and correlation, and contingency analysis. Considerable student practice in computation. Possible introduction to computer technology.

Credit: 4 units Demand

PSY 4109 Test and Measurements in the Behavioral Sciences

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.

Prerequisites: MTH 2210, PSY 3110

Credit: 4 units SP

PSY 4117 Cognitive Psychology

A survey of cognitive psychology which examines how information of the world is gained, represented and transformed as knowledge, stored, and used to direct attention and behavior. Topics include perception, pattern recognition, attention, memory, imagery, language functions, thinking and problem-solving, human intelligence and artificial intelligence.

Prerequisite: PSY 1101

Credit: 4 units W

PSY 4142 Psychology at Work II: Prediction and Measurement of Human Performance

Introduction to psychological aspects of selection, job performance measurement, and performance evaluation. Focuses on the concepts relevant to those efforts, and the effective and ethical development, use, and interpretation of predictor and criterion measures of human performance in the organizational setting.

Prerequisite: PSY 3142

Credit: 4 units W, Even Years

PSY 4143 Social Psychology in an Organizational Context

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.

Prerequisite: PSY 3142

Credit: 4 units SU, Odd Years

PSY 4181 Fieldwork in Chemical Dependency

Focus on learning by doing. Generally, includes student participation in two practicums under an approved supervisor, each lasting 10 weeks, and two internships, each ten weeks also. A 30-hour work week at an agency is typical.

Credit: 1 unit, course repeated for a total of 4 units EQ

PSY 4711 Professional Workshop

Investigation of a particular topic, problem, or issue in psychology.

Prerequisite: Permission of department chair.

Credit: 1-4 units Demand

PSY 6002 Methods of Research

Examines tools used by psychologists and family therapists in the process of organized inquiry. It is shown that the basics are the same, whether in formal research or applied contexts. Presentation of the types of design, the internal and external validity of designs, characteristics of adequate measures, the ecology of experiments, and the advantages of materialistic science. Methods of inquiry as applied to individuals, couples, and families are covered.

Credit: 4 units W

PSY 6004 Statistics for the Behavioral Sciences

Covers principles underlying statistical hypothesis testing, binomial distribution, concept of sampling distributions, chi square distribution, F distribution, ANOVA, planned comparisons, partial and part correlations, principles underlying multiple regression, including dummy variables in multiple regression. 4 hours lecture, one hour lab.

Prerequisite: Undergraduate statistics course.

Credit: 5 units F

PSY 6006 Advanced Statistics and Research Design I

Advanced issues in the use of non-parametric as well as parametric statistics; complex ANOVA and ANCOVA models; regression analysis, ARIMA models; lag sequential analysis; matching statistics to particular research designs; relevant statistical software. 1 hour lab, 4 hours lecture.

Prerequisite: PSY 6004

Credit: 5 units SP

PSY 6008 Advanced Statistics and Research Design II

Introduction to multivariate statistical techniques; General Linear Model; basic matrix manipulations; generalization of ANOVA to MANOVA and discriminant function analysis; generalization of chi-square to log-linear modeling; canonical correlation; factor analysis; structural equation modeling (LISREL). 4 hours lecture, 1 hour lab.

Prerequisite: PSY 6006

Credit: 5 units F

PSY 6014 Qualitative Methods of Research

Examination of various methodologies such as phenomenology, symbolic interactionism, ethn methodology, and systems and historical approaches to research drawn from psychology, social psychology, sociology, and anthropology.

Credit: 4 units Demand

PSY 6020 Measurement in Psychology

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 6004

Credit: 4 units W

PSY 6025 Program Evaluation

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.

Prerequisite: PSY 6002

Credit: 4 units SU, Odd Years

PSY 6110 Personality and Affect

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.

Credit: 4 units F

PSY 6111 Introduction to Psychopathology

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.

Credit: 4 units SU

PSY 6112 Social Psychology

An interdisciplinary approach to the study of human behavior with the major focus on the development of research and theories in areas such as learning, the self as process, person perception, attitudes, affiliations, aggression, and altruism.

Credit: 4 units SP

PSY 6114 Life Cycle Developmental Psychology

Review of human behavior for each of the stages of life-childhood, adolescence, early and middle adulthood and old age. Specific focus on the various theories of human development and discussion of contemporary issues and trends.

Credit: 4 units F

PSY 6116 Issues of Chemical Dependency

An introduction to chemical dependency, including diagnosis, treatment and prevention.

Credit: 4 units F

PSY 6126 Diversity and the Family

Examines diversity in the family including issues of ethnicity, race, religion, gender, gender-roles, sexual orientation, and social class. Blends systemic theory, research, and practice, as students learn to work with diversity issues in families, and with families having differing cultures, values and needs. Includes consideration of African American, Hispanic, Native American, Filipino, Asian, inter-racial and other ethnic/racial populations.

Credit: 4 units SU

PSY 6128 Individual and Family Life-Cycle Development

Studies developmental issues and life events from infancy to old age and their effect upon individuals, couples, and family relationships. Focus on theory, research, and application of individual and family developmental psychology. Examination of continuous and discontinuous changes, e.g. courtship, early marriage, childbirth, childhood, adolescence, divorce, blended families, parenting, and the family in the later life.

Credit: 4 units F

PSY 6130 Cultural and Ethnic Diversity in Clinical Practice

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, psycho-pathology, assessment, and the delivery of psychotherapy/counseling services. May include field experiences.

Prerequisite: PSY 6110

Credit: 4 units SU

PSY 6206 Adult Psychopathology

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.

Prerequisites: PSY 6110, PSY 6114

Credit: 4 units W

PSY 6208 Child Psychopathology

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.

Prerequisites: PSY 6110, 6114

Credit: 4 units SP

PSY 6210 Clinical Interviewing Techniques

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.

Prerequisite: PSY 6110, PSY 6206, or equivalent.

Credit: 4 units SU

PSY 6211 Clinical Interviewing Techniques Lab

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

Credit: 2 units SU

PSY 6215 Psychodynamic Psychotherapy

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, PSY 6114

Credit: 4 units W

PSY 6217 Cognitive and Other Behavioral Therapies

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

Credit: 4 units F

PSY 6219 Group and System Interventions

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.

Credit: 4 units SP

PSY 6220 Professional Ethics and the Law

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.

Credit: 4 units SU

PSY 6240 Therapy with the Chemically Dependent Family

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.

Credit: 4 units SP

PSY 6242 Applied Psychotherapeutic Techniques in Chemical Dependency

Introduction to chemical dependency counseling. Includes assessment of patients and their needs, treatment planning, group and individual therapy techniques with the chemically dependent person.

Credit: 4 units Demand

PSY 6245 Substance Abuse in Diverse Populations

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

Credit: 4 units Demand

PSY 6248 Counseling Practicum

Observation and supervision of field work in a private or public agency which includes face-to-face interaction with a supervisor and weekly class on campus. Requirements include assessment and intervention with individuals and groups; a total of 500 hours is required. Course must be taken twice for a total of 8 units.

Prerequisite: Permission of department chair. *Credit/No credit*

Credit: 4 units Demand

PSY 6250 Clinical Practicum

Supervised fieldwork concurrent with the clinical placement. Includes experience in psychological assessment, diagnosis and individual and group psychotherapy and other work typically performed by a clinical psychologist. Weekly meetings on campus with a member of the clinical psychology faculty. A minimum of 1,000 hours of supervised experience is required for completion of the practicum sequence. Course must be taken three times for a total of 12 units.

Prerequisite: Approval of the coordinator of clinical training.

Credit: 4 units EQ

PSY 6255 Field Placement in Chemical Dependency

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 department chair.

Credit: 4 units Demand

PSY 6257 Psychopharmacology and Biological Basis of Behavior

Presentation of the neurological system of the body. Consideration of the biological explication of mental processes, including learning, motivation and mental disorders. An examination of the drugs commonly seen in the practice of psychology, including drugs of abuse and psychotropic medications. Discussion of the role of the psychologist in relationship to the use of these drugs.

Credit: 4 units SP

PSY 6260 Integrated Methodology I

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.

Credit: 1 unit Demand

PSY 6262 Consciousness and Spirituality

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.

Credit: 4 units Demand

PSY 6264 Stress and Tension Control Through Progressive Relaxation

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.

Credit: 4 units Demand

PSY 6266 Principles of Stress and Tension Control for the Clinician

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.

Credit: 4 units Demand

PSY 6268 Psychological Practice in Gerontology

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.

Credit: 4 units SU, Odd Years

PSY 6270 Evaluation and Assessment of Elderly Persons

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.

Credit: 4 units W, Odd Years

PSY 6306 Epistemology and History of MFT Theory

Examination of the historical development, epistemological, theoretical, foundations, and current conceptual directions of the field of marriage and family therapy. Focuses on cybernetics, general systems theory, postmodernism, and social constructionism and their impact on the field. The work of Gregory Bateson and other philosophical pioneers is covered, along with a general history of the field.

Credit: 2 units SP

PSY 6308 Interviewing Techniques

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, role-playing.
Credit: 4 units W

PSY 6310 Ethics, the Law, and MFT: Professional Issues

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.
Credit: 4 units SP

PSY 6312 Theories of Marital and Family Therapy

Examination of the major models/schools of family therapy theory: historical models such as intergenerational, multigenerational; structural-strategic; and cognitive-behavioral models. Also focuses on family systems theory and its unique theoretical assumptions.
Credit: 4 units W

PSY 6313 Family Therapy Techniques

Examination of the major techniques of family therapy, with lectures, observation and demonstrations. Includes a weekly lab of supervised videotaped training. Provides a systemic approach to the assessment, diagnosis and treatment of families.
Prerequisites: PSY 6308, PSY 6312 as either prerequisite or co-requisite.
Credit: 4 units SP

PSY 6314 Theories and Techniques of Individual Psychotherapy

A critical survey of theoretical concepts, contributions, and specific techniques of various psychotherapeutic perspectives, including but not limited to the psychodynamic, gestalt, existential-humanistic, cognitive-behavioral and integrative models of change. Emphasis on case presentations, role-playing, and treatment options applied to the major behavioral disorders.
Credit: 4 units F

PSY 6315 Marital and Divorce Therapy

Exploration of various theories of marital relationships (e.g. psychoanalytic, cognitive-behavioral, structural-strategic, Bowen Theory, etc.) and related interventions for dealing with a variety of marital and divorce problems, e.g. dual-career, multicultural, violent, alcoholic, remarriage. Course includes assessment and intervention of spouse and partner abuse. Instruction through lecture, discussions, role playing, and videotapes.
Credit: 4 units F

PSY 6316 Sex Therapy in Marriage and Family Therapy

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 6315
Credit: 2 units SP

PSY 6317 Parent-Child Therapy Techniques

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.
Prerequisites: PSY 6110 and PSY 6114 or PSY 6128
Credit: 4 units F

PSY 6319 Survey of Assessment Procedures

A survey of the major assessment techniques in clinical practice. Includes intellectual, personality, projective, and family assessment techniques. Emphasis on how to read and understand a psychological assessment report.
Prerequisite: PSY 6110
Credit: 4 units Demand

PSY 6320 MFT Assessment Procedures

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.
Credit: 4 units W

PSY 6350 Marriage and Family Therapy Practicum

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. Students must be enrolled in a practicum course until all requirements are complete. Course must be taken a minimum of 4 times for a minimum total of 12 units.
Prerequisite: Approval of Coordinator of MFT Training.
Credit: 3 units F, W, SP, SU

PSY 6402 Organizational Behavior

Inquiry into individuals and groups within organizations; behaviors of organizations; goal setting, rewards, work, stress, leadership, power, influence, politics, organizational design and structure, decision making, creativity, communication, and organizational change; case studies; didactic and experiential approaches.
Credit: 4 units W

PSY 6404 Leadership Theory and Research

Survey of leadership theory and research; characteristics of leaders, theories of leadership origins, and psychological and social correlates.
Credit: 4 units SP, Odd Years

PSY 6405 I/O Psychology: Basic Skills

This course has a dual focus, that being two of the most basic requisite skill areas for the I/O Psychologist, job analysis and individual assessment. On the strength of these two informational bases rest many organizational programs and critical personnel decisions. Theoretical and conceptual grounding in, and practice in, job and task analysis using a variety of methods. Examination of measurement questions in an I/O setting, with exploration of reliability theory, commonly used test construction strategies, item analysis models, differential weighting procedures, and selection, use, and interpretation of appropriate methods for individual ability, aptitude, and vocational interest assessment.
Prerequisites: PSY 6006, PSY 6020, PSY 6408
 Credit: 4 units F, Even Years

PSY 6408 Industrial/Organizational Psychology

Examines the theoretical and conceptual roots of I/O Psychology, the significant persons and classics of I/O Psychology literature and the breadth of concerns. Includes an overview of methods, techniques, and instrumentation, ethical considerations, current issues, and future trends in research and practice.
 Credit: 4 units F

PSY 6410 Ethics, the Law, and I/O Psychology

Case study approach to ethical and legal considerations, implications, and constraints on the practice of I/O Psychology, organizational development activities, and organizational consultation.
Prerequisite: PSY 6408
 Credit: 3 units SU

PSY 6412 Group Dynamics

Relevant psychological theories and research on group behavior. Attention to issues of leadership, authority, small groups, communication, interaction styles, change ameliorative factors. Includes extensive experiential exercises.
 Credit: 4 units W

PSY 6414 Stress in the Human Experience

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.
 Credit: 4 units SU, Even Years

PSY 6415 Leadership and Decision-Making

Examination of decision-making as one of the most important recurrent human activities. Identifies steps in the decision-making process and how to acquire decision-making skills; it explores decision theory, and the leadership role in relation to prescriptive and normative decision making.
 Credit: 3 units Demand

PSY 6416 Personnel Selection

Introduction to selection models and their applications to business and industry. Performance criteria and predictive performance measures. Examination, critique, and validation of selection instruments. Development of an understanding of selection procedures and the use of selection instruments, including screening, interviewing, and decision making in selection.
Prerequisites: PSY 6004, PSY 6020, and PSY 6408
 Credit: 4 units SP, Even Years

PSY 6418 Team Building

Applied and theoretical aspects of improving performance of ongoing work groups and increasing interpersonal effectiveness. Attention to use of diagnostic questionnaires, team-development activities, and group-processing techniques. Highly experiential.
Prerequisite: PSY 6412
 Credit: 4 units Demand

PSY 6420 Social Psychology of Negotiation and Bargaining

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 real-world problems to discover techniques applicable to problems involving interactive competitive decision components. Use of role playing to handle strategic and tactical negotiation decisions.
Prerequisite: PSY 6112 or permission of department.
 Credit: 3 units W, Odd Years

PSY 6424 Organization Theory

Examination and comparison of alternative models of organizational systems. The movement from Weberian top-down rational models to those of loosely-coupled systems. The effects in a multicultural and multiple stakeholder environment on organizational structure and function. Current research and future directions.
Prerequisite: PSY 6408
 Credit: 3 units Demand

PSY 6425 Organizational Development I

Overview of the field of organizational development, and the role of the internal or external consultant as a change agent. Exploration of the roots of OD, focusing on the contributions of various disciplines and key personalities. Individual readiness and preparation for the role of change agent. Presentation of a taxonomy of OD interventions. Heavy emphasis on diagnosis and diagnostic techniques and instrumentation, with hands-on diagnostic activities, augmented by case studies and individual research. Central to the course is the OD Code of Ethics established by the Organizational Development Institute.
Prerequisite: PSY 6408 or permission of program director.
 Credit: 4 units F, Odd Years

PSY 6426 Organizational Development II

Continuation of study and practical experience in organizational development, with focus on techniques and methods used in post-diagnostic interventions. Examination of a variety of intervention models, and several established OD systems and their instrumentation. Case study of successful and unsuccessful OD interventions. Individual research and experiential exercises. Both the necessity for, and techniques of evaluation in OD are emphasized. Exploration of international practice, emerging issues, and the future directions of OD.
Prerequisite: PSY 6425
 Credit: 4 units W, Odd Years

PSY 6430 Motivation and Productivity

Theory and research, including classical and contemporary literatures; design of incentive and reward systems; the role of central I/O Psychology concerns (e.g., selection, appraisal, job stress, job redesign, etc.), with respect to motivation; alternative perspectives on productivity; the relationship among productivity, performance, and job satisfaction; productivity improvement interventions; current crises and concerns in productivity, future outlook.
Prerequisite: PSY 6408
 Credit: 4 units SP, Odd Years

PSY 6440 Human Resource Development

Preparation for a key role of the psychologist in organizations; training and management development. Focuses on the key elements in preparation, design, and delivery of training. Includes needs analysis and identification of training objectives, design considerations, and integration of training goals with learner needs.
Prerequisite: PSY 6408 or permission of program director.
 Credit: 4 units SU, Even Years

PSY 6700 Workshop

Investigation of a particular topic, problem, or issue in psychology. Area selected for study varies each quarter.
 Credit: 4 units Demand

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.
 Credit: 1-2 units Demand

PSY 6990 Master's Thesis

The design, implementation and analysis of a study or experiment in psychology under the supervision of a thesis committee.
 Credit: 4 units Demand

PSY 7112 History and Systems of Psychology

The history and development of psychology from ancient times to the present. The principles of the 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.
Credit: 4 units SP

PSY 7114 Cognition and Learning Theories

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.
Credit: 4 units W

PSY 7214 Individual and Group Intelligence Testing

The development, theoretical rationale, administration, scoring, and interpretation of the major individual and group tests of Intelligence Scale for Children- Revised (WISC-R) and the Wechsler Adult Intelligence Scale-Revised (WAIS-R).
Prerequisites: PSY 6020 and PSY 6110
Credit: 3 units SU
Orange County: F

PSY 7216 Lab

Supervised practice in the administration, scoring and interpretation of intelligence tests. This lab must be taken concurrently with PSY 7214.
Credit: 2 units SU
Orange County: F

PSY 7218 Objective Assessment Techniques

The theory, administration, scoring and interpretation of objective assessment techniques including the Minnesota Multiphasic Personality Inventories (MMPI-2), Millon Clinical Multiaxial Inventory-II (MCMI-II), Cattell 16 P-F, California Psychological Inventory, and other relevant tests.
Prerequisites: PSY 6020, PSY 6110
Credit: 3 units SP
Orange County: SU

PSY 7220 Lab

Supervised practice in the administration, scoring and interpretation of objective assessment techniques. This lab must be taken concurrently with PSY 7218.
Credit: 2 units SP
Orange County: SU

PSY 7222 Projective Assessment Techniques

The theory, administration scoring, and interpretation of the Rorschach Inkblot Test, Thematic Apperception Test, and other projective assessment tests. Emphasis on the clinical inference process and levels of interpretation.
Prerequisites: PSY 6020, PSY 6110
Credit: 3 units F
Orange County: SP

PSY 7224 Lab

Supervised practice in the administration scoring and interpretation of projective assessment techniques. This lab must be taken concurrently with PSY 7218.
Credit: 2 units SU, F
Orange County: SP

PSY 7226 Behavioral Assessment

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
Credit: 4 units Demand

PSY 7227 Advanced Psychodiagnosis I

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
Credit: 4 units SU

PSY 7228 Advanced Psychodiagnosis II

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.
Credit: 4 units W

PSY 7230 Integration Methodology II

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.
Credit: 4 units Demand

PSY 7232 Psychology of Religious Experience

Introduction to the psychology of religion and its applications to religious experience, including religious phenomena and practices such as prayer, sacred writings, conversion, spiritual growth, and coping with suffering.
Credit: 4 units Demand

PSY 7234 History and Theory of Pastoral Care

A study of the development of pastoral care in the various religious traditions in America as well as in other cultural traditions. Emphasis on a student's own religious heritage and the religious and psychological foundations of pastoral practice.
Credit: 4 units Demand

PSY 7236 Research and Professional Issues in Pastoral Counseling

Seminar on the literature and research methodologies in Pastoral Care and Counseling. Includes professional issues such as legal and ethical requirements for pastoral counseling practice, relationship with other psychotherapeutic professions, community mental health care, and intercultural dimensions.
Credit: 4 units Demand

PSY 7238 Multicultural Religious Systems and Practices

Study of the various religious systems in the major global cultural traditions, the inherent relationships between common and diverse traditions, and the practice of pastoral counseling in multicultural settings.
Credit: 4 units Demand

PSY 7240 Employee Assistance Programs

An introduction to employee assistance programming for large and small companies. Exploration of programming in all areas of employee assistance.
Credit: 4 units Demand

PSY 7260 Neuropsychological Assessment I

Overview of brain anatomy, physiology, and functions and major concepts and methods necessary for the understanding of brain-behavior relationships. The major techniques in neuropsychological assessment with emphasis on diagnosis and rehabilitation.
Prerequisites: PSY 6020, PSY 7110
Credit: 4 units Demand

PSY 7261 Neuropsychological Assessment II

Review of neuropsychological disorders in children, including attention disorders, neuro-metabolic syndrome, seizure disorders, fetal alcohol syndrome, and other common neurological disorders. Also covers medications for childhood and adolescent disorders, learning disorders, and neurometrics. Demonstration and discussion of various neurological measures.
Prerequisite: PSY 7260
Credit: 4 units Demand

PSY 7262 Genetic Contributions to Human Behavior

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.
Credit: 4 units Demand

PSY 7263 Death, Loss, and Grief

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.

Credit: 4 units SP, Odd Years

PSY 7265 Aging: Psychological and Religious Development in Adults

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.

Credit: 4 units F, Even Years

PSY 7286 Internship in Chemical Dependency I

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.

Credit: 3 units Demand

PSY 7287 Internship in Chemical Dependency II

The final quarter 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.

Credit: 3 unit Demand

PSY 7288 Internship in Clinical Psychology

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.

Credit: 3 units EQ

PSY 7310 Advanced MFT Theories

An advanced seminar which examines the systemic family therapy theories. Students will be asked to both integrate and compare the major theories and their application to couples/families.

Prerequisite: PSY 6312

Credit: 4 units Demand

PSY 7313 Advanced Brief Models of Family Therapy

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

Credit: 4 units F

PSY 7315 Advanced Intergenerational Family Therapy

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

Credit: 4 units W

PSY 7317 Advanced Marital Therapy

Focuses on an advanced understanding and evaluation of the major empirically supported forms of couples therapy including Emotionally Focused Therapy, Integrative Behavioral Couples Therapy, and the work of John Gottman. Theoretical understanding, practical application, and skill development are stressed.

Prerequisite: PSY 6315

Credit: 4 units SP

PSY 7320 Supervision of Marriage and Family Therapy

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.

Credit: 4 units SU, Even Years

PSY 7321 Supervision Practicum in MFT

This course contains the experiential, techniques portion of the MFT supervision training process. It includes 18 hours of supervision of supervision.

Prerequisite: PSY 7320, Approval of instructor

Credit: 4 units F, Even Years

PSY 7324 Advanced MFT Research

This course focuses on an understanding and evaluation of quantitative and qualitative research methods used in the field of marriage and family therapy and the major findings from these methods. Practical research on marriage and family therapy is studied, along with the influence of culture, ethnicity, and gender in the research process. Major substantive issues in marriage and family therapy research are identified and discussed. The dissertation process is reviewed and methods and topics of participants' dissertations are discussed.

Prerequisite: Qualifying Exam

Credit: 4 units W

PSY 7350 MFT Advanced Practicum

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.

Prerequisites: PSY 7310, PSY 7315

Credit: 4 units F

PSY 7388 Internship in Marriage and Family Therapy

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 20-40 hours per week.

Prerequisite: Approval of the MFT training coordinator.

Credit: 3 units EQ

PSY 7406 I/O Psychology: Special Applications

This course examines the role of I/O Psychology in the domains of consumer behavior and human factors. For consumer behavior, study of the relationship between consumers and producers of goods and services; psychological factors underlying marketing and purchasing decisions; influence of marketing techniques, family, friends, public personalities, and the sociocultural environment on marketing and purchasing decisions, consumer preferences, product development, and product testing. For human factors, introduction to workplace design using principles of ergonomics, engineering psychology, and perception, and their application to equipment design, control panel development, and work aids designed to enhance productivity while reducing work-related health hazards.

Prerequisites: PSY 6408 and PSY 6405

Credit: 4 units W, Even Years

PSY 7407 Counseling in the Work Environment

Application of counseling techniques to circumstances which arise in organizational settings. Focal areas are problem situations, career stage transition, dual career families, management transfer, career guidance, job stress, career development and career management, and the move toward protean career management. Includes examination of theories and models of career development and vocational guidance theory. Considers detection of interpersonal, family, and extra-organizational problems which spill over into the workplace, and referral strategies.

Prerequisite: PSY 6410 or permission of instructor.

Credit: 4 units F, Even Years

PSY 7411 The Managerial Process

The management dimensions of the leadership role. An analysis of what leaders do as the focus of the managerial process in business, education, political, and governmental organizations.

Credit: 4 units SU, Even Years

PSY 7412 Process Consultation

The increasing frequency with which people work in teams, task forces, and autonomous work groups demands process consultation skills to facilitate group goal attainment. Provides a conceptual framework for process consultation, a model of intervention, a typology of interventions, and actual practice and feedback in process consultation.

Prerequisite: PSY 7422

Credit: 4 units F, Even Years

PSY 7418 Performance Measurement and Appraisal

Study of the theoretical and practical application of the performance appraisal process and examination of various approaches to performance appraisal. Students will be actively involved in the development of performance appraisal measures. Integration of performance appraisal into the overall performance management system.

Prerequisites: PSY 6002, PSY 6004, PSY 6408, PSY 6430

Credit: 4 units SU, Even Years

PSY 7422 Consulting in Organizational Settings

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.

Credit: 4 units Demand

PSY 7431 Group Field Theory and Its Applications

Exploration of social psychological field theory, its origins and history, and its implications for organizational development practices. Extensive investigation of group dynamics, processes of polarization and unification in groups, group roles, survey feedback methods, and strategies of remediation. Exploration of current research, and review of intervention techniques. Includes diagnosis, design, and delivery of intervention strategies at the individual, group, organizational, and/or societal levels, and program evaluation. Experiential methods are used to explore team functions in work and project teams.

Prerequisite: Permission of program director.

Credit: 4 units F, Even Years

PSY 7450 I/O Psychology Practicum I

Hands-on practice with the tools and techniques of I/O Psychology. Data collection and analysis using real-world data. Specific areas of practicum focus are:

- 1) selection (test and instrument construction, validation, development of structured interview protocols, utility analysis);
- 2) development and administration of organizational surveys (e.g., attitude surveys, measures of job satisfaction, quality of work life).

Prerequisite: PSY 6416

Credit: 4 units SP, Odd Years

PSY 7451 I/O Psychology Practicum II

Hands-on practice with the tools and techniques of I/O Psychology, data collection and analysis using real-world data. Specific areas of practicum focus are:

- 1) performance measurement and appraisal (job analysis, criterion development, development of rating scales);
- 2) development of incentive systems;
- 3) development of training programs;
- 4) stress management program development and administration; and
- 5) job evaluation.

Prerequisite: PSY 7418

Credit: 4 units SU, Odd Years

PSY 7452 Organizational Development Practicum I

Hands-on experience in actual organizational development tasks and activities. Organizational entry, data collection, organizational diagnosis, development of interventions, results evaluation, termination. Includes work with actual corporations.

Prerequisites: PSY 6002, PSY 6425, PSY 6426 or permission of the program director.

Credit: 4 units SP, Even Years

PSY 7453 Organizational Development Practicum II

Advanced experiential work in organizational development tasks and activities. Self-development activities, under the guidance of the faculty, with actual corporations.

Prerequisites: PSY 6004, PSY 6425 and PSY 6426, or permission of the program director.

Credit: 4 units SU, Even Years

PSY 7488 Field Placement/Internship

Supervised experience in the activities of I/O Psychology. A maximum of 400 hours may be earned per quarter.

Course may be taken twice for a total of 8 units.

Prerequisite: Permission of the program director.

Credit: 4 units Demand

PSY 7700 Workshop

Investigation of a particular topic, problem or issue in psychology. Area selected for study varies from quarter to quarter.

Credit: 1-4 units Demand

PSY 7800 Advanced Seminar: Clinical Psychology

Examination of a variety of topic areas in Clinical Psychology and will rotate each time offered. May be repeated for credit.

Credit: 2-4 units Demand

PSY 7805 Advanced Seminar: Chemical Dependency

Examination of a variety of topic areas in the chemical dependency field and will rotate each time offered. May be repeated for credit.

Credit: 2-4 units Demand

PSY 7810 Advanced Seminar: MFT

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.

Credit: 2-4 units Demand

PSY 7814 Advanced Seminar: Industrial/Organizational Psychology

Examination of a variety of topic areas in I/O Psychology and will vary or differ each time offered. May be repeated for credit.

Credit: 2-4 units Demand

PSY 7815 Internship and Seminar College Teaching

Recommended for students primarily interested in college teaching. Approval of the director of the program in which the student is enrolled is required.

Credit: 4 units Demand

PSY 7820 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.

Credit: 1-2 units Demand

PSY 7900 Doctoral Project/Dissertation Preparation

Presentation and discussion of procedures and potential topics for Psy.D. 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.

Prerequisite: Successful completion of the Qualifying Exam

Credit: 4 units F, W

PSY 7901 Doctoral Project/Dissertation

Successful completion of the doctoral project, passing of the final oral exam and submission of a completed, corrected copy to the Dissertation Specialist.

Prerequisite: PSY 7900; Special Field Exam

Credit: 3 units EQ

PSY 7990 Dissertation I

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.

Credit: 4 units F, W

PSY 7991 Dissertation II

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

Credit: 4 units W, F

PSY 7992 Dissertation III

Successful completion of the dissertation, passing of the final oral exam and submission of a completed, corrected manuscript to the University Reader.

Credit: 3 units EQ

Senior Experience**SEN 4800 Integrated Seminar**

Interdisciplinary capstone seminar. Assists students in making connections between disciplines, the major, minor and general education. Focuses on "global understanding and multicultural perspectives," a part of the USIU mission. (WI)

Prerequisite: Students must be seniors.

Credit: 4 units FI, W, SP, SU

SEN 4900 Project

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 of a report on a topic in the student's major field.

Prerequisite: Students must be seniors.

Credit: 4 units EQ

SEN 4910 Internship

Internship in-business, school, nonprofit organization, volunteer organization or in another group or organization approved by the faculty department chair or dean. Must be in the student's major area of study. A minimum of 120 hours required.

(Grading is credit/no credit)

Prerequisite: Students must be seniors.

Credit: 4 units EQ

Sociology**SOC 2201 Introduction to Sociology**

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.

Credit: 4 units F

SOC 2202 U.S. Diversity: Ethnicity, Class, and Gender

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.

Credit: 4 units W

SOC 2203 Social Stratification, Ethnicity and Gender in Africa

The course introduces the student to the concepts of social stratification, ethnicity and gender in African societies. It will cover roles, power, wealth, social class, nationality, tribe and religion. Status, gender roles, equal opportunity and socialization will also be covered.

Credit: 4 units Demand
(USIU in Nairobi only)

SOC 2205 The Family in the U.S.

Historical roots and development of American kinship. Focuses on the structure, function, and changing dynamics of family life in the U.S. (WI)

Prerequisite: ENG 1106

Credit: 4 units SP

SOC 2210 Sociology of Interpersonal Interactions

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.

Credit: 4 units SP, Odd Years

SOC 3301 Social Problems

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.

Credit: 4 units W, Even Years

SOC 3305 Deviant Behavior

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.

Credit: 4 units SP, Even Years

SOC 3310 Family and Kinship in a Multicultural Context

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.

Credit: 4 units W, Even Years

SOC 3315 Sociology of Intercultural Relations

Comparison of sociocultural institutions in various societies; focuses on dominant theoretical orientations—technoeconomic, ideological, psychological, social structural, and environmental; processes of socialization and acculturation.

Credit: 4 units F

SOC 3500 Social Conflict and Resolution

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.

Credit: 4 units SP, Odd Years

SOC 4010 Social Inequality in the U.S.

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.

Credit: 4 units Demand

SOC 4015 The City in the U.S.: Problems and Solutions

Socio-historical analysis of urban America; field studies; urbanism as a way of life; inquiry into social problems and possible solutions.

Credit: 4 units SP, Even Years

SOC 4021 Collective Behavior in Diverse Contexts

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.

Credit: 4 units W, Odd Years

SOC 4025 Perspectives on the Future of Human Society

Theories of social change and evolutionary, functional, and ecological orientations; the structure and dynamics of human society during the 21st century. (WI)

Prerequisite: ENG 1106

Credit: 4 units W, Odd Years

Spanish**SPN 1000 Beginning Spanish I**

First course in a sequential series; study basic language skills of listening, speaking, reading, and writing; course conducted in Spanish. (Course not open to native speakers of Spanish or to students with more than one year of high school Spanish unless courses completed more than five years ago.) (WI)

Prerequisite: ENG 1106

Credit: 4 units F

SPN 1001 Beginning Spanish II

Second course in a sequential series; basic language skills continued. (Course not open to native speakers of Spanish or to students with more than two years of high school Spanish unless courses completed more than five years ago.)

Credit: 4 units W

SPN 1002 Beginning Spanish III

Third course in a sequential series; basic language skills continued. (Course not open to native speakers of Spanish or to students with more than three years of high school Spanish unless courses completed more than five years ago.)

Credit: 4 units SP

SPN 2000 Intermediate Spanish I

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 1002 or three years of high school Spanish.

Credit: 4 units F

SPN 2001 Intermediate Spanish II

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.

Credit: 4 units W

SPN 2002 Intermediate Spanish III

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 2001 or three years of high school Spanish.

Credit: 4 units SP

SPN 2500 Advanced Grammar and Composition

Systematic review of grammar with written compositions on various topics; course conducted in Spanish and English.

Prerequisite: SPN 2002

Credit: 4 units F

SPN 3001 Literature in Spanish I

Analysis and interpretation of outstanding works of literature in Spanish; course conducted in Spanish.

Prerequisite: SPN 2500

Credit: 4 units F

SPN 3002 Literature in Spanish II

Analysis and interpretation of outstanding works of literature in Spanish; course conducted in Spanish.

Prerequisite: SPN 2500

Credit: 4 units W

SPN 3003 Literature in Spanish III

Analysis and interpretation of outstanding works of literature in Spanish; course conducted in Spanish.

Prerequisite: SPN 2500

Credit: 4 units SP

SPN 4000 Culture and Civilization of Spain

Study of the history, arts, and important personages of Spain; course conducted in Spanish.

Prerequisite: SPN 2500

Credit: 4 units W

SPN 4005 Culture and Civilization of Latin America

Study of the history, arts and important personages of Latin America; course conducted in Spanish.

Prerequisite: SPN 2500

Credit: 4 units SP

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) 2999

Used for lower division undergraduate courses

(Disciplinary prefix) 4999

Used for upper division undergraduate courses

(Disciplinary prefix) 6999

Used for master's courses

(Disciplinary prefix) 7999

Used for doctoral courses

Speech**SPE 1101 Speech**

Study of formal and informal oral communication: platform speaking, one-on-one communication, and group exchanges.

Credit: 3 units Demand

Swahili**SWA 1000 Beginning Swahili I**

An introduction to the history, origin and spread of Swahili; basic greetings, pronunciation, noun class system, verb structure, pronouns, adjectives, adverbs, sentence structure.

Credit: 4 units Demand
(USIU in Nairobi only)

SWA 1001 Beginning Swahili II

Broaden vocabulary base, focus on use of present, past, future, verb tenses; introduction of - me - tense and the imperative; introduction of locative expressions and negative verb formation, possessive pronouns, object pronouns, telling time.

Prerequisite: SWA 1000 or demonstration of equivalent level of knowledge.

Credit: 4 units Demand
(USIU in Nairobi only)

SWA 1002 Beginning Swahili III

Broaden vocabulary base; introduction of - Ka - tense, focus on irregular verb formations; introduction of verbal extensions (passive, causative, applicative, etc.); introduction of relative pronouns; introduction to narratives and Swahili proverbs.

Prerequisite: SWA 1001 or demonstration of equivalent level of knowledge.

Credit: 4 units Demand
(USIU in Nairobi only)

SWA 2000 Intermediate Swahili I

Study on narratives, stories and fairy tales; introduction of - nge - and - ngali - tenses; introduction of 2 word verb formations, specialized vocabulary (social situations, lifestyles, professions, trades, religion, etc.)

Credit: 4 units Demand
(USIU in Nairobi only)

SWA 2001 Intermediate Swahili II

Study texts of contemporary and social interests, e.g. novels, plays, newspaper articles, while emphasizing students' oral ability.

Credit: 4 units Demand
(USIU in Nairobi only)

SWA 2002 Intermediate Swahili III

Continuation of studying texts of contemporary literary and social interests; field trip to coast for emphasis of cultural aspects (museums, Old town, Fishing villages, etc.)

Credit: 4 units Demand
(USIU in Nairobi only)

Tourism Management**TOU 3020 International Travel and Tourism**

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: HRT 1010

Credit: 4 units Demand

TOU 4010 Tourism Management

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: HRT 1010

Credit: 4 units SP

TOU 4020 Tourism Development

Study of the planning and development of tourism destinations from a political, social, cultural, and economic perspective.

Prerequisite: HRT 1010

Credit: 4 units Demand

TOU 4030 Tourism Economics

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: HRT 1010, ECO 1010, ECO 1020

Credit: 4 units SP

U.S. Studies**USS 1000 Introduction to U.S. Studies**

Development of the U.S. as a multicultural civilization; distinctive contributions of African, Hispanic, Asian, and Native Americans to the cultural life of the nation.

Credit: 4 units Demand

USIU COURSE EQUIVALENTS

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP TEST) EQUIVALENTS

Course	CLEP Test Equivalent	Restrictions if any
ACT 1010 Principles of Accounting I & ACT 2010 Principles of Accounting II	Subject Exam in Principles of Accounting	Pass = 50
BUS 3010 Business Law	Subject Exam in Business Law, Introductory	Pass = 50
ECO 1010 Principles of Microeconomics	Subject Exam in Principles of Microeconomics	Pass = 50
ECO 1020 Principles of Macroeconomics	Subject Exam in Principles of Macroeconomics	Pass = 50
ENG 1106 Composition I	General Exam in English Composition with Essay	Given 4 times per year (Jan., Apr., June & Oct.). May be taken only by those who did not enter USIU as freshmen. Pass = 500
FRN 1000, 1001, 1002, FRN 2000, 2001, 2002, Foreign Language (12 units)	Subject Exam in French Language, College Level	Pass Level 1 = 50 Pass Level 2 = 50
HIS 2005 Major Social Movements in U.S. History	Subject Exam in German Language, College Level	Pass = 50
HIS 2005 Major Social Movements in U.S. History	Subject Exam in American History II: 1865 to the Present	Pass = 50
HUM 1105 U.S. Culture Through the Humanities	General Exam in Humanities	Pass = 500
IST 1010 Information Systems & Applications	Subject Exam in Introductory Information Systems and Computer Applications	Pass = 50
LIT 2215 Approaches to Literature	Subject Exam in Analyzing and Interpreting Literature	Pass = 50
LIT 2225 Introduction to Shakespeare	Subject Exam in English Literature	Pass = 50
NSC 2212 Life, Environment & Society	General Exam in Natural Sciences	May be taken only by those who did not enter USIU as freshmen. Pass = 500
NSC 2215 Introduction to Physical Mechanics	General Exam in Natural Sciences	May be taken only by those who did not enter USIU as freshmen. Pass = 500
MKT 3010 Principles of Marketing	Subject Exam in Principles of Marketing	Pass = 50
MGT 3010 Overview of Management Practices	Subject Exam in Principles of Management	Pass = 50
MTH 1105 Algebra in the Practical Context	General Exam in Mathematics	Pass = 500
MTH 1109 College Algebra	Subject Exam in College Algebra	Pass = 50
MTH 1115 Algebra & Trigonometry	Subject Exam in College Algebra-Trigonometry	Pass = 50
POL 2000 Introduction to U.S. Politics	Subject Exam in American Government	Pass = 50
PSY 1101 Introduction to Psychology	Subject Exam in Introductory Psychology	Pass = 50
PSY 1105 Developmental Psychology	Subject Exam in Human Growth and Development	Pass = 50
SOC 2201 Introduction to Sociology	Subject Exam in Introductory Sociology	Pass = 50
SPN 1000, 1001, 1002 SPN 2000, 2001, 2002	Subject Exam in College Spanish	Pass Level 1 = 50 Pass Level 2 = 50

For information regarding CLEP examination, see page 24, 68, and 91.

ADVANCED PLACEMENT TEST EQUIVALENTS

Advanced Placement	AIU Equivalent	No. of Quarter Hours
American History	HIS 2005 and Elective	8 quarter hours
Art History	FAR 1000 and Elective	8 quarter hours
Biology	NSC 2205/2212	8 quarter hours
English	ENG 1106/2206	8 quarter hours
European History	Elective	8 quarter hours
French	Elective	8 quarter hours
German	Elective	8 quarter hours
Latin	Elective	8 quarter hours
Spanish	SPN 1000, 1001, or 1002	8 quarter hours

FACULTY

SYSTEMWIDE ACADEMIC ADMINISTRATION

Judith E.N. Albino, PhD
President

Soroya Moore Coley, PhD
Vice President for Academic Affairs

Natalie Porter, PhD
Associate Vice President for Academic Affairs

Ramona Kunard, PhD
*Systemwide Dean, College of Arts and Sciences
Interim Systemwide Dean, School of Social and Policy
Studies*
Dr. Kunard is based at the San Diego location.

Rodney L. Lowman, PhD
*Systemwide Dean, College of Organizational Studies
Director of the Organizational Consulting Center*
Dr. Lowman is based at the San Diego location.

Adele S. Rabin, PhD
*Systemwide Dean, California School of Professional
Psychology*
Dr. Rabin is based at the San Diego location.

Mink Stavenga, DBA
*Systemwide Dean, United States International College
of Business*
Dr. Stavenga is based at the San Diego location.

Karen Schuster Webb, PhD
Systemwide Dean, School of Education
Dr. Webb is based at the San Francisco Bay location.

FRESNO AND SACRAMENTO ACADEMIC ADMINISTRATION

Louise Colbert, MLS
Director of the Kauffman Library

Wesley T. Forbes, EdD
Director of Clinical Training

Mel Hamel, PhD
Director of Psychological Service Center

Toni A. Knott, PhD
Program Director, College of Organizational Studies

Debra Kotler, PhD
*Assistant Director of Professional Training and
Director of CCPICA*

Bryan Myers
Interim Director of the Forensic Psychology Programs

Kevin J. O'Connor
Director, Clinical Psychology PsyD Program

Barry F. Perlmutter, PhD
Director of the Clinical PhD Program

IRVINE ACADEMIC ADMINISTRATION

David M. Whitehorse, EdD
*Systemwide Program Director for Educational
Leadership and Reform*

LOS ANGELES ACADEMIC ADMINISTRATION

Tobeylynn Birch, MLS
Director of Library and Information Services

Ellin L. Bloch, PhD
*Director of the Clinical PhD Program and Director of
the Division of Professional Field Training*

Rhonda Brinkley-Kennedy, PsyD
*Program Director, Educational Psychology, PsyD
School Psychology Program*

Calvin C. Hoffman, PhD
Program Director, College of Organizational Studies

Kenneth Polite, PhD
Director of the Clinical PsyD Program

SAN DIEGO ACADEMIC ADMINISTRATION

Ali Abu-Rahma, DBA
*Assistant Dean
United States International College of Business*

Herbert George Baker, PhD
Program Director, College of Organizational Studies

Steven F. Bucky, PhD
Director of Professional Training

Mary Ellen Butler-Pascoe, PhD
*Systemwide Program Director Teacher Education,
TESOL*

Deborah A. Fleming, MLS
Director of Library Services

James Madero, PhD
Director, Continuing USIU PsyD Program

Perry Nicassio, PhD
*Director, Health Psychology Programs
Director, Clinical Psychology PhD Program*

Linda Swanson, PhD
*Department Chair, Global Liberal Studies
Interim Program Director, Culture and Human Behavior*

Donald J. Viglione, Jr., PhD
Director of the Clinical Psychology PsyD Program

Scott Woolley, PhD
*Director, Marital & Family Therapy MA and PsyD
Programs*

SAN FRANCISCO BAY ACADEMIC ADMINISTRATION

Diane Adams, PhD
Director, Clinical Psychology PsyD Program

Edward F. Bourg, PhD
Director of Professional Training

Karen B. McLean Donaldson, EdD
Systemwide Program Director Cross Cultural Studies

Deanna Gaige, MLIS
Director of Library and Information Services

Kathryn Goldman Schuyler, PhD
Program Director, College of Organizational Studies

Carol Huffine, PhD
*Executive Director of the Psychological Services
Center*

Steven R. Tulkin, PhD
Director, Clinical Psychopharmacology Program

Rebecca Turner, PhD
Director, Clinical Psychology PhD Program

Abbreviation Key	
CSPP	= California School of Professional Psychology
CAS	= College of Arts and Sciences
COS	= College of Organizational Studies
SOE	= School of Education
SSPS	= School of Social and Policy Studies
USICB	= United States International College of Business

FRESNO/SACRAMENTO FACULTY

CSPP Core PsyD Faculty - Fresno/Sacramento

Lynette E. Bassman

*Director of the Health Psychology Emphasis Area
Associate Professor*
PhD, 1990; New York University

Research interests: alternative treatments for mental health; psychodynamic correlates of self care behavior; defense mechanisms and health

Merle Canfield

Professor
PhD, 1985; University of Kansas

Research interests: psychotherapy research; hospital milieu research evaluation outcome studies; Rorschach

Ennio Cipani

*Site Coordinator of the School Psychology Program
Professor*
PhD, 1979; Florida State University

Research interests: developmental disabilities; attention deficit/hyperactive disorders; language development; curriculum and instruction

Wesley T. Forbes

*Director of Clinical Field Placement
Professor*
EdD, 1983; University of Massachusetts, Amherst

Research interests: child/family; adolescents; delinquency/corrections; multicultural issues in psychology; ban on IQ testing of African Americans and other ethnic minorities in California; system of multipluralistic assessment

Ronald L. Gandolfo

*Director of the Clinical Forensic Emphasis
Professor*
PhD, 1970; Louisiana State University
ABPP-Diplomate in Clinical Psychology

Research interests: individual therapy; intellectual and personality assessment; child custody; process of supervision; delivery of psychological services; clinical diagnostic studies; marital issues

Lillian Harrison

Professor
PhD, 1978; Miami University, Ohio

Research interests: gender and cross-cultural differences; family and marital issues; training and supervision concerns

Jacqueline Keller

Professor (Sacramento Site)
PhD, 1981; University of California, Santa Barbara

Research interests: trauma victims; Vietnam veterans and their families; domestic violence; occupational difficulties of medical and law enforcement personnel; evaluation of clinical interventions; research design and statistics

Sue A. Kuba

Professor
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

Kevin J. O'Connor

*Director, Clinical Psychology PsyD Program
Professor*
PhD, 1980; University of Toledo

Research interests: child and family areas including child abuse, impact of chronic illness, impact of parental narcissism, child development, sex role socialization, and psychopathology; child psychotherapy areas including the ecosystemic approach, process research, group interventions, art therapy and Theraplay

John D. Preston

Associate Professor (Sacramento Site)
PsyD, 1979; Baylor University

Clinical interests: Brief therapy, neuropsychology, and psychopharmacology

Shelley Stokes

Associate Professor
PhD, 1980; Michigan State University

Research interests: character disorders and differential diagnosis; cross-cultural issues in treatment

Ronald W. Teague

*Director of the Analytic Psychology Emphasis
Professor*
ABPP, Diplomate in Clinical Psychology
PhD, 1973; California School of Professional Psychology, Berkeley

Research interests: psychology of antiquity; psychohistory phenomenology; Jungian psychology; psychoanalysis; psychoanthropology; psychology and the humanities; history of psychology

CSPP Core PhD Faculty - Fresno

Sue Ammen

Associate Professor
PhD, 1989; California School of Professional Psychology, Fresno

Research interests: parents and children; attachment/bonding issues; health/at risk parenting; post-traumatic stress disorder in children; family therapy; phenomenological research; child abuse; pediatric psychology; multicultural; gay/lesbian issues

Manuel Figueroa-Unda

*Director of the Cross Cultural Program
Professor*
PhD, 1985; Stanford University
ABPP-Diplomate in Clinical Psychology

Research interests: multicultural research and topics in learning and motivation; social bases of behavior; multicultural studies

Paul Lebbly

Associate Professor
PhD, 1994; University of California, Berkeley

Research interests: neuropsychological evaluation of surgical candidates for epilepsy treatment

Barry F. Perlmutter

*Director of the Clinical PhD Program
Acting Director of the Clinical Neuropsychology Emphasis
Associate Professor*
PhD, 1981; Northwestern University

Research interests: research design and methodology; personality and social development and testing; social development, sociometric status and social skills training; substance abuse; juvenile delinquency; juvenile justice systems; anti-social behavior; interventions with families

Donald I. Templar

Professor
PhD, 1967; University of Kentucky

Research interests: schizophrenia; death; neuropsychology; assessment; health psychology

COS Core Faculty - Fresno

Sherry Camden-Anders

Assistant Professor
PhD, 2000; Benedictine University
Research interests: mergers and acquisitions (merging of cultures); organizational change – large systems change; strategy development; leadership development; implementation of training and design; technology implementations

Toni A. Knott*Program Director**Assistant Professor*

PhD, 1999; The Fielding Institute

Research interests: group and team dynamics; organizational change and development; leadership development; appraisal systems**SOE Core Faculty - Fresno****Ronald Dangan***Associate Professor*

EdD, 1978; University of the Pacific

Lesleigh H. Franklin*Coordinator: Credential and Educational Psychology Programs**Assistant Professor*

PhD; 1996; California School of Professional Psychology

Hossain Yazdan-Panah*Assistant Professor*

PhD; 1979; The Ohio State University

SSPS Core Faculty - Fresno**Jeffrey Helms***Assistant Professor*

PsyD, 1999; Spalding University

Research Interests: forensic psychology, juvenile forensic psychology, hate crimes and bi-sexuality**Bryan Myers***Assistant Professor*

PhD, 1997; Ohio University

Research interests: juror bias; recovery of repressed memory; eyewitness and polygraph testimony for jury verdicts**Jane Younglove***Site Coordinator of the Forensic Psychology Program**Assistant Professor*

MS, JD, 1994; San Joaquin College of Law

Research interests: child abuse identification; child neglect treatment; legal research and writing**CSPP Adjunct Faculty - Fresno/Sacramento****Twylla R.W. Abrahamson**

PhD, 1996; The Professional School of Psychology

Beth Arrigo

PhD, 1998; Duquesne University

Mark Barnes

PhD, 1990; California School of Professional Psychology, Fresno

Carla Brandon

PhD, 1985; California School of Professional Psychology, Fresno

J.E. Dawson

PhD, 1972; Michigan State University

Laird Durley

MA, 1977; St. John's College

Bruce W. Ebert

PhD, 1979; California School of Professional Psychology

John S. Ensign

PhD, 1994; California School of Professional Psychology

Howard Glidden

PhD, 1989; Oklahoma State University

William H. Hamilton

PhD, 1978; California School of Professional Psychology

Laura Hernandez

PhD, 1994; California School of Professional Psychology, Fresno

Bret Johnson

PhD, 1987; California School of Professional Psychology, Fresno

Jeffrey Jue

LCSW, 1970; University of California, Berkeley

Errol Leifer

PhD, 1971; University of Georgia, Athens

Anne T. Lewis

PhD, 1976; University of Notre Dame

Susan Napolitano

PhD, 1991; California School of Professional Psychology, Fresno

Susan Orovitz

PhD, 1987; California School of Professional Psychology, Fresno

Edwyn Ortiz-Nance

PsyD, 1999; California School of Professional Psychology, Fresno

Travis H. Owens

PsyD, 1982; Rosemead School of Psychology, Biola University

Christina Rasmussen

PhD, 1996; California School of Professional Psychology, Fresno

Lynne L. Reinfurt

PhD, 1988; California School of Professional Psychology, Fresno

Marcia Schiller

PhD, 1986; University of California, Davis

Thomas Shaffer

PhD, 1978; California School of Professional Psychology, Fresno

Matthew Sharps

PhD, 1986; University of Colorado, Boulder

Frances G. Slocumb

PhD, 1981; Virginia Commonwealth University

Ursula R. Stehle

PhD, 1992; San Francisco

David E. Tanner

PhD, 1984; Texas A&M

Jan Taylor

LCSW, 1990; California State University, Fresno

Bruce L. Thiessen

PhD, 1990; California School of Professional Psychology

COS Adjunct Faculty - Fresno**Larry Anders**

PhD, 1988; William Lyon University

Joseph Becker

MBA, 1976; California State University, Fresno

Frank G. Easterly

MA, 1981; University of San Francisco

Linda Fontanilla

EdD, 1997; University of LaVerne

James W. McDonald

MPA, 1989; California State University, Fresno

Ed Ortiz-Nance*Manager, Tulare County Health and Human Services Agency*

PsyD, 1998; California School of Professional Psychology

Paul E. Pierce

MA, 1998; University of San Francisco

Jacqueline L. Ryle

PhD, 1994; The Fielding Institute

Francis Slocumb

PhD, 1981; Virginia Commonwealth University

John Stephens

MA, 1991; California School of Professional Psychology, Fresno

Lynne Valek*Director of Training, Tulare County Health and Human Services Agency*

PhD, 1999; The Fielding Institute

FACULTY

SOE Adjunct Faculty - Fresno

Donald Coleman

Lecturer, Fresno Campus

EdD, 1973; Ball State University

Program: Educational Leadership

Deborah Copeland

Lecturer, Fresno Campus

PhD, 1998; University of Kansas

Program: Educational Leadership

Juan M. Flores

Lecturer, Fresno Campus

EdD; University of the Pacific

Program: Teacher Education

Pao Lee

Lecturer, Fresno Campus

EdD; 1999; University of San Francisco

Interests: enjoys teaching students from different social, economic, and cultural backgrounds. Speaks 5 languages fluently including Hmong, Lao, Thai, French, and English.

Program: CLAD/BCLAD Credentials

Gerald A. Rosander

Lecturer, Fresno Campus

EdD; 1966; University of Southern California

Program: Educational Leadership

Kendra Rosander

Lecturer, Fresno Campus

Program: Educational Leadership

SSPS Adjunct Faculty - Fresno

Beth Arrigo

PhD, 1998; Duquesne University

Richard Blak

PhD, 1974; Wayne State University

Candice Ann Skrapec

MS, 1998; City University of New York

Research Faculty - Fresno

Howard Glidden

PhD, 1989; Oklahoma State University

Dennis Lewis

PhD, 1976; University of Notre Dame

Thomas Shaffer

PhD, 1978; California School of Professional Psychology, Fresno

Faculty Emeriti - Fresno

I.M. Abou-Ghorra

Founding Campus Dean, 1973-1981

PhD, 1961; University of Southern California

Terry G. Newell

Professor, 1973-1989

PhD, 1967; University of Minnesota

Lelia Veaco

Associate Professor

EdD, 1973; University of the Pacific

LOS ANGELES FACULTY

CSPP Core Faculty - Los Angeles

Kimlin Ashing-Giwa

Assistant Professor

PhD, 1991; University of Colorado, Boulder

Research interests: AIDS and sexual health; intervention and psychosocial issues; health promotion, adherence and beliefs; psychosocial factors affecting cancer survivorship; multicultural psychology/culture and adaptability.

John Bakaly

Assistant Professor

PhD, 1988; University of Southern California

Research interests: clinical intervention with children and adolescents; treatment of depression, anxiety and general childhood disorders

Leena Banerjee

Associate Professor

PhD, 1985; Virginia Polytechnic University

Research interests: double blind theory (theoretical and experimental); therapeutic double blind; child abuse; neglect prevention with severe high risk families with small children; cross-cultural issues in family therapy; migratory and adaptational experiences of Indian American families

Linda Beckman

Professor

PhD, 1969; University of California, Los Angeles

Research interests: women's health; substance abuse; population psychology; social-psychological models in health promotion

Ellin L. Bloch

Director of the Clinical PhD Program and Director of Professional Field Training

Professor

PhD, 1972; University of Cincinnati

Research interests: post-traumatic stress disorder; trauma and crisis intervention

Elaine Burke

Associate Professor

PsyD, 1989; University of Denver

Research interests: pediatric and adult neuropsychology; assessment and culture; health and culture; gender and culture

John V. Caffaro

Professor

PhD, 1989; The Fielding Institute

Research interests: family relationships; abuse trauma; sexual abuse

JoAnn Carr

Coordinator of the Health Psychology Emphasis Area Professor

PhD, 1965; University of California, Los Angeles

Research interests: Holocaust issues; neurophysiological psychology; self psychology; early infant behavior/development; attachment theory; supervision issues

Victor Cohen

Associate Professor

PhD, 1981; University of Michigan

Research interests: countertransference 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

Karen M. Finello

Associate Professor

PhD, 1984; University of Southern California

Research interests: early identification and intervention with high-risk infants and pre-schoolers

Tracy L. Heller

Associate Professor

PhD, 1994; University of California, Los Angeles

Research interests: children with Attention Deficit Hyperactivity Disorder; behavioral, social and cognitive components of ADHD; multi-modal treatments of ADHD

Judith Holloway

Assistant Professor

PhD, 1991; California School of Professional Psychology, Los Angeles

Research interests: cultural oppression and identity development; women's issues; lesbian and gay issues; relationships between socio-cultural values, beliefs, and assumptions and "isms"; adult survivors of familial/societal abuse/trauma

Paula Johnson

Professor
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

Dennis S. Klos

Professor
PhD, 1974; Harvard University

Research interests: interpersonal conflict resolution; assessment and intervention with couples; professional development; academic administration

Richard R. Kopp

Professor
PhD, 1972; University of Chicago

Research interests: use of metaphor in psychotherapy; Adlerian psychology; psychotherapy integration; resolving interpersonal and intrapersonal power conflicts

Glenn Isoa Masuda

Associate Professor
PhD, 1988; University of Washington

Research interests: acculturation issues with Asian Americans; child custody decisions

Richard Mendoza

Professor
PhD, 1980; University of California, Irvine

Research interests: acculturation among refugees and immigrant individuals; implications for mental health, psychopathology, and psychotherapy

Robert Miller

Assistant Professor
PhD, 1990; Illinois Institute of Technology

Research interests: cognitive processes; problem-solving; understanding clients and the change process; handling interpersonal difficulties among employees

Carlton Parks

Coordinator of the Multicultural Community Clinical Psychology Emphasis Area
Professor
PhD, 1986; University of Minnesota

Research interests: interpersonal relations; interpersonal violence; sexual and ethnic minorities; psychosocial aspects of HIV infection/AIDS; spirituality and mental health; feminist studies; multicultural urban community health psychology

Kenneth Polite

Director of the Clinical PsyD Program
Professor
PhD, 1983; Fuller Theological Seminary, Graduate School of Psychology

Research interests: clinical training issues; diversity

Susan J. Regas

Coordinator of the Individual Family Child Emphasis Area
Professor
PhD, 1983; Purdue University

Research interests: family therapy outcomes; sexual dysfunction; clinical supervision; integration of marital therapy theories

Kumea Shorter-Gooden

Associate Professor
PhD, 1978; University of Maryland

Research interests: identity development in African American female adolescents; adolescent development; psychodynamic psychotherapy with African Americans; personality and political activism

Jeffrey Tirengel

Associate Professor
PsyD, 1991; California School of Professional Psychology, Los Angeles

Research interests: pregnancy-related issues; public policy and mental health; uses of media in professional psychology

Kathryn White

Associate Professor
PhD, 1982; University of North Carolina
HMD, 1995; Hahnemann College of Homeopathy
MTDM, 1995; Emperor's College of Traditional Oriental Medicine

Research interests: psychotherapy East-West; psychology and holistic medicine, naturopathy, homeopathy, oriental medicine, herbology and acupuncture; survivors of sexual and physical abuse; women's issues; object relations; self psychology; brief treatment; assessment

Clinical Faculty - Los Angeles**Terece Bell**

Visiting Professor
PhD, 1982; University of Southern California

Research interests: cognitive development of memory; neuropsychological assessment, children and major illness.

Diane Beneventi

PhD, 1996; California School of Professional Psychology, Los Angeles

Rhonda Brinkley-Kennedy

PsyD, 1992; California School of Professional Psychology, Los Angeles

Research interests: domestic violence advocacy; youth at risk; inner-city/urban stress issues

Eleanor Castillo-Yee

PhD, 1999; Pacific Graduate School of Psychology
Research interests: Asian American issues; Filipino American issues; fitness attributions; social norms

Barry Cohen

PhD, 1981; George Peabody College for Teachers
Research interests: sex therapy program development and evaluation; consultation-liaison program development and evaluation; health care systems and services

Jim Garbanati

PhD, 1981; University of Connecticut
Research interests: sleep-wake state organization; affective development; regulation in physiological and behavioral systems; brain laterality

Lisa Harris

PhD, 1992; University of California, Los Angeles
Research interests: cross-cultural issues; depression; stress and coping; eating disorders

Joan Murray

PhD, 1979; University of California, Los Angeles
Research interests: sex bias in psychotherapy; racial bias in psychotherapy; effects of attractiveness

Rumiko Okada

PhD, 1988; California School of Professional Psychology, Los Angeles
Research interests: Asian American mental health and intervention

Sharon Sterne

PhD, 1976; California School of Professional Psychology, Los Angeles

COS Core Faculty - Los Angeles**Theodora Ting Chau**

Professor
PhD, 1973; University of Wisconsin, Madison

Research interests: Comparative management in the Asia-Pacific context; intercultural competitiveness and its strategic implications; organizational responsiveness to competitive challenge

Nurcan Ensari

Assistant Professor
PhD, 1999; University of Southern California
Research interests: intergroup relations, prejudice, personalization; charismatic leadership and self-efficacy; cross-cultural psychology; leaderless group discussion

Calvin C. Hoffman
Program Director
Associate Professor
 PhD, 1984; University of Nebraska

Research interests: management and employee development, performance evaluation and feedback, job analysis and job design, employee selection system design and validation, human resource systems

Jeffrey Kane
Professor
 PhD, 1977; University of Michigan

Research interests: performance appraisal and performance rating processes, judgement and decision making, compensation; psychometrics

Don Mankin
Professor
 PhD, 1968; The Johns Hopkins University

Research interests: technology and innovation management; team and organization design; complex collaborations information systems implementation

Michael J. Scavio
Professor
 PhD, 1972; University of Iowa

Research interests: psychopharmacology; learning; memory; psychometrics; research design

Michael Vinitzky
Visiting Faculty
 PhD, 1969; University of Minnesota
Research interests: large scale organizational change; high performance teams; consulting; skills effectiveness

SOE Core Faculty - Los Angeles

Leena Banerjee
Associate Professor
 PhD, 1985; Virginia Polytechnic University

Research interests: double blind theory (theoretical and experimental); therapeutic double blind; child abuse; neglect prevention with severe high risk families with small children; cross-cultural issues in family therapy; migratory and adaptational experiences of Indian American families

Rhonda Brinkley-Kennedy
Systemwide Program Director, Educational Psychology, PsyD
School Psychology
Professor
 PhD, 1992; CSPP, Los Angeles
Research Interests: Domestic violence, school psychology.

Elaine Burke
Associate Professor
 PsyD, 1989; University of Denver

Research interests: pediatric and adult neuropsychology; assessment and culture, health and culture, gender and culture.

Sylvia M. Dean
Assistant Professor, Los Angeles Campus
 PhD, 1991; California School of Professional Psychology

Karen M. Finello
Associate Professor, Los Angeles Campus
 PhD, 1984; University of Southern California

Research interests: early identification and intervention with high-risk infants and preschoolers.

Tracy L. Heller
Assistant Professor
 PhD, 1994; University of California

Research interests: children with attention deficit hyperactivity disorder; behavioral, social, and cognitive components of ADHD; multimodal treatment of ADHD.

Carlton Parks
Professor
 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.

Robert Miller
Assistant Professor
 PhD, 1990; Illinois Institute of Technology

Research interests: cognitive processes; problem-solving; the change process; interpersonal relations.

SOE Adjunct Faculty - Los Angeles

Toni Humber
Lecturer, Los Angeles Campus
 PhD; 1993; Howard University
 Program: School Psychology

SSPS Core Faculty - Los Angeles

Andrea Barnes
Associate Professor
 PhD, 1994; University of Michigan
 J.D., 1999, Boston College of Law
Research interests: juvenile justice; child development, child learning disabilities, attachment, relationships; child and family issues, women's issues, both legal and psychological, discrimination issues (disability as mental health), use of psychology in legal settings.

Research Faculty - Los Angeles

Arthur Bohart
 PhD, 1972; University of California, Los Angeles

Research interests: personality, psychotherapy process; para-professional counselor training

Kyle Brauer Boone
 PhD, 1984; University of California, Los Angeles

Research interests: neuropsychology; late onset psychosis; obsessive compulsive and attention deficit disorders; frontal lobe structural problems

Timothy De Chenne
 PhD, 1975; University of Chicago

Research interests: short-term dynamics of psychotherapy; hypnosis/stress management; tests and measurements

David Foy
 PhD, 1975; University of Southern Mississippi

Research interests: post-traumatic stress disorder and victimization; social skills training; assessment and treatment of alcoholism

Tina Freeland
 PhD, 1988; University of Southern California

Research interests: individual and group psychotherapy; research methodology; psychologists and social policy; career development of women; chemical dependency; eating disorders

Richard Hanson
 PhD, 1972; University of Arizona

Research interests: chronic pain; health psychology

Toke Hoppenbrouwers
 PhD, 1974; University of California, Los Angeles

Research interests: infant development; substance abuse; women's issues

Toni Johnson
 PhD, 1984; The Wright Institute

Research interests: sexual abuse; physical abuse; child development, specifically in the area of sexuality

Robert Kern

PhD, 1990; Fuller Theological Seminary, Graduate School of Psychology

Research interests: neuropsychology; schizophrenia; cognitive rehabilitation; dementia and aging

Al Marston

PhD, 1960; University of Indiana

Research interests: obesity; weight loss; eating disorders; self-control; expression of emotion

David Martin

PhD, 1983; State University of New York, Stony Brook

Research interests: AIDS/HIV mental health issues; HIV prevention

Kathy Parish

PhD, 1980; Arizona State University

Research interests: medical psychology; behavioral pediatrics and chronic illness; training of helping professionals

Charles Pine

PhD, 1974; University of Washington

Research interests: post-traumatic stress disorder; eating disorder; substance abuse; American Indian mental health issues

Glen Roberts

PhD, 1958; Purdue University

Research interests: assessment; psychotherapy with children and adults

Anne Coscarelli

PhD, 1980; California School of Professional Psychology, Los Angeles

Research interests: cancer-psychological oncology

Henry Soper

PhD, 1974; University of Connecticut

Research interests: neuropsychology

Stephen Strack

PhD, 1983; University of Miami

Research interests: personality disorders; personality assessment; depression; coping with illness and old age

Wilfred G. Van Gorp

PhD, 1984; University of Louisville

Research interests: dementia; AIDS; aging; neuropsychology

Nora Weckler

PhD, 1941; University of Toronto

Research interests: interpersonal relations; subliminal stimulation; self-psychology; educational aspects

Adjunct Faculty - Los Angeles**Fernanda Armenta**

PhD, 1993; California School of Professional Psychology, Los Angeles

Stacy Becker

PsyD, 1993; California School of Professional Psychology, Los Angeles

Terece Bell

PhD, 1982; University of Southern California

Kim Bergman

PhD, 1990; California School of Professional Psychology, Los Angeles

Linda Bortell

PsyD, 1983; California School of Professional Psychology, Los Angeles

Craig Bowman

PhD, 1986; University of Southern California

Bruce Brodie

PhD, 1978; University of Chicago

Todd Burley

PhD, 1972; University of Tennessee

Vincent Castro

PhD, 1991; California School of Professional Psychology, Los Angeles

Ernest J. Cioffi

PhD, 1985; Purdue University

David Clark

PhD, 1986; Lyle University, New Orleans

Joan Cooper

PhD, 1974; University of Illinois

Diane Cortes

PhD, 1991; California School of Professional Psychology, Los Angeles

Richard Daims

PhD, 1986; University of California, Los Angeles

Nancy Dunbar

PhD, 1995; California School of Professional Psychology, Los Angeles

Barbara Fass

PhD, 1976; California School of Professional Psychology, Los Angeles

David Fox

PhD, 1980; United States International University

Christopher Fulton

PhD, 1994; California School of Professional Psychology, Los Angeles

J. Phil Hall

PhD, 1982; Claremont Graduate School

Craig Hands

PhD, 1986; California Graduate Institute

Carol Hirshfield

PhD, 1994; Fielding Institute

Arthur L. Kovacs

PhD, 1958; University of Michigan

Emanuel Maidenberg

PhD, 1991; University of California, Los Angeles

Andrea Marcus

PhD, 1986; California School of Professional Psychology, Los Angeles

David Marquez

MSW, 1980; University of California, Los Angeles

Monika McCoy

PhD, 1990; California School of Professional Psychology, Los Angeles

Mark Michaels

PhD, 1993; DePaul University

Alane Miller

PhD, 1989; California School of Professional Psychology, Los Angeles

John L. Miller

PhD, 2001; Fielding Graduate Institute

George Nalbach

PhD, 1986; California School of Professional Psychology, Los Angeles

Nicholas Noviello

PhD, 1985; University of California, Irvine

Michael Peck

PhD, 1965; University of Portland

Richard Rogers

PhD, 1986; University of Arizona

Nana K. Sadamura

PhD, 1992; University of Southern California

Catherine Scarf

PhD, 1993; California School of Professional Psychology, Los Angeles

Stephen D. Schuster

PhD, 1966; University of Texas

Lise Spiegel

PhD, 1995; California School of Professional Psychology, Los Angeles

FACULTY

Frank Tornatore

PharmD, 1977; University of Southern California

Jonathan Troper

PhD, 1997; University of California, Los Angeles

Reuben Vaisman Tzachor

PhD, 1993; California School of Professional Psychology, Los Angeles

Charles Wallace

PhD, 1970; University of California, Los Angeles

Michelle Woodward

MA, 1994; Pepperdine University

Angela Young

PhD, 1997; Florida State University

Faculty Emeriti - Los Angeles

Kelin Gersick

PhD, 1976; Harvard University

Ann Hozier

PhD, 1957; University of Kansas

Arthur L. Kovacs

PhD, 1958; University of Michigan

MEXICO FACULTY

Core Faculty- Mexico

Ilya Adler

PhD, University of Wisconsin at Madison

Research interests: communications and organizational development, and cross-cultural issues

Xavier Aguilar

Business Administration

PhD, Heidelberg and Saarland Universities, Germany

Research interests: economics, accounting, and finance

Clarisa Desouches

PhD, Universidad Nacional Autonoma de Mexico

PhD, Université de Dijon, France

Research interests: literature, humanities, and Latin American studies

Jerrilou Johnson

MA, Colorado College

MA, Roosevelt University

MA, United States International University – Mexico

Research interests: literature, leadership, and psychology

Abelardo Mitre

MBA, Georgia College

Research interests: accounting, finance, strategic planning

Philip George Philip

PhD, University of Kent at Canterbury, England

Research interests: international relations

Guillermo Zarate

Art and Sciences

PhD, North Carolina State University

Research interests: mathematics, statistics, information systems, and total quality management

Adjunct Faculty - Mexico

Gernot Antretter

PhD Vienna University

Research interests: international finance

Kenneth Bell

MA Thames Plytechnic, London

Research interests: political science, international relations

Steven Bell

Business Administration

MBA University of California at Berkeley

Research interests: marketing, strategic planning

James Brusseau

PhD. Pennsylvania State University

Research interests: philosophy, humanities

Israel Castillo

MA, Hope International University

Research interests: psychology

Douglas Donahue

MA, The American University

Research interests: international trade, international relations

Myra Ingmanson

MA, Universidad Interamericana, Puerto Rico

Research interest: English

Raul Nuñez Sheriff

JD Seton Hall University

Research interests: international law

Camilo Perez

JD, Northeastern University School of Law

Research interests: international law, human rights issues

Patrizia Rosso

PhD University of Genoa, Italy

Research interests: literature, humanities

Cheryl Ruiz

MA, Universidad de las Americas

Research interests: psychology

Helen Selicoff

PhD, Universidad Iberoamericana

Research interests: psychology

Michael Schuessler

PhD, University of California at Los Angeles

Research interests: Spanish and Latin American literature

Ruth Troeller

PhD, London School of Economics

Research interests: economics and philosophy

Bart Van Cleef

MA, National University of Belgium Belgica

Research interests: marketing, international commerce

NAIROBI FACULTY

George Otieno Achoki

Assistant Professor of Accounting

PhD, Mohan Lai Sukhadia

University, India

Josiah Omolo Aduda

Assistant Professor of Accounting

MBA, University of Nairobi, C.P.A.

Mathew Osunga Buyu

Professor of Literature

PhD, University of Sussex England

Research interests: African literature, literature and culture, and creative writing

Gerald W. Chege

Assistant Professor of Information Systems

PhD, University of York

Vincent A. Cincotta

Assistant Professor of Spanish.

MA, University of New Mexico

Research interest: Spanish literature

Ciru Getecha

Assistant Professor of Management

MBA, University of Leeds

Afrifa Gitonga

Associate Professor of Management

PhD, Toulouse University

George O. K'Aol

Assistant Professor of Management

MEd, PhD, University of Illinois

James H.P. Kahindi

Associate Professor of Natural Sciences

PhD, University of Sussex, U.K.

Vincent Otuoma Kamasara

Assistant Professor of Finance.

MBA, University of Nairobi; C.P.A.

James Karanja

Assistant Professor of Business

MBA, University of Nairobi; C.P.A.

Meoli Kashorda

Associate Professor of Information Systems

PhD, University of Essex

Nakamura Katsuji

Lecturer, Japanese
MA, University of Nairobi

Research interests: Japanese language interpretation, translation, and literature

Michael Kirubi

Assistant Professor of Business Administration
PhD, Free University, Brussels

Beverle M. Lax

Assistant Professor of Linguistics
PhD, University of Wisconsin, Madison

Research interests: general linguistics, Kiswahili, English, communication and intercultural communication

Peter Lewa

Assistant Professor of Strategic Management
PhD, University of Birmingham

Davendra Misra

Associate Professor of History
PhD, University of Calabar

Research interests: Asian history, Asian philosophy

Katama Mkangi

Professor of Sociology
MA, PhD, Sussex University

Mwanashehe S. Mohamed

Lecturer, Accounting
MBA York University

Charles Mayaka Mong'oni

Lecturer, Marketing
MBA, Kurukshehra University

Anna Mukonambi

Assistant Professor of Finance
MS, St. Petersburg University of
Economics and Finance, USSR

Macharia Munene

Professor of History
PhD, Ohio University

Research interests: U.S. diplomatic history, U.S.-Africa relations, Kenya

Maina Muniifu

Lecturer, Natural Sciences
MSc, University of Nairobi

Speciality area: environmental plant physiology

Samson Munywoki

Associate Professor of Psychology.
EdD, South Dakota University

Research interests: counseling and social psychology

Kinandu Muragu

Associate Professor of Finance
PhD, University of Glasgow

Absalom Mutere

Assistant Professor of Journalism
MA, Kent State University

Euphraith Ireri Muthoni

Lecturer, Information Systems Technology
MSc, Free University of Brussels

Dalton Ndirangu

Lecturer, Information Systems Technology
MSc, NUST Bulawayo, Zimbabwe

Gidraph J. Nduati

Lecturer, Marketing
MSc, University of Nairobi

Moses Odendo

Lecturer, Mathematics
M.Ed., Leeds University

Jacqueline Oduol

Associate Professor of Linguistics
PhD, University of Nairobi

Research interests: intercultural communication, socio-linguistics, gender and conflict management, leadership

Cirino Hiteng Ofuo

Assistant Professor of International Relations
PhD, University of Kent at Canterbury

Speciality areas: international relations theory, African international relations, democratization and good governance

Elizabeth Okech

Assistant Professor of Psychology.
PhD, Kenyatta University

Research interest: counseling

Otieno Okello

Associate Professor of International Relations
PhD, Miami (Ohio) University

Research interests: political economy and environmental politics

Margaret Ombok

Lecturer, Marketing
MBA, University of Nairobi

Dorothy Akinyi Ooko

Lecturer, French
MA, Kenyatta University

Research interests: linguistics, translations and interpretation, and business French

Pius Owino

Assistant Professor of Economics
PhD, Sussex University

G. P. Pokhariyal

Professor of Mathematics
PhD, Banaras Hindu University

Isaac Riak

Professor of Business
PhD, Stanford University

Ruthie C. Rono

Assistant Professor of Psychology
PhD, Kenyatta University

Research interest: education psychology.

Beatrice Sabana

Assistant Professor of Marketing
MBA, Leeds University, England

Alphonse M. M. Tokali

Assistant Professor of Hospitality and Tourism
MBA, Victoria University of Technology, Melbourne, Australia

SAN DIEGO/IRVINE FACULTY**CSPF Core Faculty - San Diego****Kristi Alexander**

Associate Professor
PhD, University of Alabama

Research interests: clinical psychology and pediatric and child clinical psychology

Richard C. Baker

Professor
PhD, 1981; University of New Mexico

Research interests: psychotherapy research; personality; cross-cultural psychology; object relations

Kristine L. Brady

Assistant Professor
PhD, 1996; Virginia Polytechnic Institute

Research interests: relationship violence; media psychology; trauma/post-traumatic stress disorder; use of single-case experimental designs to test the efficacy of clinical interventions

Freida A. Brown

Associate Professor (on leave)
PhD, Michigan State University

Steven F. Bucky

Director of Professional Training
Professor
PhD, 1970; University of Cincinnati

Research interests: childhood psychopathology; chemical dependency; forensic psychology; ethics; alcoholic family; children of alcoholics; sports psychology

Joanne E. Callan

Professor
PhD, 1970; University of Texas

Research interests: psychodiagnostics; psychoanalysis and psychoanalytic psychotherapy; education and training in professional psychology; group process

Janice W. Cone

Associate Professor
PhD, University of Pittsburgh

Research interests: marriage and family therapy

John D. Cone

Professor
PhD, University of Washington

Research interests: clinical psychology, assessment methodology and design, implementation and evaluation of intervention procedures

Constance J. Dalenberg

Associate Professor
PhD, 1983; University of Denver

Research interests: countertransference; child abuse; trauma; PTSD; repressed memory; ethics and standards in psychology; empirical foundations of psychoanalytic concepts

David J. Diamond

Assistant Professor
PhD, 1983; University of Michigan

Research interests: reproductive trauma, psychoanalytic theory and psychopathology; clinical inference process and other psychotherapy topics; child and adolescent development

Casey Dorman

Professor
PhD, University of Washington

Research interest: clinical psychology

Oliva Espin

Professor
PhD, 1974; University of Florida

Research interests: cultural issues in psychology; mental health; psychotherapy with women; Latino immigrants and refugees; issues of sexuality; qualitative research

Donald Eulert

Professor
PhD, 1968; University of New Mexico

Research interests: C. G. Jung's theories; postmodern cultural and spirituality issues; moral development; creativity

Sharon L. Foster

Professor
PhD, 1978; State University of New York, Stony Brook

Research interests: childhood social competence and peer relations; family conflict in adolescence; behavioral assessment

Darryl Freeland

Associate Professor
PhD, University of Southern California

Research interest: marriage and family therapy

Richard N. Gevirtz

Professor
PhD, 1971; DePaul University

Research interests: physiological patterning in stress-related disorders; clinical protocols for biofeedback training; mediators of autonomic control; anxiety disorders

Melanie A. Greenberg

Assistant Professor
PhD, 1992; State University of New York, Stony Brook

Research interests: emotional expression and its relationship to physical health; coping with chronic illness; psychological and social contexts of health and illness

Jay Haley

Scholar in Residence
MA, Stanford University

Research interest: family therapy

Debra Kawahara

Assistant Professor
PhD, 1994; California School of Professional Psychology, Los Angeles

Research interests: cultural community psychology, Asian American mental health, collective trauma, and intergenerational transmission of psychological distress

Ann Lawson

Professor
PhD, United States International University

Research interests: marriage and family therapy, and chemical dependency

Gary W. Lawson

Professor
PhD, Southern Illinois University

Research interests: clinical psychology, marriage and family therapy, and chemical dependency

Jose L. Lichtszajn

Professor
PhD, National University of Mexico

Research interest: clinical psychology

Alan S. Lincoln

Associate Professor
PhD, 1980; California School of Professional Psychology, San Diego

Research interests: early childhood psychopathology; biological bases of autism and severe language disorders; assessment of children

James N. Madero

Professor
St. John's University
PhD, Catholic University
Research interest: clinical psychology

Perry Nicassio

Director of Health Psychology Programs
Professor

PhD, 1973; Northwestern University

Research interests: relationship between stress and health; behavioral treatment of psychophysiological disorders; coping with chronic illness; acculturation and health

Adele S. Rabin

Systemwide Dean, California School of Professional Psychology

Associate Professor
PhD, 1984; University of Houston

Research interests: comparative psychotherapy outcomes; unipolar depression; women's issues; psychological factors affecting physical condition

Neil G. Ribner

Associate Director of the Clinical Psychology PsyD Program

Associate Professor
PhD, 1971; University of Cincinnati

Research interests: family studies; divorce; stepfamilies; custody; parenting

Irwin Rosenfarb

Professor
PhD, University of North Carolina at Greensboro

Research interest: clinical psychology

Raymond J. Trybus

Professor
PhD, 1971; St. Louis University

Research interests: psychological issues in leadership and management; disability and rehabilitation; survey research; psychology of deafness

Donald J. Viglione, Jr.

*Director of the Clinical Psychology PsyD Program
Professor*

PhD, 1981; Long Island University

Research interests: Rorschach and personality assessment; malingering; assessment of child psychopathology

Linna Wang

Assistant Professor

PhD, Brigham Young University

Research interest: marital and family therapy

Scott R. Woolley

Associate Professor

PhD, Texas Tech University

Research interests: couple and family therapy outcome research, observational research, drug and alcohol treatment

CAS Core Faculty - San Diego**David Bainbridge**

Associate Professor

MS, University of California at Davis

Research interest: environmental studies

Miles Beauchamp

Assistant Professor

MA, San Diego State University

Research interests: writing, media, American literature

Mary Ellen Brooks

Associate Professor

PhD, United States International University

Research interests: sociology, family studies and parenting, and qualitative methods of research

Afia Dil

Professor

PhD, Stanford University

Research interests: linguistics, psycholinguistics, Asian literature, women's studies, and intercultural studies

Anwar Dil

Professor

PhD, Indiana University

Research interests: language and literature, sociolinguistics, intercultural communication, and world civilization

Sally Gill

Assistant Professor

PhD, Rensselaer Polytechnic Institute

Research interests: multimedia communication, technical communication, and rhetoric

Young Hum Kim

Professor

PhD, University of Southern California

Research interests: international relations, history, and political science

Judy Law

Assistant Professor

MA, University of Florida

Research interests: English as a second language, French, linguistics, and intercultural studies

Kenneth E. Richardson

Professor

PhD, Claremont Graduate School

Research interests: American literature, William Faulkner, mythology, American civilization

Oscar Schmiege

Professor

PhD, University of Minnesota.

Research interests: philosophy and humanities: world view analysis, history and philosophy of cultures, history of ideas, early modern western philosophy, Kant

Linda J. Swanson

Interim Program Director, Culture and Human Behavior

Professor

PhD, Claremont Graduate School

Research interests: TESOL, intercultural studies

Michael A. Turner

Professor

PhD, Kent State University

Research interests: security policies, peace and conflict studies, international relations, Aegean and Middle Eastern politics

Michel Walker

Instructor

MA, University of Nevada

Research interests: composition, environmental literature, and Irish literature

Dennis G. Weis

Professor

PhD, Brown University

Research interests: applied mathematics, mathematics education, and natural science

Mohamad Z. Yakan

Professor

PhD, University of Michigan

Research interests: international relations, political science: international law, organization, economics, and political theory

Al Zolynas

Professor

PhD, University of Utah

Research interests: creative writing, poetry, English and comparative literature, composition

COS Core Faculty - San Diego**Herbert George Baker**

Program Director

Professor

PhD, 1977; United States International University

Research interests: leadership assessment and development; performance management; organizational climate surveys

Joanie Connell

Assistant Professor

PhD, 2000; University of California, Berkeley

Research interests: research management and virtual teams; interpersonal perception in organizations; leadership development; status and power

Bernardo M. Ferdman

Professor

PhD, 1987; Yale University

Research interests: ethnic diversity and multiculturalism in organizations; ethnic identity, group, and intergroup behavior; Latinos in the United States

Paul Hare

Visiting Faculty

PhD, 1951; University of Chicago

Research interests: small group interaction; conflict resolution; social interaction systems; negotiation; team building integration; leadership development

Susan Jasin

Visiting Faculty

PhD, 1981; Temple University

Research interests: organizational and individual assessment; competency modeling; change management

John Kantor

Associate Professor

PhD, 1988; California School of Professional Psychology

Research interests: leadership; organizational diagnosis; survey development; consumer research

Rodney L. Lowman

*Systemwide Dean, College of Organizational Studies
Director, Organizational Consulting Center*

Professor

PhD, 1979; Michigan State University

Research interests: interface the three domains of occupational interests, abilities, and personality characteristics; theory and taxonomy of work dysfunctions; professional ethics as applied to organizational problems and issues

FACULTY

Delbert M. Nebeker

Professor
PhD, 1972; University of Washington

Research interests: industrial-organizational psychology; motivation reward systems

Richard C. Sorenson

Professor
PhD, 1965; University of Washington

Research interests: organizational psychology; individual differences; personnel selection and assignment

SOE Core Faculty - San Diego

Leena Banerjee

Associate Professor, Los Angeles Campus
PhD, 1985; Virginia Polytechnic University
Research interests: double blind theory (theoretical and experimental); therapeutic double blind; child abuse; neglect prevention with severe high risk families with small children; cross-cultural issues in family therapy; migratory and adaptational experiences of Indian American families

Suzanne Borman

Associate Professor; San Diego Campus
EdD, 1983; Teachers College of Columbia University
Research interests: curriculum and instructional planning.

Mary Ellen Butler-Pascoe

Systemwide Program Director Teacher Education, TESOL Professor
PhD, 1990; United States International University

Research interests: TESOL theory and methodology

Robert J. Cornelius

Associate Professor
School of Education
EdD, 1979; University of Southern California

Research interests: educational leadership and school administration

Karen Devers

Assistant Professor
PhD, 1998; University of North Dakota

Research interests: curriculum and instructional planning

Maria Teresa Fernandez

Associate Professor
PhD, 1964; University of Buenos Aires

Research interests: technology applications to classrooms

Joel Levine

Professor
EdD, 1981; Teacher's College of Columbia University

Research interests: curriculum and instructional planning

Estela C. Matriano

Professor, San Diego Campus
Secretary for the World Council for Curriculum and Instruction
EdD; 1968; Indiana University
Research interest: global education

Jerold D. Miller

Associate Professor
EdD, 1985; United States International University

Research interests: technology planning and curriculum development

George Stamos

Assistant Professor, San Diego Campus
EdD; 1996; Northern Arizona University

David M. Whitehorse

Systemwide Program Director for Educational Leadership and Reform
Professor; Orange County Campus
EdD, 1992; Northern Arizona University
Research interest: Inter-, cross- and multicultural leadership; systemic and curriculum reform; alignment of standards assessment and accountability for diversity; identity, learning styles and learning; multiracial/multiethnic/multicultural identity formation; Native American issues and culture applied to education.

Holly Wilson

Assistant Professor
PhD, 1999; University of New Mexico
Research interests: psycholinguistics, bilingualism, English as a Second Language (ESL) teacher education, and adult ESL

SSPS Core Faculty - San Diego

Genee Jackson

Visiting Professor
PhD, 1994; Oklahoma State University
Research interests: psychological aspects of acute and chronic illness management; cultural practices and wellness; indigenous and alternative healing traditions; cultural factors in healthcare delivery.

Billy E. Vaughn

Associate Professor
PhD, 1986; University of California, San Diego

Research interests: culture, emotion, and thought; the paradox of adolescent peer relations and achievement; multicultural competency development

USICB Core Faculty - San Diego

Ali Abu-Rahma

Assistant Dean and Assistant Professor
DBA, United States International University

Research interest: international and strategic management

Rick Ansoff

Assistant Professor
PhD, Georgetown University

Research interests: statistics

Ellen Kaye Gehrke

Professor
PhD, The George Washington University

Research interests: international business and management

Louise Kelly

Associate Professor
PhD, Concordia University, Canada

Research interest: strategic management

Mohamed Ali Khalil

Professor
PhD, University of California at Los Angeles

Research interest: finance

Meenakshi S. Krishnamoorthy

Professor
PhD, Manchester University

Research interests: quantitative methods and TQM

Rachna Kumar

Associate Professor
PhD, New York University

Research interest: information systems

Alfred Lewis

Professor
DBA, United States International University

Research interest: strategic management

Hamid Rahman

Professor
PhD, Syracuse University

Research interest: finance

Mink H. Stavenga, DBA

Systemwide Dean and Associate Professor
DBA, United States International University

Research interests: finance and business research

James V. Sullivan

Associate Professor
PhD, United States International University

Research interests: management and economics

John R. Walker
Program Director
Hotel, Restaurant, and Tourism Management Program
Professor
 DBA, United States International University
Research interest: hotel and restaurant management

Associate Research Faculty - San Diego

Peter F. Briggs
 PhD, 1955; University of Minnesota

Robert Epstein
University Research Professor
 PhD, Harvard University
Research interests: creativity, behavior analysis, and history of psychology

James W. Ewing
Scholar in residence
 PhD, St. Louis University

Research interests: pastoral care and counseling, and marriage and family therapy

Robert Geffner
 PhD, 1978; University of California, Santa Cruz

David Jacobs
 PhD, 1965; New School for Social Research

Delores Jacobs
 PhD, 1989; California School of Professional Psychology, San Diego

Nancy Johnson
 PhD, 1992; University of California, San Diego

Susan Johnson
Research Professor
 EdD, Education, University of British Columbia

Research interest: couples therapy

Suresh Kanekar
 PhD, 1972; University of Iowa

Jeanette C. Lauer
Research Professor
 PhD, Washington University

Research interests: social history and marriage and family therapy

Robert H. Lauer
Research Professor
 PhD, Washington University

Research interests: social psychology, leadership, and marriage and family therapy

Daniel Levinson
 PhD, 1970; University of Southern California

William Perry
 PhD, 1989; California School of Professional Psychology, San Diego

James L. Spira
 PhD, 1991; University of California, Berkeley

Clinical Professors - San Diego

Mark Allen
 PhD, 1989; California School of Professional Psychology, San Diego

Robert Brager
 PsyD, 1983; United States International University

David A. DiCicco
 PhD, 1977; California School of Professional Psychology, San Diego

Victor Frazao
 PhD, 1977; California School of Professional Psychology, San Diego

Peter Libero
 PhD, 1983; California School of Professional Psychology, San Diego

Barbara Rosen
 PhD, 1977; United States International University

Adjunct Faculty - San Diego

James Brophy
 MD, 1960; Marquette University School of Medicine

Constance Brunig
 PhD, 1982; California School of Professional Psychology, San Diego

Larry Chamow
 PhD, 1983; United States International University

Clark Clipson
 PhD, 1980; California School of Professional Psychology, San Diego

F. Reid Creech

Sharon Cummins
 PhD, 1988; California School of Professional Psychology, San Diego

Richard Dana
 PhD, 1953; University of Illinois

Martha Diamond
 PhD, 1983; University of Michigan

Katherine DiFrancesca
 PhD, 1969; St. Louis University

Steve Dockstader
 PhD, 1973; University of Denver

Michael Ford
 PhD, 2000; United States International University

Mica Estrada-Hollenbeck
 PhD, 1997; Harvard University

Stanley Fevens

Placida Gallegos

Dale Glaser
 PhD, 1991; California School of Professional Psychology, San Diego

Russell Gold
 PhD, 1978; California School of Professional Psychology, San Diego

Jean Greaves
 PhD, 1991; California School of Professional Psychology, San Diego

Robert Grove

Andrea Henne

Sean Hogan
 PhD, 1995; CSPSP San Diego

Thomas Hollander
 PhD, 1980; California School of Professional Psychology, San Diego

Charlotte Houston
 PhD, 1978; University of Alabama

James Huck
 PhD, Wayne State University

Richard Hycner
 PhD, 1976; California School of Professional Psychology, San Diego

Richard Kelly
 PhD, 1976; New Mexico State University

Robert Koenigs
 PhD, 1973; St. Louis University

Zona Lai
 PhD, 1992; University of Minnesota

Elizabeth Lichtenberger
 PhD, 1996; California School of Professional Psychology, San Diego

FACULTY

Glenn Lipson

PhD, 1986; California School of Professional Psychology,
San Diego

Jerry Livesay

PhD, 1989; United States International University

Jeremy Madoff

PhD, 1980; California School of Professional Psychology,
San Diego

Ronald Malashock

Kim Malloy

PhD, 1992; California School of Professional
Psychology

Penny McClellan

PhD, 1988; California School of Professional Psychology,
San Diego

Peter McKimmin

PhD, 1989; California School of Professional Psychology,
San Diego

Herbert McMichael

Akiko Mikamo

PsyD, 1995; California School of Professional Psychology,
San Diego

Jayne Moynihan

PhD, 1996; California School of Professional Psychology,
San Diego

Beatriz Netter

PhD, 1990; California School of Professional Psychology,
San Diego

Lois Olson

DBA, 1991; US International University

Gay Carol Parnell

PhD, 1976; California School of Professional Psychology,
San Diego

David Peterzell

Margaret Rance

Shani Robbins

PhD, 1996; University of California, Irvine

Jack Rollins

PhD, 1983; United States International University

Lisa Schimmel

PhD, 1994; California School of Professional Psychology,
San Diego

Barbara Schrock

PhD, 1981; University of Houston

James Shenk

PhD, 1988; University of California, Los Angeles

James Spira

PhD, 1991; University of California, Berkeley

Carren Stika

PhD, 1989; Syracuse University

B. Charles Tatum

PhD, 1973; University of New Mexico

Roberto Velasquez

PhD, 1986; Arizona State University

Michael Vinitzky

PhD, 1969; University of Minnesota

Yanon Volcani

PhD, 1980; Michigan State University

Betty Waldheim

PhD, 1989; California School of Professional Psychology,
San Diego

Peter Wayson

PhD, 1983; California School of Professional Psychology,
San Diego

Sharon Weld

PhD, 1990; California School of Professional Psychology,
San Diego

Charles White

PhD, 1967; Ohio State University

Brenda Wiederhold

PhD, 2000; California School of Professional Psychology,
San Diego

Mark Wiederhold

PhD, 1982; University of Illinois

Craig Wiese

PhD, 1984; California School of Professional Psychology,
San Diego

Diane Williams

PhD, 1982; University of California, San Diego

Mike Wrobel

PsyD, 1986; International School of Professional
Psychology, Chicago

Faculty Emeriti - San Diego

H. Igor Ansoff

Distinguished Professor Emeritus of Strategic Management.
PhD, Brown University

Lambert Baker

Professor Emeritus of Teacher Education
PhD, United States International University

James L. Chipps

PhD, 1954; University of Washington

James V. DeLeo

PhD, 1976; California School of Professional Psychology,
San Diego

Bill R. Hampton

Professor Emeritus of Education.
EdD, St. Louis University

Frederick R. Korf

Professor Emeritus of Business Administration
PhD, Columbia University

Research interests: research and statistics

Thomas F. McGee

PhD, 1960; University of Chicago

Julian Meltzoff

PhD, 1950; University of Pennsylvania

Mary Philips

Professor Emeritus of Performing Arts
PhD, University of California at Los Angeles

Mark Sherman

PhD, 1970; University of Connecticut

Donald E. Smith

Professor Emeritus of Art
PhD, Florida State University

Lawrence Solomon

PhD, 1954; University of Illinois

Patrick A. Sullivan

University Professor Emeritus of Strategic Management
DBA, United States International University

Walter Teutsch

Professor Emeritus of Music
JUD, University of Wuerzburg

Sidney Warren

Professor Emeritus of Political Science
PhD, Columbia University

Netter Worthington

Professor Emeritus of Art
MA, Long Beach State College.

SAN FRANCISCO BAY FACULTY

CSPP Core Faculty - San Francisco

Diane Adams

Clinical PsyD Program Director

Associate Professor

PhD, 1983; The Wright Institute

Research interests: life span development; biographical interviewing and case histories; multicultural populations; women

Murray Bilmes

Professor; Coordinator of the Psychodynamic

Emphasis Area

PhD, 1955; New York University

Research interests: research relating to the arts; psychology of groups; psychology of memory and trauma; theory and practice of psychoanalytic psychology

Stephen Blum

Director of Student Relations

Professor

PhD, 1973; University of California, Berkeley

Research interests: ethical issues in health; community psychology; health policy and administration; birth and death of persons and programs; managed (mental) health care

Edward F. Bourg

Director of Professional Training

Professor

PhD, 1973; California School of Professional Psychology, Berkeley

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

Peter Chang

Associate Professor

PhD, 1977; University of Southern California

Research interests: family and couples interaction; psychotherapy process and outcome; brief therapies; Asian families; migration and acculturation; cultural influence on behavior

Bruce A. Cooper

Professor

PhD, 1983; University of California, Berkeley

Research interests: research methods and statistics; psychological tests and measurements; personality theory; cognitive development in premature infants; kinship and foster care; outcome research; personality assessment

Lowell Cooper

Professor

PhD, 1966; Yale University

Research interests: group and organizational process; adolescence

Harriet Curtis-Boles

Associate Professor

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

Philip Cushman

Associate Professor

PhD, 1986; Saybrook Institute

Research interests: the self in historical and cultural perspectives; political consequences of psychotherapy theories; cultural history; racism; the social construction of gender

Dalia Ducker

Professor

PhD, 1974; City University of New York

Research interests: psychology of women, including role strain, working women, and other aspects of women's lives; issues relevant to the practice of professional psychology; interpersonal relationships, including friendship, social support, intimacy, and loneliness

Mary J. Fambrough

Assistant Professor

PhD, 2000; Case Western Reserve University

Research Interests: research methodologies; story as a form of data representation; group theory; diversity in groups; gender and sexuality; transgenderism; issues of identity expression and development

Samuel Gerson

Professor

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

Debra Gordon

Associate Professor

PhD, 1986; University of California, Berkeley

Research interests: children's play; forensic and clinical work with children of divorce; cognitive and emotional development; eating disorders

Robert Jay Green

Director of Child and Family Clinical Track

Coordinator of the Family/Child Psychology Emphasis Area

Director, Alternative Family Institute, CSPP

Psychological Services Center

Professor

PhD, 1975; Michigan State University

Research interests: male gender roles and family interaction; clinical and research applications of the California Inventory for Family Assessment (CIFA); lesbian/gay couples, families and youths; family and couples therapy process and outcome; children and families at risk for psychopathology and underachievement.

Frederick J. Heide

Associate Professor

PhD, 1981; Pennsylvania State University

Research interests: metaphors for psychotherapy; integration of psychotherapies; radical constructivism; transpersonal psychology; cognitive therapy; psychedelics

Carol Huffine

Executive Director of the Psychological Services Center

Professor

PhD, 1972; University of California, Berkeley

Research interests: adult development and aging; applied research (e.g., program evaluation and needs assessment) on social problems

Davis Ying Ja

Professor
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)

Valata Jenkins-Monroe

Associate Professor
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

Gerald Y. Michaels

Director of the PSC Child/Family Program
Associate Professor
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

Valory Mitchell

Coordinator of the Gender Studies Emphasis Area
Professor

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; spirituality and religion

Eduardo Morales

Coordinator of the Multicultural and Community Emphasis Area
Professor
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

Rhoda Olkin

Faculty Advisor to Students with Disabilities
Professor
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

Natalie Porter

Associate Vice President of Academic Affairs (systemwide)
Associate Professor
PhD, 1981; University of Delaware

Research interests: feminist and anti-racist models of clinical training and supervision; cognitive and emotional developmental changes in individuals abused or traumatized as children; feminist therapy supervision and ethics

Richard A. Rodriguez

Interim Director of Multicultural Affairs
Visiting Assistant Professor
PhD, 1991; University of Utah

Research interests: Chicano/Latino mental health (identity development, family issues); gay/lesbian identity development; clinical issues with lesbians and gay men of color; HIV/AIDS; adult survivors of child abuse; multiracial/multicultural identity

Alan J. Swope

Professor
PhD, 1969; Columbia University

Research interests: psychoanalytic psychotherapy; the core curriculum in professional psychology; psychology and technology; theories of culture; evaluation of clinical competency; music and personality

Daniel O. Taube

Coordinator of Forensic Family/Child Track
Associate Professor
PhD, 1987; Hahnemann University;
JD, 1985; Villanova University

Research interests: ethical and legal issues for mental health professionals; child maltreatment; substance abuse

Christopher Tori

Coordinator of Forensic Family/Child Track
Professor
PhD, 1971; University of Kentucky

Research interests: psychotherapy methods; cross-cultural psychology; Buddhism; religion and spirituality; addictions; psycholinguistics; psychometrics and statistics; international studies

Steven R. Tulkin

Director of Clinical Psychopharmacology Programs
PhD, 1971; Harvard University
Research interests: psychopharmacology; behavioral medicine in primary care; chronic pain; chemical dependency

Rebecca Turner

Clinical PhD Program Director
Associate Professor
PhD, 1987; George Washington University

Research interests: attachment theory; intimacy; emotion; psychoneuroendocrinology; psychobiology of stress

Paul D. Werner

Professor
PhD, 1976; University of California, Berkeley
Research interests: personality and family assessment; research on violent behavior; gender roles; psychology of social change; psychology of population and family planning; aesthetics; clinical research

Diane Zelman

Coordinator of the Health Psychology Emphasis Area
Associate Professor
PhD, 1989; University of Wisconsin, Madison
Research interests: health psychology; families and chronic illness; anxiety disorders; neuropsychology; addictions; psychopharmacology

COS Core Faculty - San Francisco

Benisa Berry

Assistant Professor
PhD, 1994; California School of Professional Psychology, San Francisco Bay JD, 1999; Oakland School of Law
Research interests: organizational innovation; cultural diversity; change management; integrity and leadership development; conflict management and dispute resolution

Mary Fambrough

Assistant Professor
PhD, 2000; Case Western Reserve University

Research interests: organizational identity; conflict paradigms; group theory

Kathryn Goldman Schuyler

Program Director
Associate Professor
PhD, 1979; Columbia University
Research interests: strategic change; somatic foundations of organizational learning; executive development and leadership; developing healthy organizations; organizational openness.

Ira Levin
Professor
PhD, 1986; University of Illinois at Chicago

Research interests: organization transformation; organization culture; leadership development; team development; ethical issues related to the consulting process/consulting relationships, and post-merger integration

Jyotsna Sanzgiri
Professor
PhD, 1977; University of Pittsburgh

Research interests: women in management; cross-cultural comparison of core values; social responsibility in business

Jean Westcott
Visiting Faculty
Ed.D, 1972; University of Massachusetts

Research interests: group dynamics; team development

SOE Core Faculty - San Francisco

Joseph Adwere-Boamah
Associate Professor
PhD, 1970; University of California Berkeley

Karen B. McLean Donaldson
Systemwide Program Director, Cross-Cultural Studies
CLAD Credential Coordinator
Associate Professor
EdD, 1994; University of Massachusetts, Amherst
Research Interests: multicultural and antiracist education theory, curriculum development, and practice (exploring the impact on student & teacher learning and development); the arts and multimedia teaching and learning approaches for the 21st century; and cross-cultural applied research methods.

Valata Jenkins-Monroe
Associate Professor
PhD; 1978; California School of Professional Psychology

Wendy E. Stock
Assistant Professor
PhD; 1983; State University of New York at Stony Brook

Christopher Tori
Professor
PhD; 1971; University of Kentucky
Research interests: psychotherapy methods; cross-cultural psychology; Buddhism; religion and spirituality; addictions; psycholinguistics; psychometrics and statistics; international studies. Other activities: private practice; teaching; research.

Karen Schuster Webb
Systemwide Dean of the School of Education
PhD, 1980; Indiana University
Research Interests: language and cognition, discourse pragmatics, inclusive pedagogy.

David M. Whitehorse
Program Director, Leadership

San Diego Campus
Ed.D, 1992; Northern Arizona University
Research interests: Inter-, cross- and multi-cultural leadership; systemic and curriculum reform; alignment of standards, assessment and accountability for diversity; identity, learning styles and learning; multiracial/multiethnic/multicultural identity formation; Native American issues and culture applied to education.

SOE Adjunct Faculty - San Francisco

A. Reynaldo Contreras
Lecturer
PhD, Stanford
Program: Educational Leadership

Trudy Day
Lecturer and Student Teaching Supervisor
EdD, 1996; University of Louisville
Program: Teacher Education and Educational Leadership

Norman O. Douglass
Lecturer
Ed.D; 1982; University of San Francisco

Lori Lambertson
Lecturer
MA, 1993; San Francisco State University

CSPP Adjunct Teaching Faculty - San Francisco

Scott Abbott
PsyD, 1999; California School of Professional Psychology, Alameda

Sally Adams
PhD, 1992; University of California, Berkeley

Robert Avenson
PhD, 1981; The Wright Institute

Nancy Baker
PhD, 1989; California School of Professional Psychology, Los Angeles

Micheline Beam
PhD, 1980; Michigan State University

Katherine Bowman
PhD, 1990; California School of Professional Psychology, Berkeley/Alameda

Floyd Brown
MD, 1978; Northwestern University - MaGaw Medical Center PG-III Residency in Psychiatry, 1979; University of California, Davis

Harvey Caplan
MD, 1965; Columbia University

Timothy Carmody
PhD, 1970; University of San Francisco

L Jay Citron
PhD, 1977; University of California, Berkeley

Arne Collen
PhD, 1971; Ohio State University

Jillian Daly
PhD, 1990; Southern Illinois University

Michael Drexler
PhD, 1988; California School of Professional Psychology, Berkeley

Carol Drucker
PhD, 1975; Adelphi University

Yung Hi France
PhD, 1965; University of California, Berkeley

Karen Franklin
PhD, 1997; California School of Professional Psychology, Alameda

Amie Frischer
PhD, 1997; Adelphi University

George Fuller von Bozzay
PhD, 1967; University of Massachusetts

Howard Gillis
PhD, 1979; California School of Professional Psychology, San Diego

Stephanie Hamilton-Oravetz
PhD, 1992; California School of Professional Psychology, Berkeley/Alameda

Laine Harrington
Doctoral Candidate; Graduate Theological Union
MA, Pacific School of Religion

Mary Herget
PhD, 1985; California Graduate School of Marital and Family Therapy

Sachi Inoue
PhD, 1998, California School of Professional Psychology, Alameda
Alvin H. Jones
PhD, 1971; Arizona State University

Adam Kremen
PhD, 1995; University of California, Berkeley

Ellen Levine
PhD, 1990; University of Alabama

FACULTY

Shirley Long

EdD, 1986; University of San Francisco

Pauline Lytle

PhD, 1991; California School of Professional Psychology, Berkeley/Alameda

Richard Maisel

PhD, 1991; California School of Professional Psychology, Berkeley/Alameda

Katharine McGovern

PhD, 1981; University of Minnesota

Albert Meza

EdD, 1988; Harvard University

Patrick Miles

PhD, 1991; California School of Professional Psychology, Berkeley/Alameda

Hugh Molesworth

PhD, 1999; California School of Professional Psychology, Alameda

Raul Moncayo

PhD, 1984; The Wright Institute

Margaret Nettles

PhD, 1992; California School of Professional Psychology, Berkeley/Alameda

Rodney Nurse

PhD, University of Texas at Austin

Louise Packard

PhD, 1995; San Francisco School of Psychology

Suzanne Pallak

PhD, 1975; University of Iowa

Patrick Petti

PhD, 1991; California School of Professional Psychology, Berkeley/Alameda

Nancy Piotrowski

PhD, 1992; University of Houston

Cheryl Polk

PhD, 1992; California School of Professional Psychology, Berkeley/Alameda

Caroline Purves

PhD, 1978; California School of Professional Psychology, Berkeley

Lee Rather

PhD, 1988; California School of Professional Psychology, Berkeley

Michelle Ritterman

PhD, 1979; Temple University

Julie Robbins

MSW, 1979; University of Chicago

Bart Rubin

PhD, 1987; The Wright Institute

Karen Saeger

PhD, 1978; Temple University

Joan Schwartz

PhD, 1976; California School of Professional Psychology, San Francisco

Jed Andrew Sekoff

PhD, 1982; The Wright Institute

Emily Serkin

PhD, 1980; The Wright Institute

Michael Shore

PhD, 1979; Ohio State University

Alan Siegel

PhD, 1982; California School of Professional Psychology, Berkeley

Margaret Thaler Singer

PhD, 1952; University of Denver

Andris Skuja

PhD, 1977; California School of Professional Psychology, San Diego

Bruce Smith

PhD, 1973; Harvard University

Sarah Stearns

PhD, 1984; Duke University

Anthony Stigliano

PhD, 1975; University of Virginia

Wendy Stock

PhD, 1983; State University of New York, Stony Brook

Michael Thompson

PhD, 1985; The Wright Institute

Alan Vaughan

JD, 1982; University of Virginia
PhD, 1978; New York University

Carol Walsler

PhD, 1984; California School of Professional Psychology, Berkeley

John R. White

PhD, 1983; California School of Professional Psychology, Berkeley

Mary Wieneke

PhD, 1992; California School of Professional Psychology, Berkeley/Alameda

Marilyn Wilts

PhD, 1994; California School of Professional Psychology, Alameda

Nicola Wolfe

PhD, 1986; Harvard University

Patricia Wood

PhD, 1994; Pacific Graduate School of Psychology

Donald Woods

PhD, 1971; Northwestern University

Cy Worby

MD, 1956; University of Rochester

Randall C. Wyatt

PhD, 1989; California School of Professional Psychology, Berkeley/Alameda

Victor Yalom

PhD, 1988; California School of Professional Psychology, Berkeley

Myla Young

PhD, 1988; California School of Professional Psychology, Berkeley

COS Adjunct Teaching Faculty - San Francisco

Renato Almanzor

PhD, 1998; California School of Professional Psychology, Alameda

Victoria Bain

PhD, 1977; University of California, Berkeley

Marvin Brown

PhD, 1978; Graduate Theological Union

Arne Collen

PhD, 1971; Ohio State University

Ellen Levin

PhD, 1997; California School of Professional Psychology, Alameda

Tim Loney

DPA, 1983; University of Southern California

Donna Montgomery

PhD, 1993; California School of Professional Psychology, Alameda

Robert Sardy

PhD, 2000; California School of Professional Psychology, Alameda

Frances Slocumb

PhD, 1981; Virginia Commonwealth University

Etienne Wenger

PhD, 1990; University of California, Irvine

CSPP Adjunct Faculty - San Francisco

Michael Aanavi, PhD
 Micheline Beam, PhD
 Doug Beaton, PhD
 Sheila Bienenfeld, PhD
 Jeff Bromberg, PhD
 Dennis Devine, PhD
 Michael Donner, PhD
 Audrey Dunn, L.C.S.W.
 Lucy Ferguson, PhD
 Claire Friedman, PhD
 Michael Genhart, PhD
 Stephanie Hamilton-Oravetz, PhD
 Mary Kemp, Psy.D.
 Judith Linzer, PhD
 Polly Lytle, PhD
 Sukie Magraw, PhD
 Dan McPherson, PhD
 Suzanne Pallak, PhD
 Herbert Singleton, L.C.S.W.
 Molly Stullman, PhD
 Carrie Thaler, PhD
 Claudia Wathen, Psy.D.

James Picano, PhD
 Nancy Piotrowski, PhD
 Rosemarie Ratto, PhD
 Jane Rubin, PhD
 Seth Rubin, PhD
 Joan Sarnat, PhD
 Lucy Scott, PhD
 Stephen Seligman, DMH
 Sharon Sherman, PhD
 Michael Shore, PhD
 Alan Siegel, PhD
 Bryna Siegel, PhD
 Bruce Smith, PhD
 Andris Skuja, PhD
 Bruce L. Smith, PhD
 Anthony Stigliano, PhD
 Wendy Stock, PhD
 Marsha Treadwell, PhD
 Peter Van Oot, PhD
 Mary Wieneke, PhD
 Randall Wyatt, PhD
 Victor Yalom, PhD
 Joan Zweben, PhD

CSPP Adjunct Research Faculty - San Francisco

Patricia Armstrong, PhD
 Nancy Baker, PhD
 John Beebe, MD
 Thomas Bleecker, PhD
 Edward J. Callahan, PhD
 Timothy Carmody, PhD
 Catherine Classen, PhD
 Arne Collen, PhD
 Martin Covington, PhD
 Charles DeBattista, DMH, MD
 Victoria Dickerson, PhD
 Michael Drexler, PhD
 Adam Eigner, PhD
 Ron Ellis, PhD
 Philip Erdberg, PhD
 Halford Fairchild, PhD
 Lucy Ferguson, PhD
 Steven Ganzell, PhD
 John Gasperoni, PhD
 Carol George, PhD
 Chirs Gilleard, PhD
 William Hargreaves, PhD
 Anne Singer Harris, PhD
 Reiko Homma-True
 Andrea Lappen, PhD
 Ellen Levine, PhD
 Richard Lichtman, PhD
 Alicia Lieberman, PhD
 Norman Livson, PhD
 Carl Mark, PhD
 Nancy Magline, PsyD
 Linda Mitteness, PhD
 Margaret Nettles, PhD
 Peter Newton, PhD
 Teresa Peck, PhD

COS Adjunct Research Faculty - San Francisco

Renato Almanzor, PhD
 Malcolm Lewis, PhD
 Timothy Loney, DPA
 Roger C. Mills, PhD

Faculty Emeriti - San Francisco

Lucy Rau Ferguson
 PhD, 1957; University of California, Berkeley

Norman Livson
 PhD, 1951; University of California, Berkeley

2001-2002 ACADEMIC CALENDAR**Quarter-Based Dates****Important Dates for Fall Quarter 2001**

- Apr. 25 Wednesday
Last day to apply for Fall Graduation 2001 with advisor.
- May 21 Monday
First day of Fall Quarter 2001 registration.
- Aug. 24 Friday
Last day of Fall Quarter registration for continuing students.
- Aug. 25 Saturday
First day of Fall Quarter late registration for continuing students. A late registration fee of \$100 will be assessed to late registrations for continuing students. New students will not be charged a late registration fee for their first quarter at USIU.

Fall Quarter, 2001

- Sept. 3 Monday
Labor Day Holiday. University offices are closed.
- Sept. 4 Tuesday
New student orientation begins. Attendance is mandatory for undergraduates and recommended for graduate students. Residence halls open for check-in of new students beginning at 9 a.m. Welcome activities for new students and their families.
- Sept. 5 Wednesday
English and Mathematics placement tests will be given. English Proficiency Examination for ESL and/or international students. Pre-register for tests with advisor. Graduate and transfer student orientation.
- Sept. 6 Thursday
Instruction begins at 5:30 p.m. Nighttime classes only. New student orientation for first-time freshman and international students. First full day of classes is Friday, Sept. 7. Last day for payment of tuition, housing, and fees without paying late fee of \$100.

- Sept. 7 Friday
First full day of classes. Last day to drop a course and receive a full refund. See catalog for refund schedule.
- Sept. 13 Thursday
Last day for Fall Quarter late registration for all students. Last day to drop a course. Last day to add a course is the end of the equivalent of the first full week of classes for that particular class.
- Oct. 16 Tuesday
English and Mathematics placement tests will be given for Winter Quarter. Pre-register for tests with advisor.
- Oct. 19 Friday
First day of Fall Intensive registration and Winter Quarter registration.
- Oct. 26 Friday
Last day to withdraw from classes and receive a "W" on transcript.
- Oct. 31 Wednesday
Last day to apply for Spring Graduation 2001 with advisor.
- Nov. 12 Monday
Veteran's Day Holiday. Classes will meet or will be rescheduled depending on the course.
- Nov. 14 Wednesday
Fall Quarter instruction ends.
- Nov. 15-21 Thursday - Wednesday
Final Exam Week.
- Nov. 16 Friday
Last day of Fall Intensive registration for continuing students.
- Nov. 17 Saturday
Fall Commencement
- Nov. 19 Monday
First day of Fall Intensive late registration and drop/add for continuing students. A late registration fee of \$100 will be assessed to late registrations for continuing students. New students will not be charged late registration fee for their first quarter at USIU.

- Nov. 21 Wednesday
Departing residents check-out of residence halls by 6 p.m.
- Nov. 22 Thursday
Academic recess begins.

Fall Intensive, 2001

- Nov. 25 Sunday
Residence halls open for new resident check-in at 1 p.m.
- Nov. 26 Monday
Instruction begins for Fall Intensive. Last day of late registration for Fall Intensive for continuing students. Last day for payment of tuition, housing, and fees without paying late fee of \$100. Last day to drop a course and receive a full refund. See catalog for refund schedule.
- Nov. 28 Wednesday
Last day to drop a course. Last day to add a course is the end of the equivalent of one full week of classes (based on an 11-week quarter) for that particular class.
- Dec. 6 Thursday
Last day to withdraw from classes and receive a "W" on transcript.
- Dec. 15 Saturday
Fall Intensive ends (including exams).
- Dec. 16 Sunday
Check-out from residence halls by 12 noon.
- Dec. 17 Monday
Academic recess begins.

Winter Quarter, 2002

Jan. 1	Tuesday Re-application period begins for students who need financial aid for Fall 2002 through Summer 2003. California residents: contact the Financial Aid Office for state aid information.	Feb. 18	Monday President's Day Holiday. AIU offices are closed. Daytime classes do not meet. Evening classes will meet or will be rescheduled depending on the course.	Mar. 29	Friday New student orientation. Attendance is mandatory for undergraduate and international students and recommended for graduate students.
Jan. 2	Wednesday First day of Winter Quarter late registration for continuing students. A late registration fee of \$100 will be assessed to late registrations for continuing students. New students will not be charged late registration fee for their first quarter at AIU. Residence halls open for new resident check-in at 1 p.m.	Feb. 22	Friday Last day to withdraw from classes and receive a "W" on transcript. English and Mathematics placement tests will be given. English Proficiency Examination for ESL and/or international students. Pre-register for tests with advisor.	Apr. 1	Monday Instruction begins for Spring Quarter. Last day for payment of tuition, housing, and fees without paying late fee of \$100. Last day to drop a course and receive a full refund. See catalog for refund schedule.
Jan. 3	Thursday English and Mathematics placement tests will be given. English Proficiency Examination for ESL and/or international students. Pre-register for tests with advisor.	Mar. 1	Friday Priority deadline for 2002-2003 Financial Aid applications.	Apr. 8	Monday Last day of Spring Quarter late registration for all students. Last day to drop a course. Last day to add a course is the end of the equivalent of one full week of classes for that particular class.
Jan. 4	Friday New student orientation. Attendance is mandatory for undergraduate and international students and recommended for graduate students.	Mar. 15	Friday Last day of Spring Quarter registration for continuing students.	Apr. 24	Wednesday Last day to apply for Fall Graduation 2002 with advisor.
Jan. 7	Monday Instruction begins for Winter Quarter. Last day for payment of tuition, housing, and fees without paying late fee of \$100. Last day to drop a course and receive a full refund. See catalog for refund schedule.	Mar. 17	Sunday Winter Quarter instruction ends.	May 6	Monday First day of Summer and Fall Quarter registration.
Jan. 14	Monday Dr. Martin Luther King, Jr. Holiday. Classes do not meet. AIU offices are closed.	Mar. 18	Monday First day of Spring Quarter late registration. A late registration fee of \$100 will be assessed to late registrations for continuing students. New students will not be charged late registration fee for their first quarter at AIU.	May 17	Friday Last day to withdraw from classes and receive a "W" on transcript.
Jan. 15	Tuesday Last day of Winter Quarter late registration for all students. Last day to drop a course. Last day to add a course is the end of the equivalent of one full week of classes for that particular class.	Mar. 18-23	Monday - Saturday Final Exam Week.	May 27	Monday Memorial Day Holiday. AIU offices are closed. Classes do not meet.
Feb. 11	Monday First day of Spring Quarter registration.	Mar. 24	Sunday Check-out of residence halls by 12 noon.	June 3	Monday First day of Summer Quarter late registration. A late registration fee of \$100 will be assessed to late registrations for continuing students. New students will not be charged late registration fee for their first quarter at AIU.
		Mar. 25	Monday Spring Break begins. Spring Break ends March 31.	June 8	Saturday Spring Quarter instruction ends.
			Spring Quarter, 2002	June 10-15	Monday - Saturday Final Exam Week.
		Mar. 27	Wednesday Residence halls open for new resident check-in at 1 p.m.	June 15	Saturday Spring Commencement. Departing residents (except students participating in commencement) check-out of residence halls by 11 a.m.
		Mar. 28	Thursday English and Mathematics placement tests will be given. English Proficiency Examination for ESL and/or international students. Pre-register for test with advisor.		

June 16 Sunday
Departing graduating residents check-out of residence halls by 10 a.m.

Summer Quarter, 2002

June 16 Sunday
Residence halls open for Summer Quarter and Summer Session I new residents. Check-in begins at 12 noon. New student orientation begins at 2 p.m. Attendance is mandatory for undergraduates and recommended for graduate students.

June 17 Monday
Instruction begins for Summer Quarter (9-week Session) and Session I. Last day for payment of tuition, housing, and fees without paying late fee of \$100 for Summer Quarter (9-week Session) and Session I. Last day to drop a course and receive a full refund.

English and Mathematics placement tests will be given. English Proficiency Examination for ESL and/or international students. Pre-register for tests with advisor.

June 21 Friday
Last day of Summer Quarter late registration (9-week Session) and Session I late registration for all students. Last day to drop a course. Last day to add a course is the end of the equivalent of one full week of classes (based on an 11-week quarter) for that particular course.

July 3 Wednesday
Last day to withdraw from Session I courses and receive a "W" on transcript.

July 4 Thursday
Independence Day Holiday observed. AIU offices are closed. Classes do not meet.

July 14 Sunday
Session I instruction ends.

July 15-16 Monday - Tuesday
Final Exams for Session I.

July 17 Wednesday
Instruction begins for Session II. Departing residents (Summer Session I) check-out of residence halls by 11 a.m. Residence halls open for Summer Session II; new residents check-in at 1 p.m.

Last day for payment of tuition, housing, and fees without paying late fee of \$100 for Session II students. Last day to drop a Session II course and receive a full refund.

July 19 Friday
Last day of Summer Session II late registration for all students. Last day to drop a course. Last day to add a course is the end of the equivalent of the first full week of classes (based on an 11-week quarter) for that particular class.

July 22 Monday
Last day to withdraw from classes for Summer Quarter (9-week Session).

Aug. 9 Friday
Last day to withdraw from Session II classes and receive a "W" on transcript.

Aug. 11 Sunday
Instruction ends for Summer Quarter (9-week Session).

Aug. 12-18 Monday - Sunday
Final Exam Week for Summer Quarter (9-week Session).

Aug. 14 Wednesday
Instruction ends for Session II.

Aug. 14-15 Wednesday - Thursday
Final Exams for Session II.

Aug. 19 Monday
Departing residents for Summer Quarter (9-week Session) and Summer Session II check-out of residence halls by 11 a.m.

Graduation Deadline Dates

	Fall 2001	Spring 2002
Application for graduation due with advisor	Apr. 25, 01	Oct. 31, 01

Oral defense of dissertation must be completed and students must be registered during quarter oral defense is complete in order to participate in graduation.....	Oct. 9, 01	May 1, 02
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Dissertation/thesis must be submitted to the Dissertation Specialist in order to participate in graduation	Oct. 22, 01	May 15, 02
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Confirmation of participation in graduation ceremony due in Office of Orientation and Service Learning ..	Oct. 31, 01	May 7, 02
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Dissertation/thesis must be accepted in the Library in order to receive diploma at graduation.....	Nov. 14, 01	June 11, 02
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Semester-Based Dates

Fall 2001 Semester

Week of August 27 Mon.-Fri	Orientation for New Students/Registration. Faculty Contract Period Begins.
September 3 Monday	Labor Day (Holiday)
September 4 Tuesday	Classes Begin
September 17 Monday	Add/Drop Deadline
October 26 Friday	Last day to withdraw from a course in good standing
November 22-23 Thurs.-Fri.	Thanksgiving Recess
December 17 Monday	Last Day of formal classes. Make-up classes may be held until Dec. 21 if classes were cancelled during the semester for campus holidays. (Midwinter recess for faculty and students begins.)
January 7 Monday	Faculty Contract Period Resumes
January 7-18	Winter Intersession
January 11 Friday	End of Fall Semester; Degree Award Date

Spring 2002 Semester

January 21 Monday	Martin Luther King Jr. Birthday (Holiday)
January 22 Tuesday	Classes Begin
February 4 Monday	Add/Drop Deadline
February 18 Monday	President's Day (Holiday)
March 15 Friday	Last day to withdraw from a course in good standing
March 25-29 Mon.-Fri.	Spring Break for faculty and students
April 1 Monday	Cesar Chavez Day (Holiday) (May be taken on the previous Friday if so desired by the site)
May 13 Monday	Last Day of formal classes
May 14-June 14	Spring Post-Session
June 14 Friday	End of Spring Semester; Degree Award Date; Faculty Contract Period Ends
May 27	Memorial Day (Holiday)
June TBA	Commencement at Los Angeles
June TBA	Commencement at San Diego
June TBA	Commencement at Fresno
June TBA	Commencement at San Francisco Bay

Summer 2002 Session

June 17 Monday	Classes Begin
July 4 Thursday	Independence Day (Holiday)
August 9 Friday	End of Summer Term; Degree Award Date

Note: The three flex-holidays may alter this schedule. They should be published for each location, separately. AIU does not celebrate religious holidays unless they are recognized federal/state holidays, but each location may use its flex-holidays to reflect local traditions. Faculty and students who observe significant religious holidays that do not fall within flex-holidays or scheduled breaks, examples of which include Yom Kippur, Rosh Hashanah, Passover, Good Friday, or Id-UI-Fiter (end of Ramadan), are permitted to observe these days.

Also please note that some programs have schedules that fall outside the regular calendar. Please contact the location or program for more information.